

The Northern Caribbean University Ethos Committee

The committee was formed in March of 2002 with a mission of unifying workers and subsequently students, regards to NCU's philosophy, inclusive of its character, mission, values and attitudes. It was mandated to design procedures as well as to impart these to all who form the NCU family and its community.

Review of the history of this institution will show that faculty at NCU were recruited from entities that had values similar to the ones espoused by this institution and that they served for several years at a time. Some were also past students who returned to give service to the institution that helped to share them for society. Because of this longevity in service and the return of some students, the Ethos was passed on to each new family member, whether worker or student.

With the thrust for continued upgrading to keep abreast of developments in curricula, the workforce makes a conscious effort to not remain static and that yields a more accelerated turnover in faculty.

Students who came to Northern Caribbean University years ago, were anxious to learn the institution's culture because the norm consisted of students who were respected and mannerly. But these were also the attitudes that were desired by the society as a whole, so those who had these behaviours would have an advantage. Those who did not have adequate exposure to these, were only too happy to get that "value-added" aspect of the curriculum.

In the society of today, values and attitudes do not seem to be of paramount importance. The Deejay and dance hall culture seem to be dictating the behaviour of today and tomorrow. It would be remiss of this institution to let this happen and not do its part to counteract this growing trend.

There was therefore a need to revisit the Ethos of NCU. It is this "belief system" (Kuh) that allows workers and students to accept, understand and value the out-of-classroom-curriculum that is a vital of NCU. The wholistic mission statement reads as follows:

Northern Caribbean University, a Seventh-day Adventist institution, has as its mission, quality, Christ-centered education achieved through academic excellence, social interaction, physical & spiritual development, and a strong work ethic, thereby fitting each person for committed professional service to country and to God.

The university is highly respected in this nation, in the Caribbean and anywhere its graduates make their home. This means that the Ethos must not be lost or even taken for granted. It should be enhanced and each worker and student should embrace it. Times change and society changes, but basic values and attitudes are always in style.

The Ethos committee was formed to allow the NCU family, (faculty, staff and students) to revisit the value system, affirm the good, critically analyze and adjust those areas that need it and put this in printed form for general reference to all within NCU's sphere of influence. Vital areas were selected for this activity including: Dress and Grooming, Speech, Classroom Behaviour, Etiquette and Refinement, Communication, Leadership, Service and Work Ethic, Morality and Sexuality, Physical Ambiance, Music Time Management and Worship.

Based on these areas, subcommittees were formed with a deliberate move to have administrators serve as members, but not chairs. This allowed for an open discussion in each area with the benefit of voice from, but not limited to administration. Input was solicited from faculty, staff and student leaders. Persons to chair the committees were selected based on their expertise and voiced areas of interest.

This document is a work-in-progress but will serve to be an answer to many of the concerns raised with regards to the norms and morals of Northern Caribbean University. Many subcommittees have continued to work past the requested time and it is the hope of the executive committee that those who have helped to formulate and reaffirm these guidelines will also assist in disseminating this information as well as help others to appreciate the values of Northern Caribbean University.

On behalf of the NCU Ethos Committee member: Gloria Roberts, Melody Bennett, Cleveland Allen, Jeremy earl, Dane Fletcher, Trevor Gardner, Laverda Ramsay, DaCosta Bartley, Denton Rhone, Grace Kelly,

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Rationale for “Echoing the Ethos”

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Northern Caribbean University, an institution of higher learning, is located in Mandeville, and it is anchored on the pillars of a spiritual, social, physical and an academic ethos. Like the schools of the prophets in ancient times, it is committed to imparting knowledge with a distinctive flavour, and fortifying its students against the ills of life; and the rampant, corrupting influences in the society. The fostering of values and attitudes is enshrined in the heritage of Northern Caribbean University, with self-discipline and self-control as its hallmarks.

“Echoing the Ethos,” a deliberative and proactive approach, is initiated to pass on these values in a more structured manner. With the breakdown of law and order in the society, and an apparent opposition to cultured refinement, the University, in revisiting its ethos, is focusing on speech; classroom behaviour, communication, etiquette and refinement; dress and grooming, leadership, quality service, morality and sexuality; ambiance, time management and worship. The goal of the university is a return to the old landmarks of decency, honesty, respect for humanity and brotherhood – values that are so essential to life.

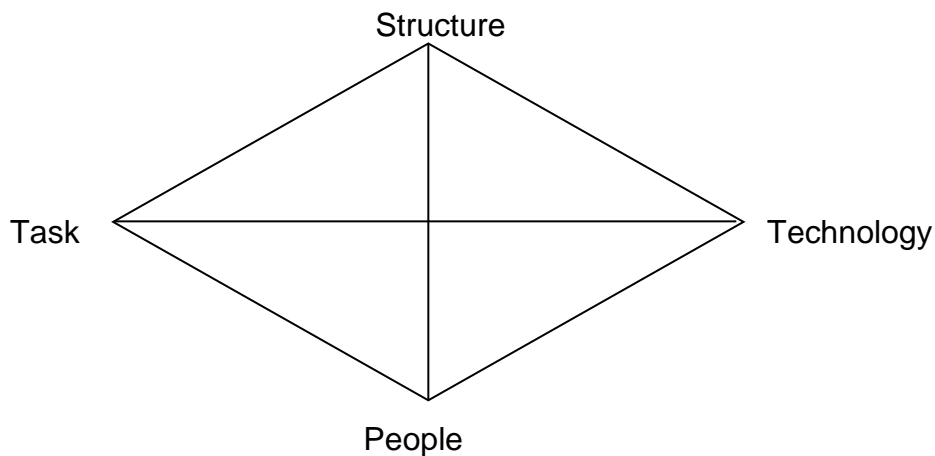
An Assessment of the Change Efforts of the Ethos Committee

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Introduction

The process making a significant and meaningful change in the ethos of Northern Caribbean University involves a change of culture. Because culture is embedded in the everyday life of the organization, any effort directed at cultural change must address some critical issues. A change model is a useful tool that can serve as a map in ensuring that important elements are addressed, and that they are addressed in some meaningful and logical order.

In managing or assessing any change effort, attention must be given to several aspects of the organization. Levitt (cited in Howard and Associates, Diagnosis for Organizational Change: Methods and Models. NY: The Guilford Press, 1984) provides an effective model for viewing the multiple components within any organization that are affected by change. The components identified by Levitt are: (a) organizational structure, (b) technology, (c) people and (d) tasks. He argues that change in any of these areas will result in compensatory or retaliatory changes in the other three. Any model that prescribes a process for change, therefore, must be viewed in the light of these multiple elements.



Levitt's Organizational Systems Model

This paper will examine two aspects of the change process. It will present the basic steps outlines in a process model, and it will look at the specific processes prescribed by a people model. Both models are attached.

The Process Model

Diagnosis (and Scanning)

Scanning. The first step in the process model is scanning and diagnosis. In this step, one looks around the environment to get a general sense of what is happening (scanning). This process involves taking note of physical structures as well as people, the way they dress, and the way they interact. It is evident that much scanning went into the initial process that led to the formation of the NCU Ethos Committee.

Diagnosis. In the formal diagnosis stage, specific tools are used to gather information. This process is not unlike the formal qualitative research process that an academic may be engaged in. In most cases, however, the specific form of research that is engaged in is referred to as action research. This process differs from other forms of research, in that it is an extremely iterative process, where findings are fed back into the model, and it may inform another round of research activities or may lead to remedial actions. Diagnosis therefore, may involve formal questionnaires, item check sheets, interviews, suggestion boxes, observations, encounter groups, and the appropriate data analysis for each of these activities.

Develop a Guiding Coalition

Developing a guiding coalition is a critical step in the effective management of any change effort. A guiding coalition is a team of managers and organization leaders that should be taken from strategic points in the organization.

