



THE UNIVERSITY OF THE WEST INDIES
CAVE HILL • MONA • OPEN • ST. AUGUSTINE



THE UWI GENDER POLICY

Promoting Gender Justice for All.

Men and women shall be eligible for admission to and as students of the University, and for appointment to any Authority, office or employment of or under the University.

Clause IV, UWI Charter, 1949



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THE UWI GENDER POLICY

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Finance and General Purposes Committee
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The following individuals and offices of The University of the West Indies supported the process of producing this document:

the Vice-Chancellor, the Office of the Vice-Chancellor, the Office of the Pro Vice-Chancellor (Research & Graduate Studies), the University Office of Planning & Development, the University Registrar, the Office of Administration, the Institute for Gender and Development Studies (Regional Coordinating Office & campus-based Units), the Cave Hill, Mona, Open and St. Augustine Campus Principals and Registrars.

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ACRONYMS AND ABBREVIATIONS

| | |
|--------------------|---|
| ACU | Association of Commonwealth of Universities |
| AQAC | UWI Academic Quality Assurance Committee |
| ATS | Administrative, Technical and Support Staff |
| CARICOM | The Caribbean Community |
| CARIMAC | Caribbean Institute for Media and Communications |
| CETL | The Centre for Excellence in Teaching and Learning |
| CEDAW | Convention on the Elimination of Discrimination Against Women |
| DISCUS | Departments, Institutes, Schools, Centres, Units and Sites |
| F & GPC | Finance & General Purposes Committee |
| GIS | Gender Impact Survey |
| GMC | Gender Mainstreaming Committee |
| ICT | Information and Communication Technologies |
| IGDS | The Institute for Gender and Development Studies |
| MDGs | Millennium Development Goals |
| MONATS | Mona Administrative and Technical Staff Association |
| RCU | Regional Coordinating Unit |
| SCOR | Senate Committee on Ordinances and Regulations |
| SGRS | School for Graduate Studies and Research |
| SDGs | Sustainable Development Goals |
| TLI | Tertiary Learning Institution |
| UAWU | University and Allied Workers Union |
| UOPD | University Office of Planning and Development |
| UCWI | The University College of the West Indies |
| UWI | The University of the West Indies |
| WAND | The Women and Development Unit |
| WDSG | Women and Development Studies Groups |
| WIGUT | West Indies Group of University Teachers |

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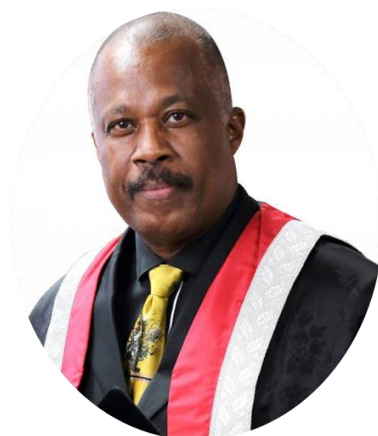
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FOREWORD



Our principal remit at The University of the West Indies (UWI) is to strengthen the internal coherence of the institution in order to energize its functions as one academy, and to critically drive forward the globalization of our brand as the premier regional university in the Caribbean.

The finest universities are not built to serve themselves, but the communities in which they reside and those beyond. A university generally reflects the societal norms and is indeed a microcosm of the society in which it exists. It is imperative therefore, that at UWI we make deliberate and transformative progress in regards to gender, gender diversity and social inclusion, not just honouring, but celebrating the human rights of all in our midst.

The University's commitment to gender mainstreaming, gender equality and Gender Justice as articulated in this Gender Policy, must be fully reflected in the University's structure, systems, policies and programmes. The importance of gender in education at UWI was articulated as early as 1944 in the findings of the Irvine Commission that resulted in the University's formation; in this current period of our history it is vital for the University to take the steps necessary to further that agenda in a meaningful way, recognizing the inextricable links between Gender Justice and the sustainable development of the region.

I am therefore pleased to present the University of the West Indies' Gender Policy to all of our staff, students, partners and other stakeholders with the commitment that this University will be a beacon, lighting a path of progress in relation to gender issues throughout the Caribbean region. We are grateful to the Institute for Gender and Development Studies for their stewardship and commitment to the delivery of this Gender Policy. Guided by this Policy, the University will seek to work in partnership with our member governments to seek equality, fairness and justice throughout these West Indies to ensure that gender will not be a limiting factor in shaping the potential and the future of the people of these nations.

Professor Sir Hilary Beckles
Vice-Chancellor
The University of the West Indies

1. INTRODUCTION

1.1 Gender and The University of the West Indies

The University of the West Indies (UWI) has historically concerned itself with issues of Gender Justice. From its inception the founders of The UWI were careful to include in the Report of the West Indies Committee of the Commission on Higher Education in the Colonies, (The Irvine Committee Report¹ of June 1945), its recommendations that in its establishment, the University College of the West Indies (the predecessor of The UWI)

should be open to women on precisely the same terms and conditions as are applicable to men. Similarly, no restriction should be imposed on grounds of race or creed...

It was believed that such an approach to governance was important, since

...with greater access ... the influence of women, valuable in itself and perhaps especially requisite for the solution of the difficult social problems of the West Indies would make itself felt."

The sentiments of the Committee, and its subsequent report, were further reflected in Clause Four of The UWI Charter (1949, updated in 1962 and 1972), which notes that

Men and women shall be eligible for admission to and as students of the University, and for appointment to any Authority, office or employment of or under the University.

Over the almost seventy years since its establishment, The UWI has made commendable strides towards mainstreaming gender into its operations and procedures.

The establishment of the Centre for Gender and Development Studies in 1993, which emerged from the advocacy work of the University-wide Women's Studies Groups; and is now an independent inter-disciplinary Institute speaks to the University's understanding of the necessity to challenging patriarchal systems, which privilege some but deny others.

The decision to deliberately design the Centre outside of the traditional Faculty structure of The UWI was also indicative of an understanding of Gender as a cross-cutting issue, as well as an understanding of how gender organises society and social relations in fundamental ways and thus has implications for the development of curricula and pedagogy; and structures and systems of governance. Gender Mainstreaming, grounded in the principle of Gender Justice, is a necessary tool through which to imagine and enact new societal possibilities and fresh ways of thinking through the old challenges of social injustice.

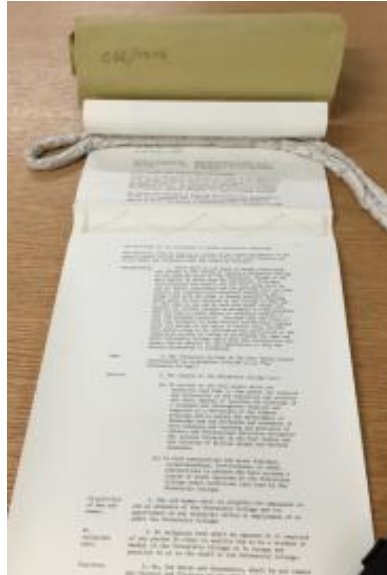
¹ This report produced in 1944 and published in 1945 when it was presented to the British Parliament, recommended the 'establishment of a single university of the West Indies at the earliest possible date,' and this subsequently led to the establishment of the University College of the West Indies.

The commitment to gender mainstreaming its operations was again reiterated at the 2012 – 2017 UWI Strategic Framework Planning Retreat, where the development and implementation of a Gender Policy was identified as a priority.

The Strategic Plan (2012-2017) commits The UWI to:

...build a community that fosters a climate which is open and welcoming to diverse people, ideas and perspectives; that promotes constructive discourse on the nature of diversity; and that engages faculty, staff and students in activities that promote the University's core values.... The UWI will be an equal opportunity employer and partner ensuring that social justice, respect and equity issues are resolved as they relate to processes and challenges associated with employment, religion, age, ability, gender, sexuality, race, ethnicity, the work environment, class and any other bases of inequality and inequity among employees and students (p.23). The UWI also committed to developing a gender policy to create a supportive environment for women and men in all aspects of University life (p. 30).

The UWI Gender Policy is intended to be a framework to guide that creation of ‘a supportive environment for both men and women in all aspects of university life’.



Images of the Royal Charters establishing the University of the West Indies

1.2 Why a UWI Gender Policy?

Congruent with its roots and re-emergence as an Activist University, the development of The UWI Gender Policy will place the University on the vanguard of engaging in advocacy and producing transformative policy for social change, as the first tertiary learning institution in the English-speaking Caribbean to develop and operationalise such a policy.

As a member of the Association of Commonwealth of Universities (ACU), The UWI is mandated to address issues in university governance, management and administration, which may have given rise to gender inequality; as well as to explore women-specific issues in diagnosing and addressing inequities. The ACU advocates:

- an appropriate action plan for a gender management system to support the mainstreaming of gender developed
- integration of gender into university curriculum and research
- incorporation of gender into instructional methods and techniques
- establishment and/or strengthening of gender-sensitive policies with regard to admission to and for the administration and academic management of the university
- encouragement and establishment of gender-inclusive extra-curricular activities
- specific provision for social and career guidance to ensure that women students and staff are fully integrated in universities

Figure 1.1: Why a UWI Gender Policy

Why a UWI Gender Policy

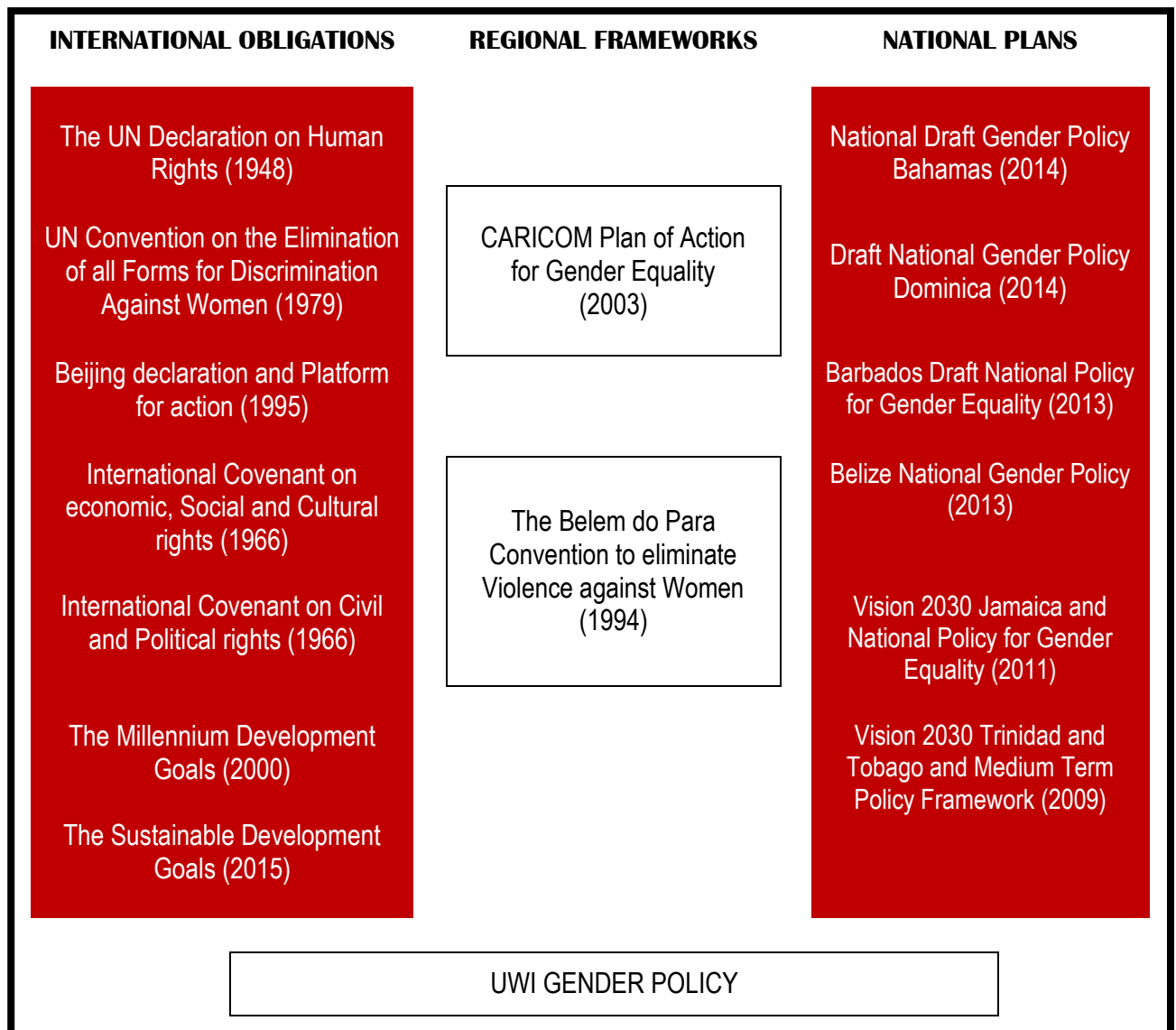
Despite some women academics and administrators attaining power and leadership within their universities, a majority of university women still face many structural and attitudinal impediments; they have to work within environments of gender insensitivity and are forced to deal with cultures of gender discrimination very often on a daily basis. ...[What is required] are far reaching changes to the structures, cultures, general working environments and practices of higher education institutions as well as, most significantly, people's attitudes...These changes need to take into consideration local campus concerns such as gender violence including ragging / sexual harassment in universities, student micropolitics and the gendered division of labour in academia. Furthermore, they also need to account for the ongoing transitions of universities worldwide in the face of the rapidly expanding knowledge economies, and the resultant competitiveness and output-orientation of higher education institutions. Moreover, they need to learn from the gains, problems and weaknesses of women's empowerment programmes and gender mainstreaming (GM) efforts that have been taking place for the past three decades.