The formation of the Ethos Committee itself met the requirements of this step. The Ethos Committee, therefore, can be viewed as the guiding coalition for this change process. The members have been drawn from managers and leaders in strategic positions across the institution.

Develop a Shared Vision

An institutional vision is not simply the product of an effective leader, or of a well planned and efficiently conducted workshops. It is a means if unifying an organization around common ideals. Members of the organization from all sectors and levels should be actively engaged in this process. It is by this means that the vision will gain ownership and commitment from the institution.

This step was observed through several means. First there were letters that were sent to faculty and staff inviting them to make their inputs on what needed to be changed, other members of the organization were invited to join subcommittees and a joint meeting was held for discussion and talk-back. Finally, the 2002 NCU Colloquium held in August was dedicated to discussing the matter with all sectors of the campus family.

Develop a New Design

Change may require reconfiguration or redesign. Where this is necessary, a design must be developed that embodies and helps to support the new vision, the new imperatives, or the new ways in which an organization wishes to function. Within this process, one needs to translate objectives to activities. Objectives should be specific to the operating unit, or the institution and resources should be allocated to ensure the implementation of the new design.

Through the efforts of subcommittees, the Ethos Committee has been engaging in some of this. There is also the model of SDA education that the institution that espouses, which rests at the foundation of any new design that will emerge. The Committee has embraced this principle as part of their mandate. The challenge in completing a new cultural map for NCU is to combine the traditional values of SDA educational principles with the emerging imperatives of the 21st century.

Although there is at present some reasonable amount of human resource at the disposal of the Ethos Committee, there needs to be appropriate monetary resources toward this effort.

Reconfigure Organization

Whereas the design is something that exists on paper or in the minds of the planners, the reconfiguration transposes that idea into the reality of organizational practices and structures. This involves not only the reconfiguration of the organization, but the putting in place of systems, policies and practices to support the new design.

The committee is about to, or has just entered this stage, and care must be taken to ensure that what is put in place represents what we really intend to have, and what we can actually support. Although this stage may be identified as the stage that we are now in the process of entering, it does not preclude activities taking place at other stages of the model.

Communicate and Implement the Change

The actual implementation of the change should be accompanied by effective communication among all of the stakeholders in the process. It is important to note that this communication process would have been started at the outset, with the data collection in the diagnosis phase, with the committee in the coalition formation stage, and with the visioning process in the third stage of the model being addressed.

Communication of the new plan that has been developed, therefore, is a continuation of the dialogue among workers, leaders and the change team that was initiated at the very outset. At this stage the, the information to be communicated will deal specifically with the changes that have been planned, and the role of each individual in carrying out those plans. Of utmost importance in any discussion about communication, is the observation that any communication should be omni-directional. Information must not only flow from the top down, but also from the bottom up and along lateral lines. Every member of the organization should feel that he or she heard, as well as spoken with.

Evaluate the Effectiveness of the Change

Evaluation is an important component of any change initiative, and is carried out to determine if the steps that are being taken are in fact providing the desired results. The planned change should be sufficiently flexible to allow changes and adjustments if they become necessary. The only fixed component of the process should be the strategic goal or vision.

Evaluation should also serve the purpose of providing feedback to participants and stakeholders as to how they are doing and how well the process is progressing and working. And because change is a continuous process, the information gathered from one set of assessments should provide the basis for setting new objectives.

Reward and Reinforce the New Behaviours

Reward and reinforcement are integral to the success of any change effort. The reward system should be structured to support the new behaviours that form part of the change. Often, organization leaders make the mistake of maintaining old reward systems that reinforce the wrong set of behaviours.

The People Model

Assess Readiness for Change

One of the critical factors associated with any change effort is resistance. People resist change when they have not been properly prepared for the change, or when they are not ready. The less their readiness for change, the greater the resistance that will be exhibited by individuals involved in the process.

When an assessment is done, if there is not a sense of urgency or a strong sense of a need for change, the job of the change agent is to create that sense of need or that sense of urgency. This sense of urgency will bring the willingness to change, or at least a lowering of resistance.

It is important to note that not all persons within an institution will embrace change at the same time. Some people will buy into the process at the outset; others will join at a later stage, and still others will hold out until the last. When assessing readiness for change, one has to ensure that critical mass is achieved in order to ensure the success of the initiative. Kotter (Leading Change: An Action Plan from the World's Foremost Experts on Business Leadership. Boston, Harvard Business School Press, 1998) suggests that approximately 24 per cent of the workforce is the critical mass needed to ensure the success of any change effort within an organization.

The literature recommends information sharing as one of the most effective tools for creating a sense of urgency, and suggests the kind of information to be shared, as follows:

- The reason for instituting the change
- The threats and opportunities facing the organization
- The plan of action for the change effort

The NCU Ethos Committee had probably, intuitively assessed the readiness for change. Information about the attitudes of stakeholders to the shifting ethos of the institution has come through several formal and informal channels. It is my observation, therefore, that the initiative to establish such a committee and engage in such a cultural transformation was informed and prompted by the reaction of several stakeholders to the status quo.

Share Vision

All the members of an institution need some goal to which to aspire. Workers at every level of the institution should be invited to participate in realizing the vision, and in setting goals and objectives for the organization. This vision should be shared throughout the institution through written statements and presentations.

The ethos committee has shared their vision through meetings, and through sessions held at the colloquium that included video presentations, PowerPoint presentations, break-out sessions, and the report of the recommendations of participants in these break-out sessions.

The committee probably needs to go a step further by articulating a vision, and by placing this vision in conspicuous places around the campus.

Identify Needs and Motivators

Motivation can only come from within an individual. In seeking to provide motivators therefore, leaders must first identify individual needs. In this way, rewards and benefits can be designed to match individual needs. Individual needs and aspirations can be determined by having people complete personality inventory tests, having them complete surveys or conducting interviews with them.

No deliberate attempt has been made to ascertain the needs and interests of the NCU population. It would be interesting to see what a study or survey would disclose along these lines.

Develop Joint Goals and Strategies

Any effort to determine the long and medium term goals for the change effort or to develop strategies for bringing about the change should involve many representatives from the various sectors of the institution. This involvement ensures buy-in and commitment from the workforce when these plans have to be implemented.

Collaboration can be achieved through several means, including talk-back sessions, focus groups, questionnaires, interviews, suggestion boxes or workshops.

Persons who participate in the goal-setting process will support the activities designed to achieve those goals. Once you have gained the support of persons from across the organization, these persons will then help to sell the ideas and get support from their co-workers.

As was observed earlier, the Ethos Committee has engaged broad-based support for its initiatives. All the members of the faculty and staff have been included in the discussion. This has been accomplished through invitations to participate in dialogues, presentations at meetings, letters, and information circulated in the weekly newsletter.

Communicate the plan

Once goals and strategies have been determined and a plan is developed, the next task is to inform the entire organization of the plan. Again, multiple methodologies can be used for communicating the plan. What is most important, however, is that this communication comes as part of a larger process. If the steps in the change model have been properly managed up to this point, then communicating the plan to the workforce will not be a difficult task. All the members of the institution will already feel invested in the change effort, and will have an idea of where the organization is intending to go. All measures will be less challenging.

It is important to ensure that all members of the workforce get the information through some properly devised formal channel. Workers who believe that they have heard by-the-way or through the grapevine will probably feel slighted, and may prove to be less than supportive of the new measures.

The Committee is probably now at the stage where they need to communicate more vigorously some of the suggested strategies and plans of the various sub-committees. This action will be critical to moving the project to its next stage – that of cultural transformation.

Develop Training Programme

When new behaviours are required of people, teaching them the new behaviours is essential if the process is to prove beneficial to the individual as well as the institution. Training also helps to reduce the anxiety that many persons experience when they are assigned new tasks.

In the case of NCU and its ethos, some of the training that will be required will be in the areas of customer service. In other instances, it will have to do with dress, etiquette and refinement, and interpersonal relations. Training has already begun in the area of customer service. Discussions at Colloquium and other meetings have led to sector managers and administrators initiating training programmes, even outside of the urging of the Ethos Committee.

Some Ethos sub-committee have already made suggestions about training, and information sharing about desirable behaviours. These have come from the sub-committee dealing with the development of a sexual harassment policy, and the sub-committee dealing with refinement and etiquette.

Provide for Psychological Safety

Change invariably involves new ways of doing things and new activities associated with various jobs within the organization. Persons who are confronted with the daunting task of having to become a “novice” again, will become insecure and apprehensive about their situations. It is important, therefore, that change managers and supervisors within the organization provide an environment where workers feel free to try new activities without being threatened by loss of self-esteem or status within the organization.

Training is an important part of the process for creating psychological safety, but it is not the only component in the process. Creating a non-threatening environment where people can safely make mistakes, ask seemingly stupid questions and in general, exhibit limited proficiencies at given tasks or operations, is a critical part to the success of any change effort.

The unique challenge faced on the NCU campus is that there is a combination of workers and students with whom change agents will need to work in order to bring about the desired transformation. Psychological safety becomes an important consideration, not only for workers but also for students. A lot of the success of the change initiative of the Ethos Committee will hinge on the methodologies that are put in place to ensure psychological safety as we seek to identify undesirable aspects of the culture, and replace them with more desirable attributes.

Develop Reward System

As with process model, it is important when dealing with individuals that leaders are careful to reward the desired behaviours. Sometimes managers and leaders run the risk

of rewarding behaviours that are at variance with the espoused values of the change effort. When this occurs, the success of the change effort is placed in jeopardy.

A major challenge for the Ethos Committee will be to collaborate with other members of the NCU community to develop reward systems that will reinforce the desired changes among the workers and students on the campus.

Summary

The Ethos Committee was formed in direct response to concerns among many individuals on campus about the eroding values throughout the campus community. In examining the actions and strategies of the Committee against a change model, it is apparent that many of the activities carried out by the committee to date, are supported by the literature on organizational change.

There are, however, some gaps in the analysis, like areas where the Committee could re-examine their approach and devise strategies for effectively conforming to a prescribed model for successful change. The committee is to be commended, however, for the effective way in which it has gone about engaging the entire campus community in this change effort, and the broad-based support that its members have sought to garner in moving forward their agenda.

Communication - The Message -

In regard to communication, content and delivery go hand in hand and must be modelled

COMMUNICATION

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Preamble

Echoing the ethos in communication requires attention, not only to the method of communication, but to the message that is being communicated. In this matter, self-examination is focal and critical for developing effective, edifying communication skills. This is because our supposition and summation of other people's thoughts, speech and actions are sometimes faulty, because our emotions and experiences tend to misguide us, owing to human perfection. Self-examination generates sincerity, which in turn, enables one to arrive at a sound decision concerning what is worth communicating, for positive effect on the hearer(s).

On the other hand, pride – the springboard of selfishness, excessive self-opinion and self-centeredness – and its dangerous consequences, must be addressed and put aside. Humility – that which enables us to consider the other person's feelings and understanding – must permeate our lives, for our communication to be worthwhile and effective. Although content and delivery go hand in hand in regard to communicating, the focus of this presentation is on the message (content), rather than the method.

What Exists

At Northern Caribbean University, structures have been established to ensure that information is communicated effectively among the various persons and groups on the campus and also, to the various publics that the institution serves. Verbal and non-verbal means are employed and emphasis is placed on modelling. Northern Caribbean University embraces the philosophy that education is much more than book or head knowledge. It is “the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come” (White, 1952, p.13). To make the total man, head knowledge must be allowed to affect the heart.

This preparation for life is communicated through worship services, chapel exercises, classroom lectures and interactions, committee meetings, talk back sessions, special functions, social activities and other events. Put another way, students are prepared for life through secular and religious activities, using formal and informal means. Christian values as expressed in the University's mission statement, are disseminated. All aspects of campus life encourage the communication values and positive attitudes. This has been the under-girding principle of the institution since its inception. It is constantly being practiced in the giving of instruction, and in the character and conduct of students and workers. Emphasis is constantly placed on modelling correct attitudes, behaviour and speech.

What needs to be addressed

At Northern Caribbean University, echoing the ethos in communication can be further enhanced in the following ways:

- Developing departmental web pages that will provide information for the Northern Caribbean University family and other persons.

- Responding promptly to memos, letters and other forms of written communication.
- Mounting thought-provoking art displays in prominent locations on the campus. These may include murals and other creative pieces in offices and other places.
- Encouraging the organization of debating clubs and poetry societies and other organizations that will provide opportunities for persons to share edifying ideas on various issues.
- Posting notice boards in prominent places and assigning persons or groups to display life-transforming thoughts on a weekly basis. These thoughts should relate to character building and the establishment of values.
- Ensuring meaningful and weighty content of sermons, worship talks, chapel presentations and other deliveries.
- Encouraging departments and other entities to emphasize the importance of correctness in the use of the English Language.
- Organizing seminars and workshops to address the need for appropriate verbal and non-verbal communication in the workplace. Training people to meet the public with integrity.
- Regularly affirming workers and students for work well done.
- Including more responsible and mature students in decision-making that affects students.
- Displaying the mission statement of the University in all departments. Making small laminated copies of the mission statement available to workers and students (at a cost).
- Encouraging all persons on the campus to empathize with others and to emulate Christ in their interpersonal relationships.
- The aforementioned will serve to reinforce the philosophy and mission of Northern Caribbean University. All persons should be made to understand that each of us has an influence, and we should regard it as important when we communicate with others.

Responsibility for effecting improvement

All persons, entities and groups have the responsibility of effecting changes that will improve the quality of communication at the University. Because life is dynamic, each one must seek to achieve the best at every stage of development. Members of the administration, department chairs, faculty, staff and students all can initiate positive change in what they communicate on the campus.

We are what we see, what we hear, what we read, what we say, and what we think and experience through all our senses. That is character. And since “character building is the most important work ever entrusted to human beings” (White, 1952, p. 225), each one needs to exercise care in what he or she communicates to others for their edification.

Suggested time line for improvements

Many of the areas listed above require constant improvement. However, we would like to see certain changes effected by the dates suggested below:

- Art displays -- 2003 – 2004 school year
- Web pages -- June 2003 – all departments
- Display mission statement -- August 2003
- Greater student involvement in decision making -- 2003 – 2004 school year

Conclusion

The essence of effective communication is having something worthwhile to share, and doing so in such a manner that its impact is positive and edifying. Northern Caribbean University is committed to the goal of communicating positive values and attitudes, and thereby, grooming persons for life.

Reference

White, Ellen G, (1952). Education. Mountain View, California: Pacific Press.

Classroom Behaviour

There should be a high standard of behaviour in the classroom in which we maintain respect, consideration, cooperation and a purposeful practice of Christian principles in all activities.

CLASSROOM BEHAVIOUR

by

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August 2002

CLASSROOM BEHAVIOUR

Preamble

Classroom Behaviour is an integral part of the ethos of Northern Caribbean University, as we believe – based on the Holy Scriptures, and as is reflected in the Mission Statement of this University – that we prepare students for time, as well as for eternity. In no other area of institutional life does the opportunity exist for the fulfilment of the following Mission Statement, as we find in the classroom:

Northern Caribbean University, a Seventh-day Adventist institution, has as its mission, quality Christ-centred education achieved through academic excellence, social interaction, spiritual & physical development and a strong work ethic, thereby fitting each student for committed professional service to country and to God.