Introduction to Gender Mainstreaming Universities
Maithree Wickramasinghe
(For the Commonwealth Association of Universities)

Critically, the development of The UWI Gender Policy will ensure that The UWI as an institution is:

- operating within best practices for tertiary institutions, where steps have been taken to ensure that Gender Justice is promoted and championed at all levels; and that all systems of governance, official documents, policies, procedures, curriculum development and pedagogy are gender sensitive;
- aligned to and compliant with international, regional and national protocols including to promote Gender Justice; which all Caribbean countries have ratified.

Figure 1.2: Policy Context for the Development of The UWI Gender Policy



The UWI Gender Policy is particularly opportune, at a time when heightened focus on numerical advantage in favour of females, both as staff and student, has the potential to mask the reality of the broader situation that is indicative of deeper systemic societal issues which can potentially threaten the possibilities for Gender Justice; and are best understood through the lens of gender.

Figure 1.3: Understanding Gender

GENDER

Encompasses complex systems of personal and social relations through which women and men are socially created and maintained and through which they gain access to, or are allocated, status, power and material resources within society.

(Barriteau, 1998)

Figure 1.4: Understanding Gender Justice

GENDER JUSTICE

A societal condition in which there are no asymmetries of access to, or allocation of, status, power and material resources in a society, 'or in the control over and capacity to benefit from these resources.

(Barriteau 2004)

No more clearly is this evidenced than in the access to The UWI's services by female students, in comparison to the access to positions of executive leadership by female academics in the institution.

Despite the numerical advantages in the former instance, it would seem – and has been reported anecdotally - that patriarchal ideologies persist, which run counter to the creation of an enabling environment in which Gender Justice is mandated, facilitated or realized.

The Situation Analysis presented in Appendix 4, offers additional insights into areas in need of attention.

1.3 What is The UWI Gender Policy Intended to Accomplish?

This Gender Policy is intended to guide The UWI's actions to mainstream gender across the institution by ensuring gender equity in all University practices, policies, procedures and programmes.

More specifically, The UWI Gender Policy seeks to embed strategies to address existing and potential disparities, and to offer alternatives to systemic and attitudinal practices that may reinforce gender prejudice, stereotyping, harassment², gender based violence and discrimination; and deny members of The UWI community access to Gender Justice.

These strategies are essential in the maintenance of the sustainability of the institution and its stakeholders; and ultimately can only redound to the benefit of the entire Caribbean region; and its diasporas.



² See The UWI Sexual Harassment Policy

1.4 How is the Policy Structured?

The UWI Gender Policy is presented in three main sections:

A. DEVELOPING the GENDER POLICY

This section details the:

- chronology of the development of The UWI Gender Policy
- the research-based process employed to inform the Policy
- the Reporting Structures for the operationalization of the Policy

B. The UWI GENDER POLICY

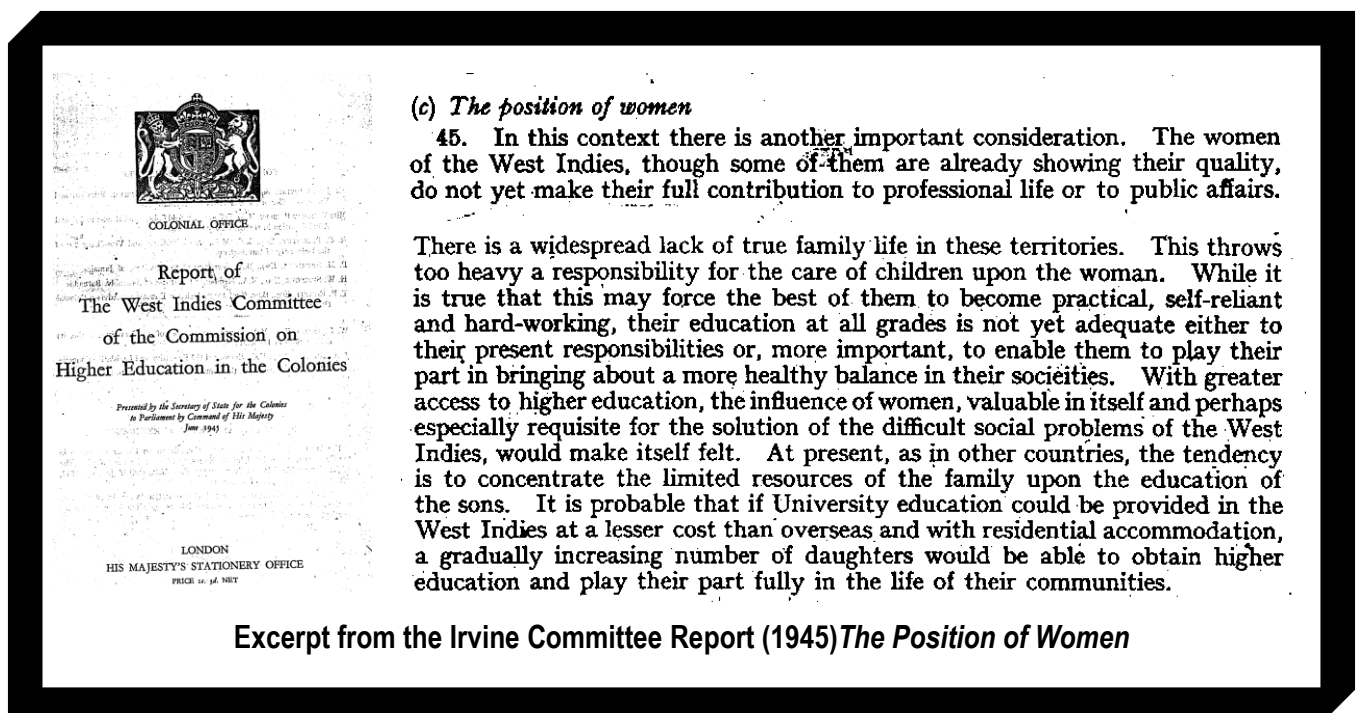
This section details the:

- vision, mission and guiding principles of The UWI Gender Policy
- strategic objectives of the policy
- implementation, accountability, institutional and legislative frameworks by which the policy is bound

C. The UWI GENDER POLICY

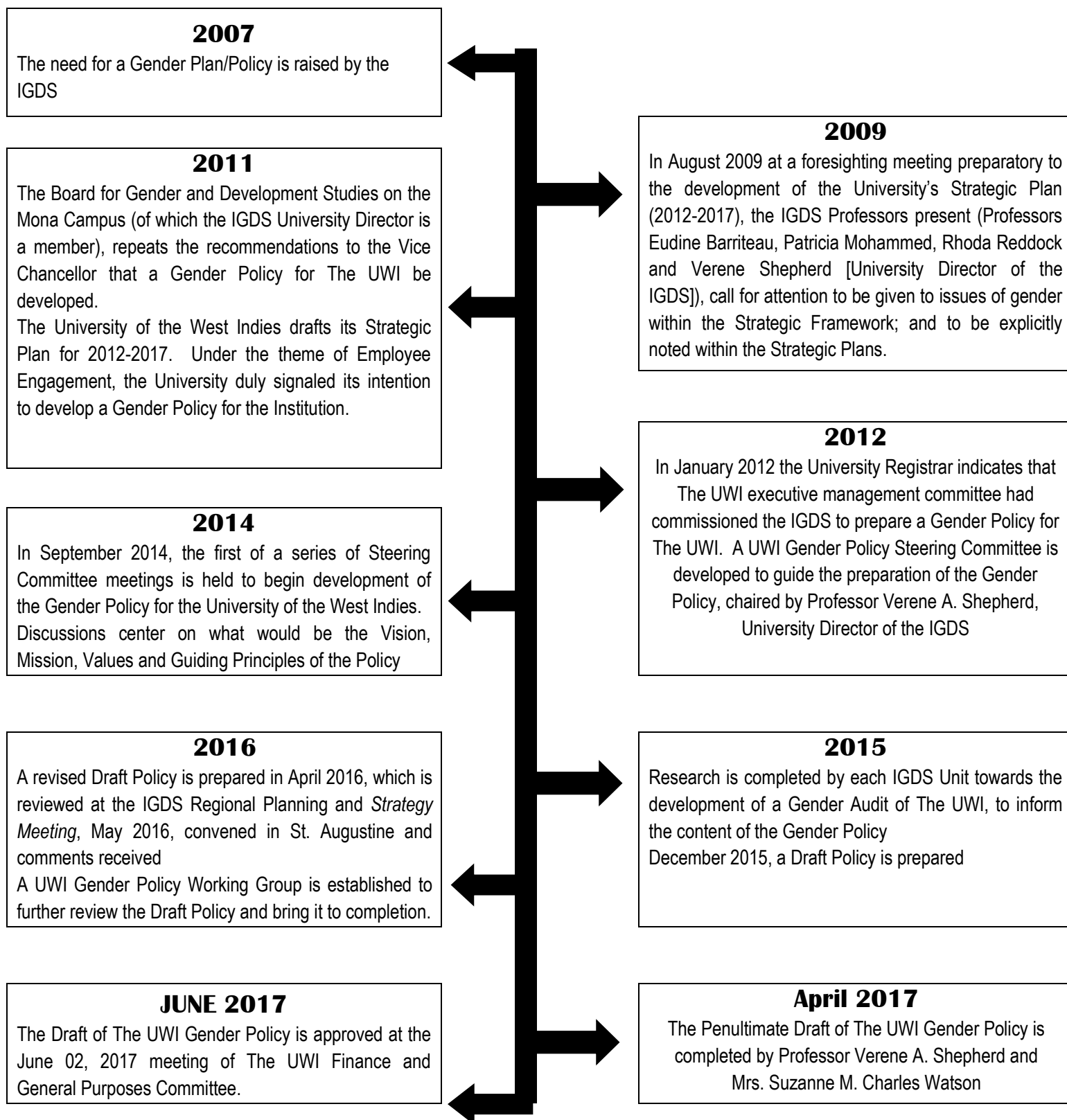
This section of Appendices offers:

- additional details into the concepts presented in the Gender Policy
- details of the research findings, which informed the preparation of the Gender Policy



2. DEVELOPING THE UWI GENDER POLICY

2.1 The Chronology of developing The UWI Gender Policy



2.2 The Process of developing The UWI Gender Policy

2.2.1 The UWI Gender Policy Steering Committee

The UWI Gender Policy Steering Committee was directed by its mandate to offer expertise and technical guidance, as well as to establish the scope and sequence of the process, towards the preparation of The UWI Gender Policy.

Operating within the framework of regional commitments such as the CARICOM Plan of Action for Gender Equality and various national initiatives throughout the region, the Steering Committee's work was informed by the existing legal structures of The UWI; and the Gender Policies of other Universities.

The Steering Committee (See Appendix 2) comprised:

- the University Registrar
- the University Counsel
- The UWI Office of Planning and Institutional Research
- the University Director, IGDS
- the Heads of each of the IGDS campus-based Units
- staff representation from each IGDS Campus Unit
- staff representation from the IGDS Regional Coordinating Office
- representation from The UWI Open Campus
- representation from The Women and Development Unit (WAND)
- the University Director, Marketing and Communications
- the Office of Marketing and Communications, Mona Campus
- the Marketing and Communications Officer, Institutional Advancement Division, St. Augustine Campus
- the Marketing and Communications Manager, Open Campus
- the Gender Equity Advisor
- the Consultant(s) engaged to complete the drafting of the Gender Policy

2.2.2 UWI Gender Audit (Campus-Based Research and Advocacy)

Over the course of developing The UWI Gender Policy, each IGDS Unit completed research and consultations towards the completion of a university-wide Gender Audit. The Gender Audit was intended to determine the extent to which concerns of gender were mainstreamed into the programmes, procedures and practices of The UWI.

Using apposite research methodologies, including but not limited to desk reviews, focus group discussions and the administration of survey instruments, each campus conducted research among staff and students to identify the key issues impacting gender equality and justice; on each respective campus.

Results from the research interventions on each campus formed part of a UWI Gender Situation Analysis, which was indicative of the critical gender issues to be addressed by The UWI Gender Policy.

As part of the campus interventions, Gender Policy Champions - senior administrators - were appointed on each campus who advocated for resources to support the Policy's development and operationalization.

2.2.3 UWI Gender Policy Consultants

Under the guidance of The UWI Gender Policy Steering Committee, Consultants worked to collate the respective Campus Based research and complete Working Draft of The UWI Gender Policy. (See Appendix 2 for list of Consultants)

2.2.4 The UWI Gender Policy Working Group

To bring the process to completion, a UWI Policy Working Group was established. The Working Group's mandate was to review the Draft Submission and offer pointed suggestions on the ways in which the Policy could be better articulated. A Rapporteur was appointed to revise the Draft Submission.

The Working Group (See Appendix 2) comprised:

- the University Director, IGDS, who served as Chair
- staff representation from each IGDS Campus Unit
- staff representation of the IGDS Regional Coordinating Office
- representation from The UWI Open Campus

2.2.5 Finalising the Gender Policy

The Draft Gender Policy was finalised, through a process of review by key UWI stakeholders; and ultimately through approval from the Council of the University.