This is our ultimate goal, because we base our lives on the words of the Apostle Paul in 1 Corinthians 10:31, which reads:

Whether therefore ye eat, or drink, or whatsoever ye do,
do all to the glory of God.

With such a firm foundation, a Mission Statement was developed to reflect our holistic approach to education:

Northern Caribbean University strives to have its ethos reflected in a high standard of behaviour in the classroom, in which we maintain respect, consideration, cooperation, and a purposeful practice of Christian principles in all activities among students and teachers, for meaningful and uplifting experiences.

The Vision Statement agreed on for Classroom Behaviour is:

To create a culture in which members of the faculty, staff,
and the student body embrace a vision of cooperation,
integrity, spiritual commitment and academic excellence.

It is hoped that all our workers will be models of appropriate classroom behaviour, and that students and our stakeholders will be able to see the high Christian ideals of this institution, reflected in all our lives.

Existing Guidelines for Classroom Behaviour

Although the *Student Handbook* for the year 2000 – 02 includes no guidelines for Classroom Behaviour, students have been informed of the following elements, agreed upon by a committee involving representatives from all sectors of the institution.

- **Sleeping**

It is considered inappropriate for students to sleep during classroom instruction. The only exception is in the case of illness, which should be brought to the attention of the facilitator.

- **Distractions**

Since the class period is for the purpose of instruction, anything that impedes the learning process is considered to be a distraction.

The Usage of Cellular Telephones

It is therefore for one's cellular telephone – whether that of the teacher or student – to ring or beep during class time. The only exception is in the case of an emergency when the student makes this arrangement with the professor ahead of time. In this case, the telephone should be programmed to alert the individual in the most discreet manner.

- **Reports and Presentations**

Teachers should provide clear instructions for reports and presentations in their course outlines. This should include the format, overall structure, and any other inclusions that the instructor may deem necessary.

- **Absence**

Students are allowed two absences from classes. Planned absences should be discussed with the instructor prior to the occasion, so that arrangements may be made for fulfilling assigned tasks. Those who are absent for a period of time exceeding that which has been stipulated, may have their grades lowered by at least one grade point.

While the above-mentioned areas of concern still need to be swiftly addressed, there is the need to ensure that other areas are adequately handled, since these have become growing concerns for students and workers alike.

Recommended Additions

- **Teacher Preparation**

It is mandatory for teachers to be well prepared for instruction. This includes the appropriate and most effective instructional practices, a mastery of the outlined content, teacher's attitude, dress and deportment and any other relevant aspect.

- **Classroom Readiness (Environment, Furniture, Equipment)**

The classroom should be ready for teachers to instruct and for students to learn. Teachers should ensure that the classroom is left in an orderly manner, so that it is ready for the immediate class. Chalkboards and whiteboards should be cleaned, and chairs neatly arranged. There should be no garbage in the classroom.

- **Classroom Conversation**

In an environment such as the one fostered by Northern Caribbean University, it is appropriate for teachers and students to speak in a cordial and professional manner. The speech culture should reflect the quality of standard language expected in a Christian academic community.

- **Other Distractions**

In addition to the inappropriate use of cellular telephones, other behaviours considered to be distracted are off-task behaviours, eating in class, and tardiness.

Off Task Behaviours (Interruptions)

Off-task behaviours include playing games with cellular telephones while in class, studying for another test while in class, completing assignments while in class, talking while the teacher or another student is contributing to the lesson at hand, speaking with another student outside of the classroom, or barging in to remove furniture from the classroom without the teacher's permission. Another type of off-task behaviour is walking in and out of the classroom during instruction. Should a student need to leave the classroom, this should be done in a discreet and timely manner.

Eating in Class

It is not befitting professional demeanour for one to eat, drink, or chew gum during instruction. If this becomes necessary, it should be done outside of the classroom.

Tardiness

Teachers and students alike should endeavour to be on time for all classes, as well as for all other appointments.

- **Honesty and Integrity**

“Honesty and integrity must prevail if any academic community is to merit respect.” It is expected that **all** members of this community (visiting or resident) adhere to, and uphold the elements of the quotation above.

- **Devotional Activities**

In keeping with the Mission Statement of Northern Caribbean University, we aim to provide “quality, Christ-centered education.” It is therefore required that all classes, laboratory sessions, tutorials and guest presentations, begin with a devotional exercise, whether it be a prayer, song reading or though, or a combination of some or all of the above.

- **Responses to Emergencies**

Should an emergency arise, as far as is possible, order should be maintained by following the instructions of the facilitator. In the case of illness, the facilitator and/or other qualified personnel should direct the activities that will ameliorate the situation. Additionally, medical attention should be sought with utmost urgency. In the absence of a teacher or qualified person, students are expected to maintain order and seek help immediately.

- **Visitors in the Classroom**

Visitation, involving having a non-class member speaking with a student or sitting in a class, must have the prior permission of the facilitator.

- **Student Responsibility**

Students are expected to take responsibility for all of their actions, as they endeavour to meet the standards and expectations of Northern Caribbean University.

In addition to this, the ***Faculty and Staff Handbook***, pp. 12-23, has clearly stated codes of ethics for administrators, as well as teachers of Northern Caribbean University. These are extensive, especially for teachers, and if observed by all, would be a major force in changing from the undesirable behaviour patterns that we now have, to those that we seek and desire to promote and maintain.

Strategies for Changes and Improvements

If success is to be achieved in the improvement of Classroom Behaviour, it must become the responsibility of all workers to be models of Christian honesty, integrity and behaviour for each other and for our students.

- All administrators should ensure that the Christian standards of the institution, reflected in the ***Holy Bible***, the Spirit of Prophecy, and the Code of Ethics are adhered to.
- All members of the faculty should strive, at all times, to be models of Christian decorum.
- All members of the staff, should at all times, strive to exemplify the life of Christ.
- All students, having observed the renewed behaviour of our administrators, members of faculty, and members of staff, should be nurtured, not only to follow the rules and guidelines, but encouraged to see the blessings to be gained for self and society, when adhered to.
- These guidelines should be included in the next publication of the ***Student Handbook***, and the expectations promulgated in chapel exercises, in the classrooms, and in the residence halls.

Suggested Time Line

It is hoped that there will be an immediate change in behaviour of our administrators, faculty, and staff members. These principles and guidelines should be introduced into the classroom immediately, and should be reinforced at every possible opportunity.

Conclusion

It is our prayerful hope that the standards for Classroom Behaviour on the campuses affiliated with Northern Caribbean University will be so improved that a change will become evident, and that those who have benefitted will become agents of change in a decadent world.

Dress
and
Grooming

The outward appearance affects
how people are treated, interacted
with and looked at

DRESS & GROOMING

by

Sharon Barrett – Chair

Lilith Scarlett

Lola Christian

Karen Blythe

Carol Wiles

Hans Stephenson

Andita Gordon

Carol Clarke

August 2002

Preamble

Dress is more than a covering; it has a way of revealing the inner self. Ellen White in her book Education, page 246, teaches that no education can be complete that does not teach right principles in regard to dress. Our outward appearance does influence the way other people react to us; hence, we should try to send the correct signals in the way we attire ourselves. Also, as Christian professionals, our modest and appropriate clothing speak volumes about the God we represent.

Vision Statement

The objective of the Dress and Grooming Committee is to help students see the relationship between their mode of dress, and their total educational and professional development.

What exists

Each student accepted at Northern Caribbean University undergoes an interview and orientation with the Office of Student Development, for awareness of the standards of the institution. This includes information on the dress code. Each student, before acceptance, must sign a declaration of intention to abide by the rules of NCU. A large number of our students do make efforts to groom and attire themselves modestly and appropriately, in keeping with the institution's guidelines.