2.2.6 Disseminating The UWI Gender Policy

The UWI Gender Policy will be disseminated in popular format by the respective campus-based Marketing and Communications offices to raise awareness and sensitize all UWI Stakeholders to its principles.

Members of the IGDS discuss and prepare The UWI Gender Policy



In Photo, R to L: Ms. Ingrid Nicely, Dr. Halimah Deshong, Dr. Tonya Hayes (partially hidden) Dr. Gabrielle Hosein, Dr. Angelique Nixon, Ms. Cerita Buchanan

In Photo, R to L: Dr. Dalea Bean, Dr. Natasha Mortley, Professor Verene Shepherd, Mrs. Suzanne M. Charles Watson

3. THE GENDER POLICY

3.1 A Vision for The UWI Gender Policy

The UWI Gender Policy affirms for all the staff, students and other stakeholders of the University of the West Indies the fundamental principles of gender equality, gender diversity and non-discrimination based on gender and sexuality in all of the policies, programmes, practices and structures of the University and in its external relationships in the Caribbean region and beyond.

3.2 The Mission of The UWI Gender Policy³

The UWI Gender Policy will support the integration of gender equality, gender diversity and non-discrimination in all structures and functions of The UWI's organisational environment, affording equal opportunities for staff, students and all other stakeholders irrespective of gender identity or diversity, sexual orientation and producing gender-sensitive graduates that are fully equipped to contribute to a just and equitable society throughout the Caribbean region and globally.

In furtherance of this Mission, the University will be guided by the principles outlined below.

3.3 How The UWI Gender Policy Will Work

The Gender Policy of the University of the West Indies' expresses the University's commitment to Gender Justice and articulates a framework for its implementation, monitoring and evaluation. The UWI Gender Policy:

- articulates core principles;
- proposes a number of gender-related issues to be addressed;
- identifies gender mainstreaming strategies, including advocacy, congruent with The UWI activist mandate, to produce graduates and engage staff who are socially conscious; and are committed to social justice and the promotion of gender-responsive human relations and development.

The Gender Policy will inform changes required within the University's structures, policies, programmes and practices to promote and facilitate Gender Justice, and to address the root causes of gender inequality and discrimination as it relates to all internal and external stakeholders, including all students, employees, persons under its independent service arrangements, other persons who provide academic services to the University, as well as to its contractual agreements, independent service arrangements and its interaction with members of the public.

³ The implementation of this will be the responsibility of the respective campuses of The UWI through their Gender Action Plans, led by the Gender Task Force.

Moreover, The UWI Gender Policy will serve as a template for:

– **Promoting Gender Planning and Mainstreaming**

An awareness of gender as a key organising feature of personal, social and institutional relations should undergird programme planning and implementation towards the achievement of the University's goals.

This Gender Policy represents UWI's commitment to take positive steps towards institutionalising Gender Planning. This will include providing policy guidelines and the resources necessary to address gender inequalities and ensure just opportunities and outcomes at the operational level in administration; as well as in pedagogy.

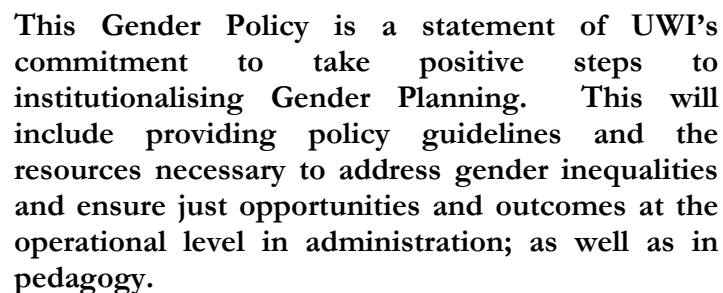
Additionally, Gender mainstreaming (with its attention to exposing and changing unequal relations of power based on gender) in all facets of decision-making, research and institutional development at The UWI will create an environment devoid of stereotypes and discrimination, which ultimately will redound to the benefit of the broader Caribbean society.

– **Protecting Human Rights**

Within a human-rights based framework, the attainment of Gender Justice is critical. As The UWI recognises and upholds the human rights of all its stakeholders The UWI Gender Policy will recognise the rights and responsibilities of all its constituents, irrespective of categories of difference including but not limited to sex, gender identity, sexual orientation, race/ethnicity, ability/disability, religion, age, socio-economic status, nationality or place of origin.

– **Ensuring Sustainable Development**

The achievement of Gender Justice and equality has been identified globally as a critical prerequisite of sustainable development. The UWI - particularly as an Activist University - has a crucial role to play in shaping a culture of Gender Justice through the development and engagement of a cadre of gender aware citizens who are committed to promoting sustainable and inclusive development.



This Gender Policy is a statement of UWI's commitment to take positive steps to institutionalising Gender Planning. This will include providing policy guidelines and the resources necessary to address gender inequalities and ensure just opportunities and outcomes at the operational level in administration; as well as in pedagogy.

3.4 Guiding Principles for The UWI Gender Policy

The UWI Gender policy presents an opportunity to create a deeper gender consciousness among all the University's stakeholders. In order for The UWI Gender Policy to be impactful as an instrument of social justice and sustainable development, it must be undergirded by the following principles

- **Leadership and Political Will**

To educate leaders and contribute to shaping a vision for our world, our leaders must embody the principles of social justice and human rights and dedicate our strengths to ensuring that these translate into action.

- **Non-discrimination and an Appreciation of Diversity**

This requires:

- ❖ the promotion and protection of rights and freedoms for all persons, irrespective of their gender identity, sexual orientation, race/ethnicity, ability/disability, religion, age and any other category of difference.
- ❖ recognition that the complex and heterogeneous production of gender and sexual identity, which are not reducible to a simplistic male/female binary, must be taken into account to ensure that The UWI honours its commitment to non-discrimination.

The UWI is well positioned as an Activist University; and particularly through the Gender Policy; to build on a long history of struggle against intersecting inequalities in the Caribbean, most often around the race, class, gender and sexuality.

- **Gender and Social Justice**

Gender justice requires the elimination of hierarchies of gender identities (that is, the differential valuing of femininity, masculinity and gender non-conformity) which underpins gender inequalities.

- **Personal Responsibility and Accountability**

It shall be the responsibility of all UWI Stakeholders to ensure compliance with the Gender Policy; and uphold the principles and spirit of the Policy. The Executive Management of The UWI must assume responsibility for the creation of systems and structures that facilitate a collective consciousness around Gender Justice and equal rights; as well as an organisational culture and governance framework conducive to Gender Justice. These will necessarily include institutional, organisational and operational systems and structures to address inequalities.

- **Collaboration and Partnership Development**

Sustainable development is possible only if the mechanisms to communicate and collaborate across difference are enhanced.

3.5 Strategic Objectives

The UWI Gender Policy is intended to act as the framework to inform changes necessary at the institutional, structural, policy, procedural and the personal levels at The UWI towards the promotion of Gender Justice. It is also the blueprint, to incorporate the issues of gender and development; and to express the fundamental principles that are deemed vital to sustainable growth and development.

The Strategic Objectives outlined below have been identified as areas for intervention, through research conducted across the entire University.

The areas identified also form the foundation for the development of a series of actions required to operationalize the vision of the Gender Policy.

- **The Curriculum**

The University of the West Indies will take the necessary steps to ensure that its curricula acknowledge and promote gender equality and Gender Justice

- **Student Enrolment, Retention & Performance**

The UWI will seek to examine (and where necessary) address underrepresentation of male and female students, respectively in its programmes; particularly those linked to growing sectors of the economy or that are key to regional development. Gender mainstreaming in the development of content and pedagogy will be also undertaken, to ensure that all programs create engaged learners

- **Human Resource Management**

The UWI will seek to examine and (where necessary) address disparities in staff recruitment, training, promotion and recognition at all levels, across all categories of staff, with a focus on the recruitment, retention and promotion of qualified members of staff, irrespective of categories of difference including but not limited to sex, gender identity, sexual orientation, race/ethnicity, ability/disability, religion, age, socio-economic status, nationality or place of origin.

Additionally, The UWI will consider issues of equity by taking deliberate action to improve the quality of working conditions to enhance employee confidence and engagement and to promote work/life balance, towards the creation of engaged employees

Towards that end, The UWI will support (and continue to support):

- ❖ parental leave (including for adoption) for all members of staff
- ❖ the right to reproductive and childcare support and facilities for students and staff, including but not limited to child friendly infrastructure/facilities in all bathrooms (e.g. safe and comfortable designated areas for breastfeeding and kindergarten and after-care facilities.)

– **Participation, Leadership and Decision-Making**

The UWI will seek to deliberately facilitate and increase participation by women in positions of leadership and decision-making; towards more egalitarian and equitable arrangements.

The UWI recognises that equally important as numerical parity between all groups of staff, is the creation and maintenance of an enabling environment in which all members of staff are equally able to advance up the hierarchy on the basis of merit; as well as an environment in which executive decisions are made in the spirit of the Mission and Vision of The UWI Gender Policy, towards the creation of Gender Justice.

– **Organisational Culture, Custom and Practice**

The UWI will identify and address systemic biases that exist in its organisational culture that do not promote, support or enable gender equity and justice.

The UWI will also promote and support increased gender equality in decision- making, networking and partnerships.

– **Finance and Resource Management**

The UWI will endeavour to mobilize the necessary and appropriate resources – human, technical and financial - to complete gender mainstreaming activities, which promote and support non-discrimination, diversity and gender equality towards Gender Justice.

– **Staff and Student Well-being**

The UWI will commit to monitoring and investing in, where appropriate and practicable, the well-being of all staff and students, irrespective of categories of difference.

– **Safe and Secure Environment**

The Management and administration of The UWI will foster a secure environment where students and staff on all campuses feel protected and safe from any form of violence that is as a result of their sexual orientation, gender, gender identity or gender identity expression

– **Gender and the Built Environment**

The UWI will also seek to adequately and appropriately address gender related issues which impact, or are impacted by, the University's living, working and learning environments across the University.

– **Research and Development**

The UWI will encourage and support, across its faculties, policy indicative research and innovation, which acknowledges, supports and promotes Gender justice.

– **Gender Aware Marketing & Communications**

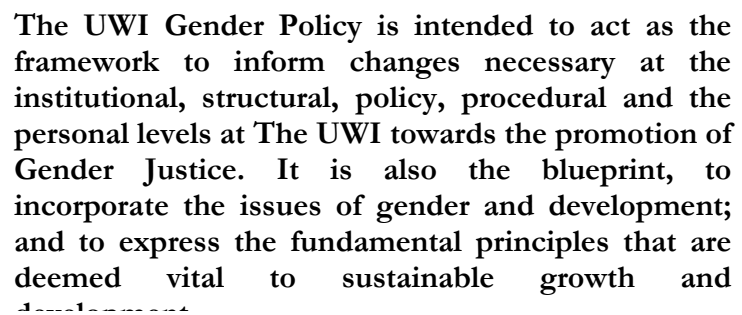
The UWI is committed to ensuring that marketing and communications policies, programmes and materials reflect the vision of the Gender Policy; and are explicit in their support of Gender Justice.

– **Creation of a Gender Task Force for each Campus**

Each Campus of The UWI shall appoint a Gender Task Force that will report to the University's Gender Mainstreaming Committee on issues of particular relevance to the Mission and Vision of The UWI Gender Policy. The Gender Mainstreaming Committee will report directly to the Vice Chancellor.

– **Language**

The UWI will examine, and change where necessary, any sexist language that is contained within its ordinances, rules, regulations and policy documents; as well as within all curricula



The UWI Gender Policy is intended to act as the framework to inform changes necessary at the institutional, structural, policy, procedural and the personal levels at The UWI towards the promotion of Gender Justice. It is also the blueprint, to incorporate the issues of gender and development; and to express the fundamental principles that are deemed vital to sustainable growth and development.

3.6 Implementation and Accountability Mechanisms

The ultimate responsibility for ensuring the implementation of The UWI Gender Policy rests with the Office of the Vice Chancellor, through The UWI Gender Mainstreaming Committee.

The University Council will also have a key role to play in actively championing the Policy, advocating for the adherence of its Mission and Vision; and providing leadership consistent with best-practice principles of gender mainstreaming and Gender Justice.

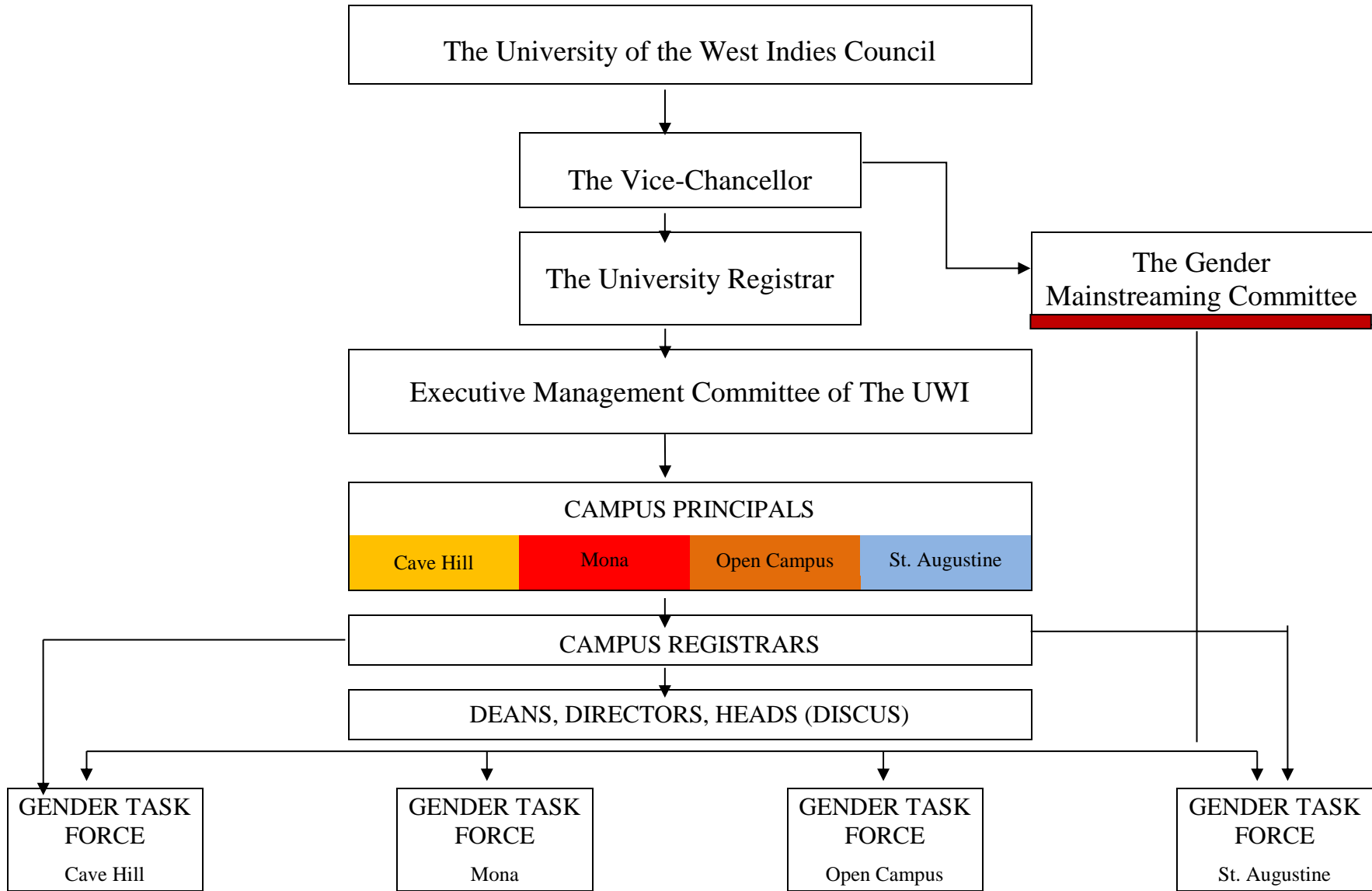
A Gender Mainstreaming Committee (GMC), with expert advice from the IGDS, will be established centrally within the University. Guided by a clearly articulated and documented Terms of Reference, the GMC will be expected to:

- champion Gender Justice across the University; and engage in University-wide activities intended to positively shape attitudes towards Gender Justice
- advocate for and drive the Gender Mainstreaming processes of The UWI Gender Policy
- complete research in relation to issues of gender across the University, toward the monitoring and evaluation of the implementation of The UWI Gender Policy
- develop Terms of Reference for the establishment of Campus Gender Action Plans in collaboration with respective Campus Registrars and Gender Task Forces
- work with the Gender Task Force on each campus towards the implementation of The UWI Gender Policy
- receive and address complaints in relation to non-compliance

The GMC will be comprised of:

- A Chairperson, to be appointed by the Vice-Chancellor
- The UWI Registrar
- External Experts, who will assume responsibilities for the development of the Monitoring and Evaluation Framework for the Policy:
 - ❖ Gender Mainstreaming Expert
 - ❖ Monitoring and Evaluation Expert
- Heads of the Campus Gender Task Force, to be appointed by the respective Campus Registrars
- One representative from the Guild of students
- One representative from the IGDS, appointed by the IGDS University Director

3.7 Responsibility for the Operationalisation of the Gender Policy – UWI Gender Policy Organogram



3.8 Roles and Responsibilities for the Operationalisation of the Gender Policy

All staff, students and other stakeholders within the University, and all those associated with the University have a responsibility to adhere to the Gender Policy and to apply its tenets in their day-to-day activities and in all dealings with, or on behalf of the institution. The overall responsibilities in relation to this Policy are as follows:

– **The University Council and Chancellor**

The University Council, lead by the Chancellor, is ultimately responsible for the promotion of Gender Justice at The University of the West Indies. Towards this end, the University Council will receive periodic progress reports from the Gender Mainstreaming Committee, on the implementation of the Policy, to enable its members to ensure that the Policy is being satisfactorily applied to the operations of the university.

– **The Vice-Chancellor**

The Vice Chancellor, who – through his Triple-A Vision – has consistently called for The University of the West Indies to be an Activist space, will have responsible for ensuring that the Policy is satisfactorily applied to all operations of the university; as Chair of the Gender Mainstreaming Committee.

The Vice-Chancellor will ensure that the appropriate protocols and guidelines are in place to guarantee that action is taken against staff or students who breach or violate the Policy.

The Vice-Chancellor will rely on the Pro Vice-Chancellors and other members of the senior management of the University to reinforce the tenets of The UWI Gender Policy; and facilitate its full operationalisation.

– **Executive Management**

The Pro Vice-Chancellors and senior Officers and Managers of the University will be obliged to facilitate the incorporation of gender into the management of their respective portfolios, towards the creation of Gender Justice.

– **Principals, Deans/Directors, Heads of Departments, Institutes, Sites, Centres, Units & Schools**

Principals, Deans/Directors, Heads of Departments, Institutes, Sites, Centres, Units & Schools will assume responsibility for operationalizing the Gender Policy, in tandem with the Gender Mainstreaming Committee and respective campus Gender Task Force.

This will involve developing mechanisms to sensitise members of staff; as well as students; to the content of The UWI Gender Policy, through training, ensuring that all members of staff and students are aware of their rights and responsibilities under the policy; and taking necessary and suitable action where staff or students discriminate on grounds of gender.

– **Campus Registrars**

On each Campus, the Campus registrar will appoint the Gender Task Force, develop its Terms of Reference, in collaboration with the Gender Mainstreaming Committee and facilitate its work towards the implantation and operationalisation of The UWI Gender Policy

– **Gender Task Force**

On each Campus, a Gender Task Force will lead the operationalization of the Policy and monitor progress towards the agreed outcomes. Each Gender Task Force will be accountable to the Gender Mainstreaming Committee for developing and implementing the Gender Mainstreaming Action Plans.

Each Task Force will work in tandem with its respective Marketing and Communications Office to disseminate information about The UWI Gender Policy as well as about the requirements for its successful implementation and operationalization.

– **The Institute for Gender & Development Studies**

The IGDS will provide expert advice and capacity-building services across the University in the area of gender and gender mainstreaming, where required, to support the operationalization of the Policy.

– **Staff and Students**

All staff and students will be encouraged to promote gender equality in their various spheres of influence; towards the maintenance of zero-tolerance for gender injustice

– **Partners, Contractors and Service Providers**

All external stakeholders, including persons under its independent service arrangements; as well as other persons who provide academic services to the University based on contractual independent service agreements and arrangements, will be requested to comply with its core principles.

All service providers will have a clause inserted into their contracts whereby they are required to abide by the tenets of The UWI Gender Policy.

3.9 Institutional & Legal Frameworks

The successful implementation of the Gender Policy demands a collaborative approach; across various offices with the university. The policy will be operationalised through existing structures and frameworks at The UWI; as well as by way of new structures, created for the explicit purpose of meeting the objectives of the Gender Policy.

The proposed framework includes the Gender Mainstreaming Committee, to be chaired by the University's Vice-Chancellor or his designee. This Committee will include senior members of UWI's Faculty or Administration to be appointed by each Campus, called Gender Policy Champions, who will advocate for decisions to be made and resources allocated in furtherance of the mission of the Gender Policy. The Committee will be provided with technical support from the Legal Unit, the Marketing & Communications Offices and the Institute for Gender and Development Studies (IGDS). The Gender Mainstreaming Committee will oversee the setting up of a Gender Task Force on each Campus to ensure that annual action plans are developed, resourced, implemented and evaluated to address the objectives laid out in the attached Strategic Framework for Action.

The University of the West Indies will conduct a Gender Audit of its existing policies and guidelines to ensure alignment and coherence with the principles embodied in this Gender Policy. Where appropriate, guidelines will be developed to address breaches of the Policy and a mechanism for redress relating to any misconduct.

This Gender Policy will become effective upon approval by the Financial and General Purposes Committee (F&GPC) of the University of the West Indies and adoption by the University of the West Indies Council.

3.10 Monitoring and Evaluation of the Gender Policy

The success of the Gender Policy will require routine monitoring and periodic evaluation (every three years) to assess the extent to which the University is mainstreaming gender equality across all its functions; and ensure that the University is effectively implementing and achieving the objectives of the Policy.

The Vice-Chancellor, as Chair of the Gender Mainstreaming Committee, will appoint a Monitoring and Evaluation Committee to oversee the development of progress reports for review by the University Council; and dissemination as appropriate. Both qualitative and quantitative measures will be used to assess the progress towards gender equality and justice at the University of the West Indies.

The Gender Mainstreaming Committee will - using established performance measures - monitor the progress of this Policy based on Campus Gender Mainstreaming Action Plans, developed and agreed to by each Campus Gender Task Force in line with the Policy's objectives.

Under the direction of the Monitoring and Evaluation Expert, a Monitoring and Evaluation Framework will be established as a guide for critical gender analysis, through

the identification of indicators that can be used. Where appropriate, every attempt will be made to use established indicators of measurement that are, or can be, sex-disaggregated.

Specific targets for each indicator will be documented in Campus Mainstreaming Action Plans by each Gender Task Force to reflect the local situation and the proposed changes in relation to each strategic objective. Effective monitoring and evaluation of progress to gender equality and justice will depend on all staff, students and stakeholders approaching data collection, analysis and reporting with a focus on gender as a key organizing feature of institutional and social relations.

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APPENDIX 1: UWI GENDER POLICY COMMITTEE MEMBERS

UWI Gender Policy Steering Committee

1. Mr. C. William **Iton** Registrar, University of the West Indies (UWI)
2. Mrs. Laleta **Davis-Mattis** University Counsel, Legal Unit
3. Professor Verene A. **Shepherd** University Director, Institute for Gender and Development Studies
4. Dr. Dalea **Bean** Lecturer, IGDS, Regional Coordinating Office
5. Ms. Shirley **Campbell** Gender Equity Advisor, Office of the Principal, UWI Open Campus
6. Ms. Kimberly **Carr** Research Assistant, IGDS, Mona Unit
7. Dr. Charmaine **Crawford** Lecturer and Head, IGDS Nita Barrow Unit
8. Dr. Leith **Dunn** Senior Lecturer and Head, IGDS, Mona Unit
9. Ms. Tennille **Fanovich** Administrative Assistant, IGDS, St. Augustine Unit
10. Ms. Patricia **Hackett** Research Assistant, IGDS, St. Augustine Unit
11. Dr. Tonya **Haynes** Lecturer, IGDS Nita Barrow Unit
12. Ms. Shari **Inniss-Grant** Research and Project Coordinator, IGDS Nita Barrow Unit
13. Dr. Halima-Sa'adia **Kassim** Senior Planning Officer, University Office of Planning & Development
14. Mrs. Mitra **Knight** Project Director, Office of the Principal, UWI Open Campus
15. Mrs. Shakira **Maxwell** Administrative Officer, IGDS, Regional Coordinating Unit
16. Professor Patricia **Mohammed** Professor and Head, IGDS, St. Augustine Unit
17. Dr. Judith **Soares** Director CSDR (Tutor/Coordinator, WAND)

APPENDIX 2: UWI GENDER POLICY WORKING GROUP

UWI Gender Policy Working Group

1. Professor Verene **Shepherd** University Director, Institute for Gender and Development Studies
✚ Working Group Chair
2. Mrs. Suzanne M. **Charles Watson** Research Fellow, IGDS, Regional Coordinating Office
✚ Rapporteur Final Policy
3. Ms. Cerita **Buchanan** Programme Officer, Consortium for Social Development and Research, UWI Open Campus
4. Ms. Kimberly **Carr** Research Assistant, IGDS, Mona Unit
5. Dr. Halimah **DeShong** Lecturer, IGDS, Nita Barrow Unit
6. Dr. Leith **Dunn** Senior Lecturer and Head, IGDS, Mona Unit
7. Ms. Joan **Ffrench** Adjunct Lecturer, IGDS, Regional Coordinating Office
8. Ms. Deborah **McFee** Outreach and Research Officer, IGDS, St. Augustine Unit
9. Dr. Natasha **Mortley** Lecturer, IGDS, Regional Coordinating Office
10. Dr. Roger **Nesbeth** Administrative Officer (Acting), IGDS, Regional Coordinating Office
11. Ms. Judith **Wedderburn** Adjunct Lecturer, IGDS, Regional Coordinating Office