What is commendable and how has this been affirmed or advertised

Good models of the institution's dress code receive commendations from time to time. These affirmations, however, are mostly given on a one-to-one basis.

Good effort should be affirmed in public gatherings like the assemblies, and some tangible recognition reward should be given to good models.

What needs to be addressed, improved, implemented and why

There is still a significant number of students who seem to blatantly refuse to adhere to the dress code. The desire to be fashionable seems to take precedence over any sense of modesty, decency or good taste. Examples of immodest dress include tight fitting clothing with extremely high splits, exposed cleavages and midriffs and sleeveless tops seem to be slowly attempting to becoming the norm.

Some of our male students dress in such a way as to expose their undershirts; or they wear the baggy pants, which tend to give an untidy appearance. There is also an increase in the number of men who wear jewellery that is not permitted.

Concern was expressed at what seems to be a double standard in the way the Continuing Education students (on this campus) dress, as compared to the day students.

The concern was also raised, that men are now allowed to plait their hair.

Some workers are not being good models, in that some of them are immodestly and inappropriately attired, and in fact, even wear jewellery.

Some workers and students also wear heavy makeup.

Strategies for changes/improvements

Previously in some Chapel Sessions, students had modelled appropriate, modest attire for various occasions. These were well received by the students. We could revisit this idea.

Bulletin board displays may also be used along with pictures in the *Weekender*.

As a school family, we must agree on what is modest, because some persons still believe that "Modesty" is relative.

- New workers should be given CLEAR guidelines relating to dress and grooming. (Show examples, if need be)
- All workers must model the dress code and refrain from wearing to work, anything that's inappropriate.
- As far as it remains practical, male faculty and staff should wear a tie to work. Some, especially female workers are confused over business attire and casual attire.
- The change should begin immediately, and the best way to get persons to change is to begin the change in us.
- The spot checks at the Main Gate should also continue.
- This change process can be highlighted on a weekly, then monthly basis, and by the end of one school year, we should begin to see major changes.

Conclusions

Joel Crews stated in his book, *Creeping Compromise*, "The inventor of the miniskirt Mary Quant boasted publicly that her creation was for making sex (illicit) more available in the afternoon." pg. 27

Hence, as a Christian Seventh-day Adventist institution, we have the responsibility to dress in a way that honors our Creator, yet at the same time displaying taste and appropriateness. We CANNOT sit back and allow the standards of the world to govern what we do at Northern Caribbean University.

Our policies and guidelines are clear. We just need to enforce them.

If this is not done, situation can only deteriorate, and correction will be harder.

Effective Time Management

We should manage ourselves through planning, organizing, delegating, directing and controlling. This allows for the creation of richer relationships with co-workers and the realization of personal goals.

EFFECTIVE TIME MANAGEMENT

By

Trescor Wilson, Chair

Danieto Murray

Sandria Grant

Heather James

Una Morris

Patrick Smith

Donna Thomas, Secretary

Terry-Lee Knowles, Student

January 2003

EFFECTIVE TIME MANAGEMENT

Vilfredo Pareto, a 19th century engineer, argued that 20% of what a person does accounts for 80% of the value. Over the years many life management students, executives, and workers have come to accept the general soundness of this claim. Indeed, because we so often fail to manage one of our most precious resources, we squander 80% of our time on tasks that do not help to create the ends we hope to achieve. So, how may we use our time more efficiently? This report considers four core areas: The nature of time management, causes of poor time management, methods of effective time management, and some benefits of effective time management in an effort to address some of the concerns of the Northern Caribbean University (NCU) Administration.

Interestingly, current thinking considers the idea of “things” and “time” management a misnomer and also in some ways, a counter-productive process. The emphasis says some people should be on “rich relationships” and “results.” They also emphasize that the central tenet of managing our life should be to “organize and execute around priorities.” Time can’t be managed. Time is uncontrollable. We can only manage ourselves and our use of time. Hence, time management is actually self management.

Consequently we should manage ourselves as “workers”, just as how we seek to manage others, through planning, organizing delegating, directing and controlling. When we do this, we create richer relationships with co-workers and realise our goals sooner.

With this understanding of “time management,” we may now consider some of the causes of poor time management observed in the organization:

- Interruptions
 - Telephone
 - Personal visitors
- Meetings
- Tasks that should have been delegated
- Procrastination and Indecision
- Acting with incomplete information
- Dealing with team members
- Crises Management (fire fighting)
- Unclear communication
- Inadequate technical knowledge
- Unclear objectives and priorities
- Lack of planning

- Stress and fatigue
- Inability to say “no”
- Desk management and personal disorganization

These time stealers militate against efficiency and productivity. Fortunately, there are strategies we can use to manage ourselves (in terms of our use of time), gain more control of ourselves, and enjoy the benefits of the effective use of time. Some are as follows:

- ✓ Avoid inappropriate interruptions
- ✓ Say no to some meetings: use the telephone or memos
- ✓ Delegate as is necessary
- ✓ Prioritize and set deadlines for decisions
- ✓ Collect and evaluate as comprehensive a field of data to use in planning, decision making, presentations etc. As time allows
- ✓ Do things right the first time
- ✓ If in doubt, ask
- ✓ Write it down
- ✓ Organize work area
- ✓ Keep files trim
- ✓ Set aside time for quiet reflection
- ✓ Respect the time of others
- ✓ Handle paper only once
- ✓ Make a follow up file: say when you’ll get back to an item
- ✓ Avoid paper clutter: old magazines, old documents etc.
- ✓ Schedule family time
- ✓ Subscribe to condensed information (i.e. book summaries etc.)
- ✓ Use one planner for work time, family, time etc.
- ✓ Action plan analysis allows you to spot problems before they occur
- ✓ Set challenging but achievable goals
- ✓ Politely saying no to requests that steal time needed for higher priority work
- ✓ Combine activities (hybridize)
- ✓ Clear desk
- ✓ Give enough time to complete tasks
- ✓ Do difficult tasks first when you are at your best; do minor jobs when you are tired
- ✓ Do not postpone unpleasant tasks that need to be done
- ✓ Arrange set times to do routine tasks eg. Going through mail
- ✓ Fix definite times when you would like to be disturbed
- ✓ Plan telephone calls; write down what you want to say
- ✓ Do all calls in a burst
- ✓ Record telephone calls
- ✓ Try to finish work without interruptions
- ✓ Arrange breaks at times when you cannot work effectively
- ✓ Plan time to discuss matters with colleagues

- ✓ Monitor how you use time and seek to alter for more efficiency
- ✓ Build time management techniques into daily routine
- ✓ Choose the important over the urgent
- ✓ Remove the obstacles to your goals
- ✓ Reward yourself for good use of time

The appropriate application of these strategies in our lives can only increase our rate of goal achievement and decrease time used to reach them.

We have noted that one way to handle the challenge of meetings is to say “no” to some. However, in the context of NCU, this is only one solution. It may be that the cry of “too many meetings” may not necessarily be the real problem. It may be that these meetings are inefficiently scheduled, attendees are ill prepared (because they had no idea of the content of the agenda or it was circulated hours before the meeting), and that little dispatch is observed during the deliberations. On the last item, it may be prudent to budget the time allotted to agenda items, and to set a limit on the overall duration of meetings.