UWI Gender Policy Consultants

1. Mrs. Kathy **McClure**
2. Mr. André **Robb**
3. Mrs. Bridgette **McDonald Levy**

APPENDIX 3: DEFINITION OF TERMS


| TERM | WORKING DEFINITION |
|-----------------|---|
| Diversity | refers to an understanding that each individual is unique, and recognizing our individual differences. The issue of diversity is made explicit when considered along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. |
| Empowerment | is the process of gaining access to resources, opportunities and decision-making processes, and of developing the skills, abilities and confidence to participate actively in shaping one's own life and one's community in economic, social and political terms. |
| Gender | encompasses complex systems of culturally-defined personal and social (economic and political) relations through which women and men are socially created and maintained; and through which they gain access to, or are allocated, status, power and material resources within society. |
| Gender Analysis | <p>entails the collection and analysis of sex-disaggregated information in order to understand gender differences and how these differences may have an effect on social relations and the effectiveness of policies and programmes. Gender analysis of sex disaggregated data can guide interventions that promote gender equality and equity (fairness).</p> <p>According to the United Nations Development Programme (UNDP), Gender Analysis refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures</p> |
| Gender Audit | is an evaluation process aimed at determining whether set policies or interventions are doing that which they are meant to be doing. It is an Institution's self-assessment, monitoring and evaluation of interventions with the broad aim of diagnosis and transformation. |

| TERM | WORKING DEFINITION |
|------------------------------------|--|
| Gender-Based Violence (GBV) | <p>is the general term used to capture violence that occurs as a result of the normative gender role expectations associated with each sex, along with the unequal power relationships between genders, within the context of a specific society; and that result in, or is likely to result in physical, sexual or psychological harm or suffering.</p> <p>GBV tends to affect women disproportionately, and includes, but is not limited to rape, (including attempt to rape), assault or battery, including spousal assault or battery, sexual bullying, sexual coercion, verbal assault based on sexual issues that violate the rights of men or women.</p> <p>An important aspect of GBV is how gender and sexuality intersect to produce uneven outcomes for girls, women, gender non-conforming persons and persons whose sexuality is enacted or perceived to be non-normative.</p> <p>Though GBV affects women disproportionately, when compared to men, there are groups of men who are victims of GBV violence based on their gender identity expression.</p> |
| Gender Bias | <p>is the conscious or unconscious privileging or prejudice against one gender, with a range of potentially long-term and oftentimes negative consequences for specific genders.</p> |
| Gender Blindness | <p>is the failure to recognise that gender is an essential determinant of social outcomes impacting on projects and policies; according to the United Nations Development Programme. A gender blind approach assumes gender is not an influencing factor in projects, programs or policy</p> |
| Gender Discrimination | <p>according to the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms, which prevents a person from enjoying full human rights</p> |
| Gender Equality | <p>is the status through which males and females have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural, and political development. It is indicative of society valuing all genders equally</p> |
| Gender Equity | <p>advocates for fairness of treatment of all genders, according to their respective socio-cultural, economic and political needs; taking into account barriers which may exist for specific groups (usually women and subordinated men)</p> <p>To that end, the accomplishment of gender equity often requires measures to compensate for the historical and social disadvantages faced by certain groups.</p> <p>In that way gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women.</p> |

| TERM | WORKING DEFINITION |
|-----------------------------|--|
| Gender Gap | is the difference that exists between males and females in access to some social good or benefit; based solely on their difference in gender. |
| Gender Identity | refers to one’s internal sense of being male, female, neither or both. This may or may not align with norms attached to birth-assigned gender or with sex assignment at birth. |
| Gender Indicators | refer to quantitative or qualitative measures based on sex-disaggregated statistical data that capture gender-related changes over time. |
| Gender Integration | refers to strategies applied in programmatic design, implementation, monitoring and evaluation to take gender considerations (as defined above, in “gender”) into account and to compensate for gender-based inequalities. |
| Gender Justice | a societal condition in which there are no asymmetries of access to, or allocation of, status, power and material resources in a society, ‘or in the control over and capacity to benefit from these resources. (Barriteau, 2004) |
| Gender Mainstreaming | is a process of incorporating a gender perspective into organizational policies, strategies, and administrative functions, as well as into the institutional culture of an organisation. This process at the organizational level ideally results in meaningful gender integration as outlined above. |
| Gender Planning | relates to the technical and political processes and procedures necessary to implement gender-sensitive policy. |
| Gender-Responsive | refers to actions taken to correct gender bias and discrimination so as to promote and ensure Gender Justice. This concept refers to planning and carrying out programmes, policies or activities in ways that consider the different needs of men/boys and women/girls and involve them in decision-making, participation and opportunities. This usually requires developing specific actions to bring about more equitable gender relationships, and it may require clearly targeted budget allocations. |
| Gender-Sensitivity | is the awareness and insight into the state of the other sex, with reference to historical roots of sexist stereotyping, discrimination and violence. Gender Sensitivity acknowledges the different roles and responsibilities of women and men in society and the consequent differential power relationships between them. It makes one aware that men and women are different, and therefore their experiences, needs, issues and priorities are different; and strategies to achieve equitable outcomes for women and men will be specific to various groups of men and women. |

| TERM | WORKING DEFINITION |
|-------------------------------|--|
| Gender Stereotypes | <p>ascribe to an individual specific attributes, characteristics, or roles by reason only of his or her or his membership in a particular group.</p> <p>Gender Stereotypes are generalised homogenising views or preconceptions about attributes or characteristics that are - or thought to be – possessed by groups of women and men. A gender stereotype often limits women’s and men’s capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and life plans. Harmful stereotypes can be both hostile/negative (e.g., women are irrational) or seemingly benign (e.g., women are nurturing).</p> |
| Gender Targets | <p>are specific measurable objectives, with an aim to improve gender equality, that are set by an organization at their own discretion, with discrete timeframes in which they are to be achieved.</p> |
| Patriarchy | <p>is the term used to describe societies characterised by current and historic unequal power relations between women and men whereby women are systematically disadvantaged, across various spheres of life but is particularly noticeable in women’s under-representation in key state institutions, in decision-making positions and in employment and industry. Male violence against women is also a key feature of patriarchy. Women in minority groups face multiple oppressions in this society, as race, class and sexuality intersect with sexism for example.</p> |
| Sex-disaggregated Data | <p>refer to data that are collected and presented separately on men and women.</p> |
| Sexuality | <p>is a broad concept that refers to the constitution of an individual in relation to sexual attitudes or activity, This includes aspects of the physical, psychological, social, emotional, and spiritual makeup of an individual. It is not limited to the physical or biological reproductive elements and behavior, but encompasses the manner in which individuals use their own roles, relationships, values, customs, and gender.</p> |
| Sexual Harassment | <p>refers to unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.</p> |
| Sexual Orientation | <p>is the preferred term used when referring to an individual's physical and/or emotional attraction to the same and/or opposite gender.</p> |
| Violence against Women | <p>a manifestation of the historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of women’s full advancement.</p> <p>It is rooted in a belief that women are inferior, subordinate human beings whose public and private activities should be determined, monitored or controlled by men.</p> |

APPENDIX 4: SITUATION ANALYSIS

 See separate document



THE UNIVERSITY
OF THE
WEST INDIES



THE UNIVERSITY OF THE WEST INDIES
CAVE HILL • MONA • OPEN • ST. AUGUSTINE

Situation Analysis



THE UWI GENDER POLICY

*Creating an Activist University.
Promoting Gender Justice for All.*

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ACRONYMS AND ABBREVIATIONS

| | |
|------------------|--|
| ACU | Association of Commonwealth of Universities |
| ATS | Administrative, Technical and Support Staff |
| AY | Academic Year |
| CETL | The Centre for Excellence in Teaching and Learning |
| CGDA | The Centre for Gender and Development Studies |
| F&GPC | UWI Finance and General Purposes Committee |
| IGDS | The Institute for Gender and Development Studies |
| SSDM | Student Services and Development Managers |
| UCWI | the University College of the West Indies |
| UWI | The University of the West Indies |
| WDSG | Women and Development Studies Groups |

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1. INTRODUCTION

A Gender Policy has been drafted for The University of the West Indies (The UWI). The Policy meets the mandate outlined in the 2012-2017 Strategic Plan of The UWI “to develop a gender policy for The UWI to create a supportive environment for both men and women in all aspects of university life;” as part of the University’s commitment to employee engagement and development. The Policy is intended to guide the University’s actions to mainstream gender across the institution by ensuring gender equity in all University programmes, procedures and practices.

The UWI Gender Policy is premised – in large part – on this Situation Analysis, which outlines specific gaps and issues, which require attention; and which may be best addressed through a process of gender mainstreaming.

The Situation Analysis employs as its Conceptual Framework the *Association of Commonwealth Universities’ Gender Measure*, which attempts to determine the extent to which gender has been mainstreamed throughout the operations of tertiary-level institutions of learning. The Gender Measure examines the number of female and male staff at different levels within higher education institutions, the existence of gender-related policies and activities within the university setting and perceptions of related provisions and practice⁴ The Gender Measure Framework is based on four pillars:

1. **Gender Figures**
This examines gender parity and the extent to which parity is, or is not achieved, in staff recruitment and appointment; as well as in student enrolment and subject subscription.
2. **Gender Mainstreaming Centres**
This determines the existence of dedicated gender mainstreaming machinery within the respective university, which is equipped with the requisite technical expertise to facilitate the implementation of gender policies and strategies; and has been explicitly empowered by the university’s management to do so.
3. **Perspectives On Gender**
This attempts to capture priority gender issues; within the respective university, which need to be addressed in the establishment of an enabling environment, which facilitates Gender Justice.
4. **Gender Policies And Strategies**
This examines the extent to which dedicated policies around issues of gender have been developed by the respective university; and are currently implemented

Based on a consultative process, the Situation Analysis presents a quantitative and qualitative assessment of the extent to which gender has been mainstreamed in UWI policies and procedures.

⁴ <https://www.acu.ac.uk/membership/acu-measures/>

2. GENDER ASSESSMENT OF THE UWI

2.1 Gender Figures

2.1.1 STUDENT ENROLMENT

The Assessment presents figures for the academic years 2010 to 2015, sourced through the University Office of Planning and Development's Statistical Digest.

The data reveal that all the faculties across The University of the West Indies (UWI) - with the exception of the Faculty of Engineering – have a predominately female student population; at both the undergraduate and graduate levels. The most significant disparities exist in the Faculties of Humanities & Education and Social Sciences, where at least 70% of all students enrolled have been female for the period under review. Similar enrolment trends are observed in Institute for Gender and Development Studies (IGDS), where female enrolment has consistently been in excess of 75% of total enrolment.

Conversely, University-wide data show the Faculty of Engineering being consistently predominantly male, with male enrolment at an average of 63% for the academic years (AY) 2010, 2012 and 2014.

Of interest, the Faculty of Science and Technology was the only faculty in which enrolment was close to parity, with an average male and female enrolment rates of 47% and 52%, respectively for the academic years reviewed. When disaggregated by campus, male enrolment actually surpassed female enrolment in the Faculty at the Cave Hill campus, where average male enrolment was 54%; compared to average female enrolment of 46% over the 2010 – 2015 periods.

It seems then, that while there is female advantage in overall University-wide enrolment, male students typically gravitate to the more critical STEM areas, traditionally regarded as male preserves. The movement by females into traditionally perceived male areas (such as Science and Technology and Engineering) has not been replicated by male students moving into traditionally perceived female areas of study (such as within the Faculty of Humanities and Education or with the Institute for Gender and Development Studies).