When we better understand the nature of time use, obstacles to its efficient use and apply methods for its efficient use, we will enjoy some or all of the following benefits:

- ✓ Manage priorities
- ✓ Increase work effectiveness and productivity
- ✓ Enjoy a more balanced lifestyle
- ✓ Feel more in control daily activities
- ✓ Reduce the stress which results from a lack of effective time planning
- ✓ Eliminate wastage
- ✓ Better preparation for events (e.g. meetings) issues (e.g. discussion)
- ✓ Avoidance of excessive workloads
- ✓ Greater capability to monitor projects
- ✓ Time and task appropriately balanced
- ✓ Due attention to long term projects
- ✓ Days are planned efficiently
- ✓ Weeks are planned effectively

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Etiquette And Refinement

Etiquette is good manners.
Individuals must be encouraged to
practice behaviours that exhibit
finesse and grace

ETIQUETTE AND REFINEMENT

by

Gloria Gregory (Chair)

Avril Lewin

Kameal Anderson

Andel Bailey

Pamella Burnett

Salome Campbell

Dolice Castro

Debbie Clarke-Grant

Venetia Douce

Joyce Fagan

Carlene Fider

Claudius Rogers

Grace Turner

August 2002

ETIQUETTE AND REFINEMENT

Introduction

What is Etiquette and Refinement?

The Oxford Dictionary defines *etiquette* as the customary code of polite behaviour in a society, and *refinement* as elegant and cultured. The old proverb is still true, that “Manners will carry you where money will not.” Good behaviour and grace add to the measure of the man.

Vision Statement

To create and maintain an environment at Northern Caribbean University where individuals are encouraged to practice behaviour that is consistent with acceptable etiquette, with a level of finesse and grace.

What exists

Northern Caribbean University, for the past 83 years, has been noted for continually producing outstanding graduates, who continue to make their mark on the world. Since its inception as West Indian Training School, Northern Caribbean University was established on the concept of restoring in man, the image of God. This quality is manifest in the students, as they walk and talk, and execute their business, on and off campus.

In Harmony with the concept that “true education means more than the perusal of a certain course of study; it means more than the preparation for the life that now is,” (Education p. 77), Northern Caribbean University has sought through formal and informal means, within and without the classroom, to emphasize the role of spiritual values in the lives of its students, and to encourage them to acquire the highest moral standards and values, as held by the Seventh-day Adventist Church. (Student Guide p.2)

The University's sound academic and moral development programmes were enhanced by the introduction of the social graces to students, faculty and staff, during scheduled weeks of cultural refinement, which culminated in two University-sponsored banquets annually. During this time of refinement, the students were exposed, taught and reminded of the civility of social graces and at the banquets were expected to model what they have learned. Students were required to dress formally and encouraged to have formal escorts to attend these programmes.

Lyceum programmes are hosted at least once per semester, with the intention of reinforcing the graces of the previous semester. Weekly chapels are held for dormitory, community students, and male and female chapels are held periodically in order to highlight issues that affect the sexes.

The general social and moral decline noted in the country has made us to constantly model and reinforce the behaviour that we wish to see in our students, especially because many homes now do not provide training in social graces and other related areas.

True education is not merely pouring knowledge into a bucket, but it also includes a refinement process. Northern Caribbean University has accomplished this feat and continues to impact positively those who walk her hallowed halls.

What is commendable and has been affirmed

Every opportunity is sought to commend the students when they have performed satisfactorily or exhibit outstanding social graces. Commendations are made at chapel sessions and in the weekly student paper "The Weekender." The following is a list of commendations:

- Behaviour at social and religious functions and sport activities
- Assistance in maintaining a clean campus

Use of polished speech

- Helpful assistance to visitors
- Orderly manner in which the United Student Movement representative approaches the Administration with concerns.

What needs to be addressed, improved or implemented

- The inappropriate use of cell phones
- Inappropriate behaviours of some students at Lyceum programmes and chapel, e.g. response to performers. When is the gun salute not appropriate?
- Behaviour in a formal setting
- Treatment of the opposite sex in public
- Classroom behaviour

Strategies for change

Each school year brings its own challenges and it is evident that the process of educating and culturing our students has to be done on a continuous basis.

The following will be done to promote and maintain etiquette at NCU:

- Develop written guidelines for new workers. Workers can only model what they know we expect of them
- Communicate with faculty and staff what is acceptable at NCU, since etiquette practices might be different here.
- Provide ongoing demonstrations in the cafeteria on expected dining room decorum. Students will be chosen from a wide cross section of the student body to participate in the demonstrations.
- Post bullet list of expected behaviour for individual areas, e.g., Etiquette in the bathroom, the classroom, and the dining room.
- Place bullet form of table etiquette under the place mats on each dining table in the student lounge and at the Tai Center.

- Allow a five-minute slot during chapel exercises to highlight one aspect of etiquette.
- Publish in our campus papers a column named “Etiquette Nuggets”, highlighting a specific aspect of etiquette
- Create a one minute “Did You Know” feature on the campus radio on a specific aspect of etiquette.
- Encourage organizers of programmes to conduct a brief dress rehearsal, to review with the participants what is required of them, while on the platform.
- Discuss acceptable behaviour
- Begin and end each meeting on time and communicate this information when the notice for the meeting is sent out.
- Communicate with the community what is accepted behaviour on our campus. This could be presented in booklet form.
- Encourage departments to include topics of etiquette in the course content. e.g. English-Essays, Business Etiquette at the work place.

Leadership

The practice of leadership at NCU is to be Christ-centered, biblical and relevant

LEADERSHIP

by

Martin Hanna, Chair:

Rhona Blair, Secretary

Melody Bennett

Glenroy Henry

Grace Kelly

Dane Fletcher

August 2002

Preamble

Leadership is widely held to be the art of getting people committed to a common goal, and motivating them to achieve that goal. Unlike management which is concerned with processes and policies, leadership focuses on people, and the responsibility of people's lives is at the core of a leader's responsibilities. In addressing the matter of leadership, therefore, the discourse must include a clear identification of the tools of leadership and the attitude of leadership, because working with people involves multidimensional responsibilities, all of which have potentially far-reaching consequences.

Communities of higher learning must understand the role that they play in shaping leaders for the wider society. Northern Caribbean University plays a critical and unique role in shaping leaders for the world-wide Seventh-day Adventist Church and for our national, regional and worldwide secular community and as such, must have a deliberate and purposeful strategy for developing leaders who are prepared to give committed Christian service to their church and to their country.

In shaping the leaders of the future, we at NCU must understand that leadership must be modelled as well as taught. The persons who come to our learning community will invariably learn from our actions as well as from the curriculum that we employ to inculcate principles of leadership and service in them.

The Apostle Paul shows how the leadership of the Father, Son and Spirit provide a model for Christian leadership. "In Christ dwells all the fullness of the divine nature bodily; and you are complete in Him who is the head (or leader)" (Col. 2:9-10). The Spirit educates us that this leadership is an empowerment of the Church with the fullness of God through Christ who is head or leader of the Church. This is leadership according to "the exceeding greatness of his [God's] power to us who believe, . . . His mighty power, which he worked in Christ . . . putting all things under His feet and giving Him to

be the head over all things to the church, which is his body, the fullness of him that fills all in all.” (Eph. 1:19-10, 22-23).

Christian leadership is an empowerment of the love of God through Christ and the Spirit. “That he would grant you, according to the riches of his glory, to be strengthened with might by His Spirit in the inner man; That Christ may dwell in your hearts by faith; that ye, being rooted and grounded in love, may be able to comprehend with all saints what is the breadth, and length, and depth, and height; and to know the love of Christ, which passes knowledge, that ye might be filled with all the fullness of God. Now unto him that is able to do exceeding abundantly above all that we ask or think, according to the power that works in us, unto him be glory in the church by Christ Jesus throughout all ages, world without end. Amen. (Eph. 3:16-21).

Vision Statement

We envision the practice of leadership at NCU that is Christ-centered, biblical, and relevant to eternal life in the cosmos.

What exists

A Survey consisting of questions with regards to the following is to be conducted:

How would you rate the leadership qualities of

NCU spiritual leaders
NCU student leaders
NCU SDA faculty
NCU non-SDA faculty
NCU Administration
NCU staff

How would you rate your opportunities for leadership development at NCU?

How would you compare the leaders at NCU with those in other institutions with which you have worked?

What needs to be addressed, improved, implemented and why

Ten Commandments of Biblical, Christ-centered and Cosmic Leadership.

- (1) Leadership is spiritual. “The Holy Ghost said: “Separate for me Barnabas and Saul for the work that I have called them to do.” (Acts 13:2).

- (2) Leadership is representative. “The whole multitude chose” (Acts 6:5). Jesus “has made us to be kings and priests unto our God and we shall reign in the earth” (Rev. 5:20).
- (3) Leadership is not flashy public relations or platform personality. “He that glorieth, let him glory in the Lord” (1 Cor. 1:31).
- (4) Leadership is not a power-play. “There was also strife among them, which of them should be accounted the greatest. And He said to them, the kings of the gentiles exercise lordship . . . , and . . . But you shall not be so” (Luke 22:25-26).
- (5) Leadership is service. “But he that is greatest among you shall be your servant. And whosoever shall exalt himself shall be abased; and he that shall humble himself shall be exalted.” (Luke 23:11-12).
- (6) Leadership is nurture. “We were gentle among you, even as a nurse cherishes her children; so being affectionately desirous of you, we were willing to have imparted unto you, not the gospel of God only, but also our own souls, because you were dear to us.” (1 Thessalonians 2:7-8).
- (7) Leadership is fatherhood. “We exhort and comforted and charged every one of you, as a father does his children” (1 Thessalonians 2:11).
- (8) Leadership is loving discipline. “For those whom the Lord loves, He disciplines.” (Hebrews 12:6).
- (9) Leadership is example. “you are witnesses, and God also, how holy and just and blameless we behaved ourselves among you.” (1 Thessalonians 2:10).
- (10) Leadership is accountable to human beings but ultimately accountable to God. “Let a man so account of us, as of the ministers of Christ, and stewards of the mysteries of God. Moreover it is required in stewards, that a man be found faithful. But with me it is a very small thing that I should be judged of you, or of man’s judgement: yea, I judge not mine own self for I know nothing by myself yet am I not hereby justified: but he that judges me is the Lord.” (1 Corinthians 4:3-4).

Ethical Leadership

According to Lashway, (Eric Digest #107) “Real leaders concentrate on doing the right thing, not doing things right.” Lay points out that the moral duty of a leader is not only expressed in occasional important decisions, but more so in the “mundane policies and structures that may have hidden ethical implications.”

Without question, credibility and integrity are requisite qualities if leadership is not to become a meaningless and ineffective ritual. NCU has a critical role to play in developing leaders with integrity. The most reliable avenue through which to accomplish this task is modelling.

The committee therefore promoted the improvement of the following to enhance leadership at NCU:

1. Leadership Ethics
2. Empowerment of and by leaders
3. Student leaderships (USM, etc.).
4. Articulation of leadership ethos –
5. Transparency of leadership
6. Classroom leadership
7. Constitutional reform
8. Protocol (PR input needed)
9. A definitive articulation of the concepts and principles of leadership.
10. An assessment of the role of leadership in the NCU ethos and the extent to which the institution now executes its mandate.
11. The recommendation of guidelines for modelling and developing a culture that prepares Christian, ethical leaders for ***committed professional service to country and to God.***
12. The development of standards and guidelines for executing some critical leadership functions – protocol, parliamentary and meeting procedures, chairmanship – to name a few.

Strategies for changes/improvements:

1. Ongoing function of the Leadership Ethos committee.
2. Ongoing dialogue with the sixteen (16) persons who gave us their names at colloquium.
3. Further development and implementation of the Leadership Survey
4. Emphasis on leadership in future publication of *Issues in Theology Spiritual and Leadership.*
5. Use of the *Visitor, Courier, and Weekender* to highlight leadership ethos.
6. Empowerment of USM (lobbying, rap sessions, training sessions).
7. Maximize impact on campus of the Ph.D. in Leadership programme.
8. Document the extent of leadership components in NCU curriculum across departments.

The committee recommends that standards be established for the format and general content of the constitution of the various clubs and organizations on campus and that they all fall under the general umbrella of the United Student Movement (USM).

That where the various constitutions are silent, *Robert Rules of Order* be used as the source of reference.

That all matters of protocol fall under the umbrella of one office (preferably Public Relations) and that all clubs and organizations entertaining guests observe the prescribed guidelines.

That an order of precedence listing be posted at the podium for all major functions and that this listing be developed by the designated office based on the persons expected to be in attendance at the function.

The USM had its first leadership training programme and the format of the seminar is included in this document and follows immediately after this section on leadership.

**NORTHERN CARIBBEAN UNIVERSITY
UNITED STUDENT MOVEMENT**

USM LEADERSHIP TRAINING PROGRAMME

Objectives

To assist participants to effectively perform leadership roles at NCU, and to prepare them for increased responsibilities as citizens and leaders in various fields.

Participants

- All members of the USM Executive
- All leaders and officers of academic clubs, social clubs and any other student group
- Students who have interest in leadership at NCU or in the wider society.

Summary

A leader is the primary person who guides a group in achieving its goals. Consequently, a group's success is to a large extent dependent on the capabilities of its leaders. Leadership skills at all levels can be developed by training and experience. This USM Training Programme seeks to assist in the development of these skills, especially by those who are required to use them to achieve success in assigned areas of responsibility.

This programme will be conducted on three Fridays from 8:30 to 11:30 am in the Solomon Harriott Lecture Theatre.

Participants who complete the course will be given a certificate.

DAY Friday October 25, 2002

8:15 – 8:30 Registration

8:30 Dr. Trevor Gardener, V.P. Academic Affairs

- Definitions of leadership
- The need for effective leadership at all levels
- Qualities, Personality, Behaviour of a successful leader
- Guidelines for development of leadership skills

10:15 Break

10:30 Mr. DaCosta Bartley, Assistant to the V.P. Student Development

- Time Management – A Key to Success
(Schedule activities, meeting deadlines, etc.
Performing leadership responsibilities and still obtaining excellent Academic results)

DAY 2 – Friday November 1, 2002

8:30 Mr. Patrick Smith, Director Alumni Relations and Planned Giving

- Effective Communication – An essential tool for success
- Definition of Communication
- Use and Effectiveness of various forms of Communication (Public Speaking, letter writing, e-mail, etc.)
- Conduct of meetings
- Handling objections and obstructions
- Developing a programme to improve personal communication skills.

(15 minutes break at 10:15)

DAY 3 – Friday November 8, 2002

8:30 Mr. G. Bartley

- Skills for excellent student leadership
- Customer service
- Cooperation with NCU policies and programmes
- The art of resolving various types of conflicts and disputes
- Guidelines for dealing with conflicts at various

10:15 Break

10:30 Panel Discussion

Topic: How can Student Leadership at NCU be more effective? Panellists: All Presenters and specially invited guests.

11:30 Handing out of certificates to participants who attended for at least two days

11:45 Closing activities

**NORTHERN CARIBBEAN UNIVERSITY
UNITED STUDENT MOVEMENT**

USM LEADERSHIP TRAINING PROGRAMME

PANEL DISCUSSION

TOPIC: How can Student Leadership at NCU be more effective?

DATE: Friday November 8, 2002.

TIME: **10:30** am to **11:30** am (Last session of Training Programme)

PANELLISTS:

Dr. Althea McMillan, Moderator

Dr. Trevor Gardener

Mr. Patrick Smith

Ms. Wanda Brown

Mr. Dalmor McGregor

Mr. G. DaCosta Bartley

Mr. Dane Fletcher

Mr. Gervon Marsh

NOTE:

Other members of the NCU family will be encouraged to participate from the floor. The suggestions will be recorded, and it is expected that many of them will be implemented.