Table 1: University Enrolment by Sex

| FACULTY | 2010/11 | | | 2012/13 | | | 2014/15 | | |
|------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | Totals | M (%) | F (%) | Totals | M (%) | F (%) | Totals | M (%) | F (%) |
| Cave Hill | | | | | | | | | |
| Humanities & Education | 1362 | 26% | 74% | 1181 | 25% | 75% | 831 | 27% | 73% |
| Law | 686 | 29% | 71% | 686 | 26% | 74% | 701 | 31% | 69% |
| Medical Sciences | 271 | 28% | 72% | 384 | 27% | 73% | 412 | 28% | 72% |
| Science & Technology | 1216 | 53% | 47% | 1250 | 55% | 45% | 1056 | 53% | 47% |
| Social Sciences | 5129 | 29% | 71% | 5263 | 29% | 71% | 3851 | 30% | 70% |
| IGDS | 10 | 10% | 90% | 12 | 8% | 92% | 12 | 8% | 92% |
| Mona | | | | | | | | | |
| Humanities & Education | 2795 | 23% | 77% | 2697 | 23% | 77% | 2318 | 24% | 76% |
| Law | 265 | 23% | 77% | 504 | 27% | 73% | 514 | 26% | 74% |
| Medical Sciences | 1561 | 26% | 74% | 3018 | 27% | 73% | 3663 | 27% | 73% |
| Science & Technology | 2588 | 48% | 52% | 2964 | 48% | 53% | 3199 | 47% | 53% |
| Social Sciences | 5717 | 30% | 70% | 5935 | 32% | 68% | 6174 | 34% | 66% |
| IGDS | 62 | 19% | 80% | 209 | 25% | 75% | 177 | 23% | 77% |
| St. Augustine | | | | | | | | | |
| Food & Agriculture | 819 | 40% | 60% | 1084 | 37% | 63% | 1147 | 37% | 63% |
| Humanities & Education | 3086 | 22% | 78% | 2977 | 23% | 77% | 2675 | 22% | 78% |
| Engineering | 2416 | 63% | 37% | 2681 | 62% | 38% | 2626 | 64% | 36% |
| Law | 119 | 23% | 77% | 330 | 28% | 72% | 304 | 31% | 69% |
| Medical Sciences | 2066 | 35% | 65% | 2531 | 32% | 68% | 2772 | 31% | 69% |
| Science & Technology | 3294 | 44% | 56% | 2999 | 45% | 55% | 2913 | 45% | 55% |
| Social Sciences | 5735 | 27% | 73% | 6505 | 29% | 71% | 6338 | 31% | 69% |
| IGDS | 29 | 17% | 83% | 40 | 13% | 88% | 39 | 26% | 74% |
| Open Campus | | | | | | | | | |
| Food & Agriculture | 10 | 50% | 50% | 2 | 0% | 0% | 0 | 0% | 0% |
| Humanities & Education | 1557 | 16% | 84% | 1927 | 10% | 90% | 1283 | 8% | 92% |
| Engineering | 2 | 50% | 50% | 0 | 10% | 90% | 0 | 0% | 0% |
| Law | 0 | 0% | 0% | 0 | 0% | 0% | 177 | 15% | 85% |
| Medical Sciences | 10 | 0% | 100% | 9 | 0% | 100% | 2 | 0% | 100% |
| Science & Technology | 0 | 0% | 0% | 0 | 0% | 0% | 14 | 29% | 71% |
| Social Sciences | 4555 | 20% | 80% | 4989 | 18% | 82% | 4197 | 16% | 84% |
| IGDS | 13 | 15% | 85% | 5 | 20% | 80% | 0 | 0% | 0% |

| FACULTY | 2010/11 | | | 2012/13 | | | 2014/15 | | |
|------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | Totals | M (%) | F (%) | Totals | M (%) | F (%) | Totals | M (%) | F (%) |
| UNIVERSITY | | | | | | | | | |
| Food & Agriculture | 829 | 40% | 60% | 1086 | 37% | 63% | 1147 | 37% | 63% |
| Humanities & Education | 8800 | 22% | 78% | 8782 | 21% | 79% | 7107 | 21% | 79% |
| Engineering | 2418 | 63% | 37% | 2681 | 62% | 38% | 2626 | 64% | 36% |
| Law | 1070 | 27% | 73% | 1520 | 27% | 73% | 1696 | 28% | 72% |
| Medical Sciences | 4908 | 30% | 70% | 5942 | 29% | 71% | 6849 | 29% | 71% |
| Science & Technology | 7098 | 47% | 53% | 7213 | 48% | 52% | 7182 | 47% | 53% |
| Social Sciences | 21136 | 27% | 73% | 22692 | 27% | 73% | 20560 | 29% | 71% |
| IGDS | 114 | 18% | 82% | 266 | 23% | 77% | 228 | 23% | 77% |

While the observed numerical advantage in favour of females, suggests the need for interventions towards greater enrolment parity, a focus solely on numerical advantage has the potential to mask the existence of a broader situation that is indicative of deeper systemic issues, which threaten the possibilities for Gender Justice at The UWI.

The consultations across the campuses revealed that despite the numerical advantage of female students patriarchal ideologies and practices persist, which run counter to the creation of an of an enabling environment in which Gender Justice can be realised.

At **St. Augustine** it was noted that theft, assault, gender based violence, and sexual harassment continue to be areas of concern for students; and particularly for female students. The case of construction workers working within the vicinity of the campus harassing female students was flagged as a serious concern, which received inadequate attention. On the campus, female students reported being afraid to walk in dimly lit areas (many of which exist on the campus) at night for fear of being attacked. Other crimes frequently reported to the estate police by female students included verbal abuse, intimidation, stalking and cyber stalking.

On **the Cave Hill** campus, gender-based violence, sexual harassment, sexual assault, abuse (verbal, physical and mental) and bullying were raised as issues for concern, with the Security Forces indicating an increasing number of reports of violence and victimization coming from young women on the campus. In addition to Campus Security Services receiving official reports of various kinds of violence on the campus, anecdotal evidence points to a trend of under-reporting, where the official statistics may not be adequately reflective of the actual situation. Notably, on the Cave Hill campus, victims reported discomfort around reporting incidents to the security forces; as they believed that reporting incidents would not make a difference; or that that they would be re-victimized; or that the incident would become a source of personal embarrassment.

Similarly, on the Mona Campus, recent consultations around Safety and Sexual Health revealed a disconnect between the official statistics and anecdotal data; consequent to concerns about the confidentiality of the security system. On the Mona Campus, it was felt that there exists on some Halls of Residence a pervasive culture of machismo and misogyny, which supports (and in many instances, insists on) an anti-diversity culture. Despite attempts by some Student Services and

Development Managers (SSDM) to create a more inclusive and progressive culture, the involvement of alumni students in the activities of the respective Halls, make such efforts challenging. In some instances, alumni students attempt to intimidate current students into holding onto antiquated ways of behaving, under the guise of tradition.

Importantly, the attitudes which drive these trends of under-reporting speak directly to the ways in which the environment The UWI's Sexual Harassment Policy attempts to facilitate has not been realised.

Figure 1: Defining Sexual Harassment

UWI Sexual Harassment Policy

The Policy describes Sexual harassment as a form of misconduct, which includes sexual advances, requests for sexual favours, and other similar verbal, non-verbal or physical conduct of a sexual nature whether it is recurrent behaviour or a single incident and is made by a person, whether male or female, who knows or ought reasonably to know that such behaviour is unwanted by the person to whom the conduct is directed; and where such conduct has the purpose or effect of interfering with an individual's personal safety, work or academic performance; or [which] creates an intimidating, hostile or offensive living, working or academic environment; [where] submission to such conduct is made either explicitly or implicitly a term or condition of an individual's personal safety, employment status, academic status or academic achievement and certification; and [where] rejection of such conduct by an individual is used as the basis for adverse personal safety, employment, or academic achievement and certification decisions affecting such individual....**rejection of such conduct by an individual is used as the basis for adverse personal safety, employment, or academic achievement and certification decisions affecting such individual.**

Considered collectively, the student enrolment data seem to suggest the need for interventions to ensure:

- improved diversity in student enrolment, retention and performance
- reduced sex-differentiation in Faculty and subject subscription; through – inter alia - a revision of syllabi content and pedagogy to address gender gaps to ensure that all programs create equally engaged learners
- The UWI offers relevant and attractive courses for all potential learners, irrespective of categories of difference including but not limited to sex, gender identity, sexual orientation, race/ethnicity, ability/disability, religion, age, socio-economic status, nationality or place of origin.

2.1.2 STAFF RECRUITMENT and PROMOTION*

When examined on the basis of function and hierarchy consistent patterns emerged among staff at The UWI:

- female staff dominate in the Senior, Professional and Administrative categories

* Data provided on each campus covered different time periods. Inter-campus comparisons are made in the instance where data provided reflect similar time periods and categories.

- female staff are clustered at the lower scale of academic staff
- male staff dominate in Senior Academic and Managerial positions.

❖ CAVE HILL CAMPUS

Data for the Cave Hill Campus were unique in that for the periods under consideration, collectively, male staff consistently outnumbered female staff in each category, with the exception of Senior, Administrative and Professional Staff.

Table 2: Staff Distribution by Sex, Cave Hill Campus (Various Years)

| | 2007/2008 | | 2008/2009 | | 2009/2010 | | 2011/2012 | |
|---|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | M | F | M | F | M | F | M | F |
| Academic Staff | 109 | 58 | 125 | 90 | 138 | 99 | 125 | 96 |
| Senior, Professional and Administration Staff | 30 | 43 | 36 | 43 | 37 | 42 | 38 | 51 |
| Campus Management Teams | 3 | 2 | 1 | 4 | | | 1 | 4 |
| Total Staff Complement (Selected) | 142 | 103 | 162 | 137 | 175 | 141 | 164 | 151 |

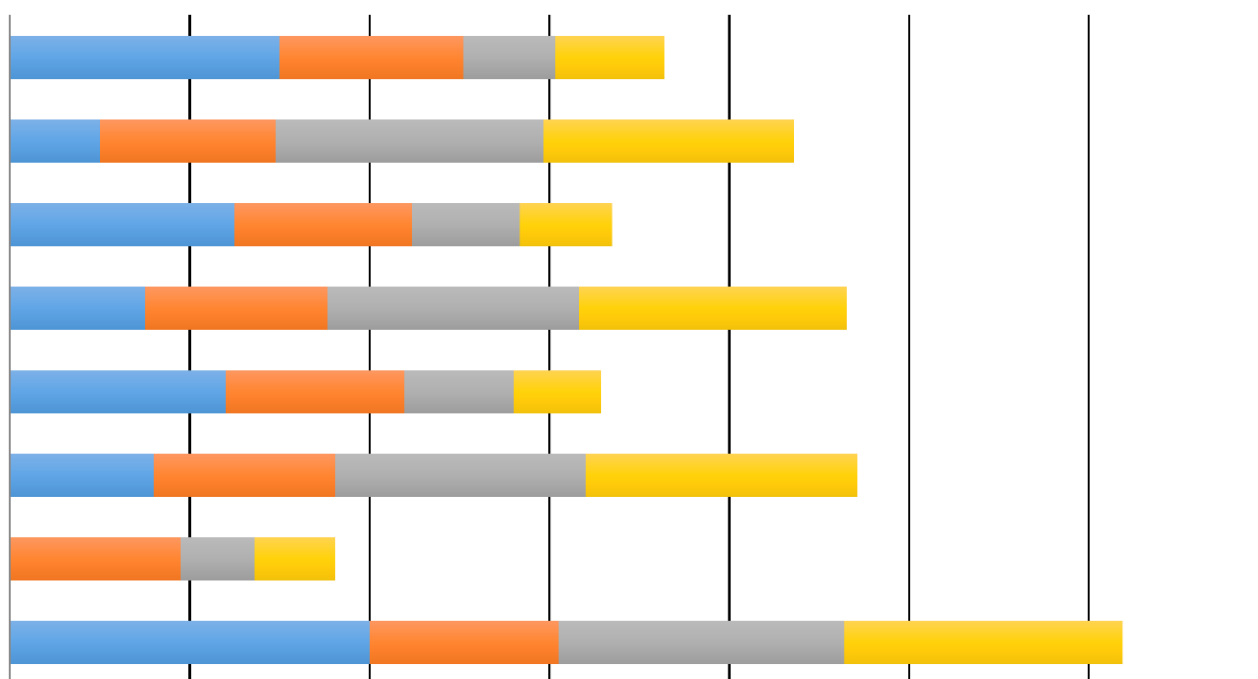
Table 2a: Staff Distribution by Sex, Cave Hill Campus (Various Years, Percentages)

| | 2007/2008 | | 2008/2009 | | 2009/2010 | | 2011/2012 | |
|---|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | M | F | M | F | M | F | M | F |
| Academic Staff | 65% | 35% | 58% | 42% | 58% | 42% | 57% | 43% |
| Senior, Administration and Professional Staff | 41% | 59% | 46% | 54% | 47% | 53% | 43% | 57% |
| Campus Management Teams | 60% | 40% | 20% | 80% | | | 20% | 80% |
| Total Staff Complement (Selected) | 58% | 42% | 54% | 46% | 55% | 45% | 52% | 48% |

When data were disaggregated on the basis of hierarchy, males dominated in every academic category, save *Assistant Lecturer*. The disparity was most pronounced in the *Senior Lecturer* and Professorial categories, which saw male employees occupying at least 70% of these positions.

Interestingly, despite male dominance at the lower levels of staff, 80% of the Campus Management Team was female.

Figure 2: Distribution of Academic Staff by Sex and Hierarchy (Cave Hill Campus)



❖ MONA CAMPUS

Data for the Mona Campus presented trends opposite to those observed at the Cave Hill Campus. At Mona, female staff dominated in all categories, save *Service Staff*, which would comprise the Maintenance Department, where male staff dominate. Also unlike the Cave Hill Campus Management Team, which comprised 80% female members of staff, 88% of the Mona Campus Management Team is male.

Of note, near parity was observed in the *Fixed Term Contract* and *Professional Staff* categories.

Table 3: Staff Distribution by Sex, Mona Campus (AY 2015/2016)

| | Males | | Females | | Total |
|------------------------------------|-------|-----|---------|-----|-------|
| | N | % | N | % | N |
| Academic Staff | 319 | 40% | 456 | 60% | 765 |
| Administrative and Technical Staff | 353 | 28% | 892 | 72% | 1245 |
| Contract Services Staff | 24 | 35% | 44 | 65% | 68 |
| Fixed Term Contract Staff | 17 | 45% | 21 | 55% | 38 |
| Professional Staff | 60 | 48% | 64 | 52% | 124 |
| Senior Administrative Staff | 67 | 28% | 171 | 72% | 238 |
| Service Staff | 245 | 56% | 194 | 44% | 439 |
| Campus Management Team | 7 | 88% | 1 | 13% | 8 |
| TOTAL | 1082 | 37% | 1843 | 63% | 2925 |

In the Academic Staff category, however similar trends to the Cave Hill campus were observed. As on the Cave Hill campus, female members of staff remained clustered at the lower levels (*Research Assistant, Instructor, Assistant Lecturer and Lecturer*) and male members of staff dominated at the higher levels, most notably in the Professorial category, where more than twice as many Professors were male than female.

Table 4: Distribution of Academic Staff by Sex and Hierarchy, Mona Campus (AY 2015/2016)

| | Males | | Females | | Total |
|-------------------------------------|-------|-----|---------|-----|-------|
| | N | % | N | % | N |
| Teaching/Research/Foreign Assistant | 18 | 33% | 66 | 67% | 84 |
| Instructor | 14 | 25% | 43 | 75% | 57 |
| Assistant Lecturer | 132 | 21% | 212 | 79% | 344 |
| Lecturer | 46 | 38% | 22 | 62% | 68 |
| Senior Lecturer | 77 | 49% | 79 | 51% | 156 |
| Professor | 31 | 68% | 15 | 32% | 46 |

❖ ST. AUGUSTINE CAMPUS

As the largest campus of The University of West Indies, the St. Augustine campus staff has been growing steadily. For the AY 2015/16 Staff data trends on the campus were similar to those observed on the Mona Campus, where female staff dominated in total figures.

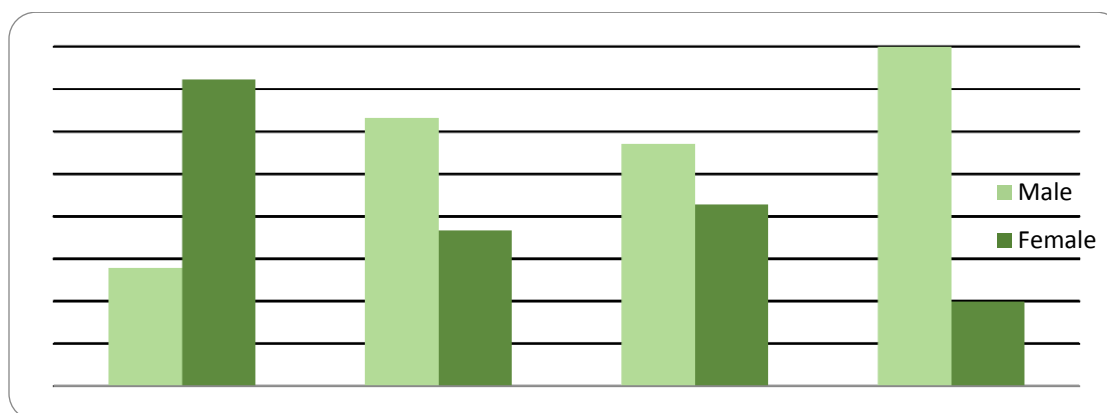
There were three categories in which more male staff members were employed than female staff members: Academics, ATS (Service) and ATS (Technical)

Table 5: Staff Distribution by Sex, St. Augustine Campus (AY 2015/2016)

| | Male | | Female | | Totals |
|-----------------------------|------|-----|--------|-----|--------|
| | N | % | N | % | N |
| Academic Staff | 1402 | 53% | 1260 | 47% | 2662 |
| Academic Support Staff | 826 | 34% | 1584 | 66% | 2410 |
| ATS (Administrative) Staff | 288 | 20% | 1180 | 80% | 1468 |
| ATS (Service) Staff | 392 | 57% | 298 | 43% | 690 |
| ATS (Technical) Staff | 368 | 56% | 284 | 44% | 652 |
| Professional Staff | 114 | 48% | 122 | 52% | 236 |
| Senior Administrative Staff | 46 | 35% | 86 | 65% | 132 |
| TOTAL | 3436 | 42% | 4814 | 58% | 8250 |

Like the Cave Hill and Mona Campuses, when data were disaggregated on the basis of hierarchy, in every category, other than *Assistant Lecturer* males dominated. Again, the disparity was most pronounced in the Senior Lecturer and Professorial categories, which saw in the former instance almost twice as many male than female employees; and in the latter almost four times as many male than female employees.

Figure 3: Distribution of Academic Staff by Sex and Hierarchy (St. Augustine Campus)



Across the physical campuses, staff data point to sex segregation of occupations, particularly at the higher levels of the institution, which remains dominated by men. The disparity is most pronounced at the Professorial and Management Levels.

The data are supported by the 2011 Wint and Iton authored report *A Review of Professorial Promotions* [1995 – 2010] (BUS.P.20 2010/2011)⁵, which examines, inter alia, the gender distribution of successful professorial applicants for the period 1995 to 2010 within three time blocks: 1995 -1999; 2000-2004; and 2005-2010; and which notes that:

after improving between the first and second time blocks, the gender ratio [of male to female professors] has shown no improvement, and indeed a marginal decline.

Table 6: Sex of Successful Professorial Applicants

| | 1995 – 2010 | | 1995 - 1999 | | 2000 - 2004 | | 2005- 2010 | |
|--------|-------------|----|-------------|----|-------------|----|------------|----|
| | N | % | N | % | N | % | N | % |
| Male | 127 | 75 | 20 | 91 | 43 | 72 | 64 | 74 |
| Female | 42 | 25 | 2 | 9 | 17 | 28 | 23 | 26 |
| Totals | 169 | | 22 | | 60 | | 87 | |

Notably absent from the Report, however are recommendations to resolve the wide disparities that exist at this level. This absence is of concern, given findings from a 2007 Gender Audit of The UWI (Mona Campus), which sought to capture the qualitative experiences of staff (and students) on the campus from a gendered perspective. Findings from the Report noted (that):

- *the existence of male networks as the reasons for which male employees were more likely to enjoy greater opportunity for upward mobility.*
- *decisions are made over drinks or other forms of socializing... and personality is considered a plus over performance.*
- *it is easier for males to abscond from competing responsibilities (especially family) to focus on work.*
- *The UWI tends to have a mindset of male dominance and feels that the man should be the leader in all areas of its administration. This has always been the trend.*
- *there appears to be a 'glass ceiling' culture with a preference towards male leadership with only few women in top positions.*

Subsequent work completed by Leo-Rhynie in 2008⁶, which presented an analysis of workplace and educational opportunities for women throughout the history of The University of the West Indies noted that while there have been improvements in the rank of female academics, women are disproportionately clustered in the junior positions. Leo-Rhynie’s work also explored the need for policy interventions to allow women to advance in the institution.

⁵ The Office of Administration and The Office of the Board of Undergraduate Studies, University of the West Indies. (2011). *BUS.P.20 2010/2011*. Kingston, Jamaica: C. William Iton and Alvin Wint.

⁶ Leo-Rhynie, E., *The UWI Glass Ceiling: splinters, cracks and scratches*. The 2008 Lucille Mathurin Mair Public Lecture. The University of the West Indies. Centre for Gender and Development Studies.

Towards that end, The UWI Gender Policy mandates The UWI administration to:

- seek to improve the sex ratio (towards parity) which currently exists in staff recruitment, training, promotion and recognition at all levels, across all categories of staff, with a focus on the recruitment, retention and promotion of qualified members of staff, irrespective of categories of difference including but not limited to sex, gender identity, sexual orientation, race/ethnicity, ability/disability, religion, age, socio-economic status, nationality or place of origin.
- consider issues of equity by taking deliberate action to improve the quality of working conditions to enhance employee engagement and to promote work/life balance, towards the creation of engaged employees; including the right to reproductive and childcare support and facilities for staff, including but not limited to and child friendly infrastructure and facilities
- deliberately facilitate and increase participation by women in positions of leadership and decision-making.
- create and sustain an enabling environment in which all members of staff are equally able to advance through the hierarchy on the basis of merit; as well as an environment in which executive decisions are made in the spirit of the Mission and Vision of The UWI Gender Policy, i.e. towards the creation of Gender Justice.
- identify and address all biases that exist in its organizational culture that do not promote, support or enable gender equity and justice.

2.2 Gender Mainstreaming Centres

While The University of the West Indies does not have dedicated Gender Mainstreaming machinery; and despite persistent gaps, The University of the West Indies must be congratulated for its recognition of gender as central to the success of its operations; and a key to its sustainability, as most recently evidenced through its commitment within the current Strategic Framework to develop a Gender Policy.

Historically, The University of the West Indies (UWI) has concerned itself with issues of Gender Justice. From its inception, the founders of The UWI were careful to include in the Report of the West Indies Committee of the Commission on Higher Education in the Colonies, (The Irvine Committee Report⁷ of June 1945), its recommendations that in its establishment, the University College of the West Indies (the predecessor of The UWI)

should be open to women on precisely the same terms and conditions as are applicable to men. Similarly, no restriction should be imposed on grounds of race or creed...

The establishment of the Centre for Gender and Development Studies (CGDS) in 1993, which emerged out of eleven years of lobbying, staff development and preliminary teaching by members of the Women and Development Studies Groups (WDSG), which operated across the three campuses (Mona, Cave Hill and St. Augustine) is a testament to The UWI's concern with issues of gender. A 1984 Concept Paper, outlining the objectives of the Women and Development Studies Groups, lists as its objective:

...to generate knowledge and to disseminate information, historical and contemporary, on the position of women with special reference to the Caribbean... The intention is to restructure existing knowledge within the disciplines so that people will be better equipped to engage in the process of social change.

Professor Elsa Leo-Rhynie, former University Director of the CGDS, in her 2003 CGDS 10th Anniversary Keynote Address, entitled Gender Studies: Crossing Boundaries, Charting New Directions, notes:

The Centre for Gender and Development Studies was established within The UWI system in September 1993 with units on all three campuses and a regional coordinating unit on the Mona Campus.

Its establishment was the result of 11 previous years of active lobbying, pilot teaching, strategising, training and early research and publication by members of the Women and Development Studies groups on the three campuses of The UWI... The work of the WDS groups served as a catalyst for the penetration of academia and for the exciting and dynamic growth of scholarship in the area of gender and development in the region.⁸

⁷ This report produced in 1944 and published in 1945 when it was presented to the British Parliament, recommended the 'establishment of a single university of the West Indies at the earliest possible date,' and this subsequently led to the establishment of the University College of the West Indies.

⁸ Leo-Rhynie, E. (2003) Gender Studies: Crossing Boundaries, Charting New Directions. *Caribbean Review of Gender Studies*, 9, 143-170. Retrieved from http://sta.uwi.edu/crgs/september2015/journals/CRGS_9_Pgs143-170_2003_GenderStudiesCrossingBoundaries_ELeoRhynie.pdf

Congruent with the vision of the WDSG, the Centre for Gender and Development Studies (CGDS) was established as a multi-disciplinary department of The University of the West Indies (UWI) engaged in teaching, research, outreach and publication on current and emerging issues on gender and development at the local, regional and international levels.

Leo-Rhynie also notes that:

From the outset, it was clearly established that not only was Gender Studies a new academic pursuit in relation to The UWI experience but that it transcends and transgresses disciplinary boundaries and therefore brings with it new epistemological, pedagogical and organizational challenges.

Most notably, in order to facilitate the richness and the unique academic rigour afforded by an inter and multi-disciplinary perspective, the CGDS was deliberately designed outside of the traditional UWI faculty structure.

Another significant milestone, occurred in 2008, with the decision by the University Finance and General Purposes Committee (F&GPC) on October 10, 2008 to approve the re-designation of the *Centre for Gender and Development Studies* to an Institute of the University, in response to lobbying efforts to recognize that, the Centre, through its schedule of teaching, research and outreach, had historically operated as an Institute. The re-designation was formally announced on February 27, 2009 with the Centre being renamed as *The Institute of Gender and Development Studies*.

Since its establishment, the collective work of the Institute has both assisted in generating knowledge towards an understanding of our Caribbean realities and created directed regional policy towards social transformation. The IGDS has addressed and continues to shed light on a multiplicity of issues and social concerns; and the ways in which gender inequalities keep women and other vulnerable groups subordinated and denied the opportunity of realizing their true potential.

The teaching, research and advocacy of the IGDS have collectively gone a long way in ensuring that the ideal UWI graduate not only has a desire for knowledge, strong critical thinking and problem-solving skills, but also competence in interdisciplinary gender analysis that will enable her/him to question historically accepted and contemporary theories and explanations about society.

Moreover, the work of the IGDS has equipped a cadre of men and women in the Caribbean and beyond, with the tools and frameworks to challenge social inequity and social and gender injustice everywhere.

In addition to the continued and increased resource support to the Institute for Gender and Development Studies, The UWI Gender Policy requires the establishment of a Gender Mainstreaming Committee (GMC), to be established centrally within the University and guided by a clearly articulated and documented Terms of Reference.

With expert advice from the IGDS, it is expected that the GMC will:

- champion Gender Justice across the University; and engage in University-wide activities intended to positively shape attitudes towards Gender Justice
- advocate for and drive the Gender Mainstreaming processes of The UWI Gender Policy

- complete research in relation to issues of gender across the University, toward the monitoring and evaluation of the implementation of The UWI Gender Policy
- develop terms of reference for the establishment of Campus Gender Action Plans in collaboration with respective Campus Registrars and Gender Task Forces
- work with the Gender Task Force on each campus towards the implementation of The UWI Gender Policy
- receive and address complaints in relation to non-compliance

The GMC will be comprised of:

- a Chairperson, to be appointed by the Vice Chancellor
- The UWI Registrar
- external Experts, who will assume responsibilities for the development of the Monitoring and Evaluation Framework for the Policy:
 - ❖ Gender Mainstreaming Expert
 - ❖ Monitoring and Evaluation Expert
- heads of the Campus Gender Task Force, to be appointed by the respective Campus Registrars
- one representative from the Guild of students
- one representative from the IGDS, appointed by the IGDS University Director

2.3 Perspectives on Gender

The consultative process across the physical campuses highlighted several issues in need of attention, in the instance that The UWI Gender Policy would find an environment conducive for its success. These included:

- curriculum development
- student enrollment and performance
- creating a safe and secure environment
- staff and student welfare
- staffing recruitment training and advancement
- decision making structures

2.3.1 Curriculum and Programme Development

A University's curriculum has the opportunity to integrate coherent learning experiences for students that reflect the university's principles enshrined in its policies and procedures. The realities engendering the lives of men and women not only shape the lives of students; but have gender implication that if not addressed can hinder gender equality and justice. Towards the achievement of Gender Justice throughout the University, a gender responsive curriculum that promotes equality and equity must be developed. Three recommendations were offered in relation to ways of mainstreaming gender throughout the University's curriculum:

- The UWI Centre for Excellence in Teaching and Learning⁹ (CETL) can be used to:
 - ❖ champion the integration of gender perspectives in teaching and learning,
 - ❖ develop sensitivity training to facilitate LGBT persons and other vulnerable communities in the classroom.
 - ❖ develop a gender mainstreaming module to be incorporated in research trainings including gender sensitive guidelines for publications.
 - ❖ establish a gender equality unit to ensure gender analysis is integrated into all programmes and studies.
 - ❖ promote gender equality in all research and innovation initiatives
- The introduction of Gender Foundation Courses (*Gender 101*) could be used to expose all UWI students to critical ideas of gender and gender relations.
- The First-Year Experience Programmes across the University could be used to not only expose first year students to issues of diversity and tolerance, but to do so within the context of gender.

⁹ The Centre for Excellence in Teaching and Learning (CETL) is that arm of The University of the West Indies that is charged with the responsibilities of advancing teaching and learning through the professional development of faculty. The Centre is a visible reminder that the university values teaching. CETL provides programmes that allow faculty to become more intentional about their professional practice and engage in critical conversations about their teaching. Programmes of professional development are geared at nurturing attitudes, skills, competencies and behaviours of faculty in pursuit of greater professionalism and enhanced effectiveness in responding to the needs of students.

2.3.2 Student Enrolment and Performance

Considered collectively, student enrolment data across the University suggest disheartening gender trends, where traditionally held stereotypes about particular academic disciplines seem to persist.

In an effort for The UWI to offer relevant and attractive courses for all potential learners, irrespective of categories of difference, the following recommendations are offered:

- identify differential gender issues affecting male and female performance and establish mechanisms to mitigate these issues to assist in improving student performance.
- reduce Sex-differentiation in Faculty and subject subscription; through – inter alia - a revision of syllabi content and pedagogy to address gender gaps to ensure that all programs create equally engaged learners
- develop outreach strategies to attract male students into traditionally perceived feminine areas (such as the Humanities and Gender and Development Studies); and attract female students into the STEM areas, traditionally perceived as a male preserve.
- review and assess the enrollment rate of disadvantaged students and persons with disabilities including the challenges they face; and establish a minimum annual enrollment rate with measures to support their campus experience.

2.3.3 Creating a Safe Environment for The UWI Community

The safety and security of staff, students and visiting members of the University is vital to the well-being of all, to facilitate a conducive environment for learning and productivity. Despite the existence of Campus Security Units on the respective campuses, theft, assault, gender-based violence, and sexual harassment remain as areas of concern for students and staff.

Students assigned to off-campus housing, and particularly international students, continue to be of concern, as their vulnerability to violations in these areas is increased; but are they unable to access campus security for support.

The situation is compounded further as victims of violations (both on and off of the respective campuses) do not feel comfortable reporting so they try to adapt to get out of the situation. One of the barriers is that people feel reporting will not make a difference, that they will be re-victimized or the incident will become a source of embarrassment to them.

Recommendations towards ensuring that a safe, secure, healthy and enabling working and learning environment is created across The UWI, which takes into consideration the cultural and religious diversity of the University and its international population all students, include:

- sensitizing all campus employees, staff and students including construction workers on UWI's Policy's on Gender and Sexual Harassment.
- strengthening The UWI Policy of Gender and Sexual Harassment policy to:
 - ❖ ensure reported cases are thoroughly investigated prior to retraction.
 - ❖ develop appropriate strategies to enhance confidentiality, including the education and publicizing the sexual harassment policy to all employees, staff and students
- updating reporting systems to be electronic and online; and train and equip security personnel to use the requisite technology to immediately enter information, which then becomes immediately accessible to the entire network of personnel involved in the provision of security and intervention services; and becomes part of a security data base, to which only personnel with security clearance have access.
- collecting data on incidents of violence disaggregated by age, status, nationality and immigration (i.e. familiarity with the campus, country and services), role on campus, and gender
- identifying and assigning dedicated Safe Spaces to students more vulnerable to having their health and safety compromised; E.g. consequent to their expressed sexuality
- close the gap in provision for students and staff who are transgender and intersex. Facilities such as single-stall or gender-neutral bathrooms and other resources might be considered.

2.3.4 Staffing recruitment training and advancement

Staff employment data and perceptions of staff across the University is both instructive and indicative that intervention is required towards institutionalising a gender responsive human resource modality for all employees and staff. Towards this end, recommendations include:

- mainstreaming gender into the current Human Resource policy as well as guidelines rules and regulations
- establishing explicit and documented guidelines to ensure the recruitment and career advancement opportunities, including promotions are competency based, with gender equality and justice as an underlying principle.
- examining recent promotion and staffing trends with a gender lens, to assess the extent to which where both sexes are competent, promotion standards are fair. In some instances Affirmative Recruitment may have to be considered to address traditionally accepted gender gaps.
- offering mandatory gender sensitive training for all employees and staff
- establishing gender sensitive staff training protocol for academic advancement and capacity building.

2.3.5 Decision-making structures

Given the pronounced gender disparity within the decision-making structures across The UWI, in order to develop a framework for equal participation the following recommendations are offered:

- Assess all governing, decision making bodies and committees and develop a gender sensitive and equitable representation
- Administer a gender sensitive leadership training programme for all staff
- Institute a temporary affirmative action modality to bridge the gap of unequal representation in current decision making bodies
- Develop a transformational leadership mentorship programme for younger male and female staff as a means of building a gender sensitive cadre of staff members to assume future decision-making positions.
- Train personnel within various relevant offices (the University Counsel, the Office of Administration, the University Librarian) to ensure all university documents are gender sensitive.

2.4 Gender Policies and Strategies

Under its Charter of Establishment, the instruments through which The UWI (including its Mona Campus) is governed are its:

- Statutes and Ordinances
- Rules and Regulations
- Faculty Standing Orders
- Financial Code

More specifically, towards its commitment to enhance every aspect of Caribbean development and improve the well-being of the people of the Caribbean, through excellence in teaching, research, innovation, public service, intellectual leadership and outreach, University is guided by its mission, vision and core values, which are, respectively:

Mission

To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world

Vision

An excellent global university rooted in the Caribbean

Core Values

The Core Values of The UWI that guide its policy and decision making and provide the foundation for directing the University's mandate, efforts, resources and conduct, are:

1. Integrity
2. Excellence
3. Gender Justice
4. Diversity
5. Student Centredness

Since 1997, the operations of The UWI have been guided by various Five-year Strategic Plans, which were developed pursuant to The UWI 10-year Development Plan for the 1990's.

The objectives of each Strategic Plan are listed below:

Table 7: UWI Strategic Plans and Objectives, 1997 - 2017

| STRATEGIC PLAN | OBJECTIVES |
|----------------|---|
| 1997 – 2002 | <ol style="list-style-type: none"> 1. To enhance the role of The UWI as a development resource 2. To Respond more effectively to the human resource needs of the region 3. To be recognised as a student friendly university 4. To be financially self-reliant |
| 2002 - 2007 | <p>To focus on:</p> <ol style="list-style-type: none"> 1. Student-centeredness 2. Quality 3. Expansion of access 4. Development of Graduate Studies and Research 5. Enhancing visibility 6. Restructuring Distance Education 7. Capacity building through Information and Communication Technologies 8. Strengthening the University's finances 9. Capacity building through human resource management |
| 2007 - 2012 | <ol style="list-style-type: none"> 1. To prepare a distinctive UWI graduate for the 21st century 2. To make The University of the West Indies an internationally recognized centre of excellence for graduate education 3. To become internationally recognized as a Centre of Excellence in Research, Knowledge Creation and Innovation on matters related to the Caribbean and small-island developing states. 4. To create an Open Campus to enable the University to expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries which it serves. |
| 2012 - 2017 | <p>To focus on:</p> <ol style="list-style-type: none"> 1. Financial sustainability 2. Employee Engagement and Development 3. Internal Operational Processes 4. Teaching, Learning and Student Development 5. Research and Innovation 6. Outreach |

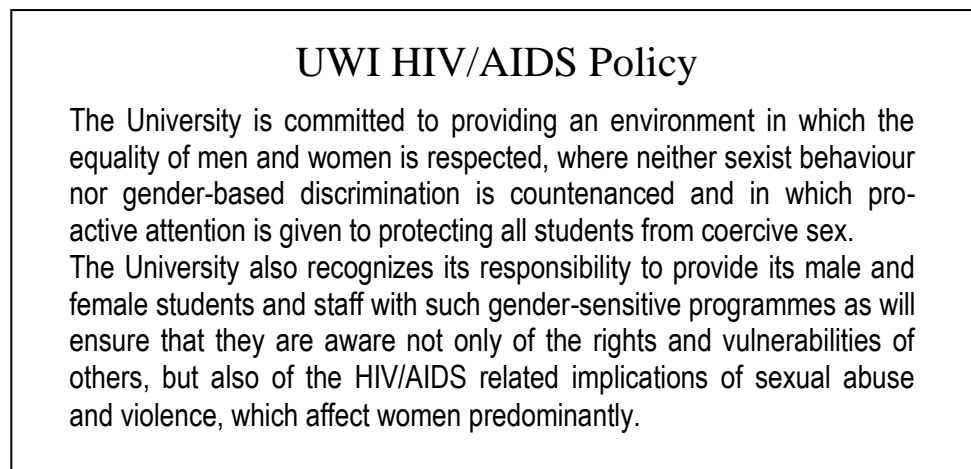
Source: UWI Strategic Plans: <http://uwispace.sta.uwi.edu/dspace/handle/2139/38164>

Additionally, The University of the West Indies is guided by various policies¹⁰, which inform its day to day operations in relation to various and specific aspects of its functioning. These include:

1. Acceptable Use Policy: Information & Communication Technology
2. Health and Wellness Policy
3. Policy on Intellectual Property
4. Policy on HIV/AIDS
5. Policy on Sexual Harassment
6. ICT Security Policy
7. A Policy on Intellectual Property Management and Commercialisation
8. Policy on Research Ethics
9. Social Media Policy
10. Policy for Online, Distance and Multimode Learning

Of note, of the policies listed, two – the *Policy on HIV/AIDS* and the *Policy on Sexual Harassment* – explicitly articulate principles of gender equality.

Figure 4: Gender Related Issues: UWI HIV/AIDS Policy



In general terms, however The UWI policy framework is currently gender-blind, not even requiring gender-sensitivity from the distinctive UWI graduate (as articulated in the 2007 – 2012 Strategic Plan).

¹⁰ <http://www.open.uwi.edu/administration/uwi-policy-documents>

Figure 5: The Distinctive UWI Graduate

The Distinctive UWI Graduate

The distinctive UWI graduate is expected only to be a critical and creative thinker; an effective communicator with good interpersonal skills; IT-skilled and information literate; innovative and entrepreneurial; globally aware and well-grounded in his/her regional identity; socially, culturally and environmentally responsible; and guided by strong ethical values.

The omission is a serious one when one considers that if the University's policy framework, which is used to guide practice, is silent on the matter of gender, the University's programmes and procedures cannot be implemented with any clear objectives towards the incorporation of gender issues and ultimately cannot support or facilitate gender justice.

The current policy framework seems in contradiction to the intentions of the University's founders, who were careful to include in the Irvine Report of 1945, its recommendations that in its establishment, the University College of the West Indies (the predecessor of The UWI) should uphold principles of gender justice.

3. MAINSTREAMING THE POLICY FRAMEWORK

Within the context of the current UWI Policy Framework, The UWI Gender Policy is intended to guide The UWI's actions to mainstream gender across the institution by ensuring gender equity in all University practices, policies, procedures and programmes.

Critically, the development of The UWI Gender Policy will ensure that The UWI as an institution is:

- operating within best practices for tertiary institutions, where steps have been taken to ensure that gender justice is promoted and championed at all levels; and that all systems of governance, official documents, policies, procedures, curriculum development and pedagogy are gender sensitive;
- aligned to and compliant with international, regional and national protocols including to promote gender justice; which all Caribbean countries have ratified.

When implemented, The UWI Gender Policy will embed strategies to address existing and potential disparities, and offer alternatives to attitudes and systemic practices that reinforce gender prejudice, stereotyping, harassment, gender based violence and discrimination.

The UWI Gender Policy will serve all members of The UWI community in equally accessing gender justice.