Morality and Sexuality

Within NCU's mission is enshrined a respect for individuals as created beings whose minds and bodies ultimately belong to God.

MORALITY & SEXUALITY

by

Ketsia Lafontant, Chair

Dacosta Bartley

Michael Chambers

Donna Brown

Dalmor McGregor (Student)

Joyce Malcolm, Secretary

May 2002

MORALITY & SEXUALITY

Preamble

From the inception of Northern Caribbean University (formerly West Indies College) in 1919, the institution has always advocated the rights of individuals to their personal space. The limits of these written and implied rights have over the years, varied with administrators, from not being allowed to spend any appreciable time with the opposite sex, to parlour dates, to rules of “three feet apart,” to lyceum programmes that encourage dating. However, all ensured that students and workers have utmost respect for each other and the standards of the institution.

What exists and to what extent

Many parents and guardians, as well as students themselves, have attested to the fact that they appreciated the values imposed on them that encouraged them to feel safe at this institution. Northern Caribbean University has had students from all over the world, and its graduates can be found all over the world. Many of the former students send their children or charges here, to have the same type of protection that they themselves had received. The administration continues to get letters of commendation regarding its principles, whose continuity it is putting various strategies in place to ensure.

What needs to be addressed

Society as a whole seems to be regressing in morals, and owing to the constant technological advances, young people are constantly being barraged by lewd language, inappropriate attitudes and behaviours toward the opposite sex, as well as a brash and rude attitude to any party, person or entity that makes an effort to correct these maladies.

Strategies for changes/improvements

This committee commends the University and the entities of Student Development that saw the need for a policy on Sexual Harassment and has not only created an initial document, but got the concept approved by the University Administration and Board. The document has also been circulated to the workforce for additional input.

This document is being submitted under the portfolio of this committee. It is also the desire of this committee that these recommendations are acted upon as soon as possible.

NORTHERN CARIBBEAN UNIVERSITY SEXUAL HARASSMENT DRAFT POLICY

This document was prepared by the Sexual Harassment Committee members:

Gloria Roberts

Lilith Scarlett

Glenroy Bartley

Charmaine Holness

Millicent Page

Glenroy Henry

Donna Brown

Enshrined within our Mission Statement and philosophy is respect for individuals as created beings, whose minds and bodies ultimately belong to God. Consequently, Northern Caribbean University strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from sexual harassment.

SEXUAL HARASSMENT IS:

Unwanted sexual attention, action and/or word implied or expressed of a persistent or abusive nature, made by a person who knows or ought to reasonably know that such attention is unwanted

OR

Implied or expressed threat of reprisal in the form of actual reprisal or the denial of an opportunity

- Grades or promotion
- Loss of employment
- Financial rewards, or other benefits for refusal to comply with a sexually oriented request.

OR

Sexually-oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work or study.

OR

Any conduct that creates a sexually-hostile, intimidating or offensive work environment, or unreasonably interferes with an employee's or student's work performance.

Sexual harassment can include behaviour such as:

- unnecessary touching or patting
- suggestive remarks and other verbal abuse
- leering at a person's body
- compromising invitations
- demands for sexual favours
- graffiti and/or oppressive remarks about sexuality

In other words, sexual harassment can be either psychological or physical. Or it can be a combination of both elements.

1.0 OBLIGATIONS WITH RESPECT TO SEXUAL HARASSMENT INCIDENTS

1.1 Every person in the University community has a right to seek redress for perceived sexual, and is encouraged to do so.

1.2 All workers or students of Northern Caribbean University who observe, or are involved in incidents of sexual harassment, are under obligation to report such incidents within forty-eight (48) to **any** of the following:

- The VP of Student Development/Human Resource Director/Sexual Harassment Compliance Officer.
- Supervisor
- Departmental chairperson
- Resident Hall Dean
- Vice Presidents
- Administrator
- USM President, mentors, counsellors

1.3 ***Any employee or student who is aware of acts of sexual harassment in areas controlled by the University, and who fails to report such sexual harassment incidents shall be liable to University disciplinary action, which may include dismissal for employee or student.***

1.4 It shall be the University's obligation to take prompt investigative, and where necessary, corrective action to complaints of sexual harassment.

1.5 Northern Caribbean University employees and students shall within twenty-four (24) hours, personally report all sexual harassment incidents involving minors, to the Children's Services Department, and to the Sexual Harassment Compliances Officer.

PRINCIPLES/PROCEDURES GOVERNING SEXUAL HARASSMENT INVESTIGATIONS

2.0 Complaints shall not be pursued when more than three years have elapsed following the alleged incident.

2.1 The investigation of sexual harassment complaints shall be initiated immediately by the Sexual Harassment Compliance Officer upon receipt of an allegation, and the process shall be handled expeditiously, with the aim of a judgement within ten (10) working days.

2.2 At all times throughout the procedures outlined in policy . . . below, confidentiality shall be maintained insofar as is possible. The number of persons who need to know shall be limited to as few persons as possible, usually only the Compliance Officer. Where the Sexual Harassment Committee becomes involved in a particular case, it shall complete that particular assignment without a change in its membership. The said committee should consist of a maximum of three (3) persons, inclusive of either the Sexual Harassment Committee Officer, or Co-Sexual Harassment Committee Officer.

2.3 False accusations, whether malicious or fanciful, have serious and far-reaching effects, and are subject to University disciplinary action.

2.4 Documentation shall be made at all steps, from the initiation of the complaint to its resolution. The detailed documents shall remain in the Compliance Officer's file at all times. Where guilt is established, a notation shall also be filed in the guilty person's official file, which is subject to discovery, noting as well the

disciplinary action administered and the written reaction, if any, by the said person.

2.5 Findings, decisions and actions, with respect to sexual harassment complaints shall in the end be communicated in writing to both the complainant and the accused. If either party feels the report is not complete or fairly represented, he/she may file a written statement of dissatisfaction, and this letter shall become a part of the official file with the Compliance Officer and the committee.

2.6 This statement of dissatisfaction may serve as a letter of appeal if expressly stated, and thereby invoke the appeals process. A copy of the appeal letter should be forwarded to the President or his designate, within 24 hours, and a judgement made within 10 working days.

3.0 HANDLING OF SEXUAL HARASSMENT COMPLAINTS

Any faculty member, student, or staff member who wished to seek redress with respect to sexual harassment may either file an official grievance, or seek to resolve the problem by an informal or formal investigation, with the aid of the Sexual Harassment Compliance Officer. Those persons that do not wish to follow the grievance procedure shall seek redress by the following process, which is aimed at ensuring fairness and due processes to all involved.

4.0 INITIAL FILING OF SEXUAL HARASSMENT COMPLAINT

The complainant may report the perceived sexual harassment incident(s) to any of the following individuals with whom he/she feels comfortable:

- Sexual Harassment Compliance Officer
- Supervisor
- Departmental chairperson
- Residence Hall Dean
- Vice President
- Administrators
- USM President, Counsellor, mentor

The initial complaint may be written or verbal.

4.1 The receiver of the complaint, if not the Sexual Harassment Compliance Officer, shall report the complainant to the SHCO.

4.2 The SHCO shall obtain from the complainant or shall, in consultation with the complainant and the witness, write a thorough case history of the complaint to date. The complainant shall sign the statement to attest that is an accurate record of the complaint.

4.3 The SHCO shall next follow one of the following procedures to resolve the sexual harassment problem.

5.0 INFORMAL PROCEDURE

5.1 Subject to the arrangement of the complainant, and depending on the seriousness of the allegation, the said officer may, initially, choose an informal procedure with individual parties, and may attempt mediation, education, or other appropriate solution. If the informal procedure satisfies both complainant and accused, the SHCO shall prepare a statement of findings and actions and obtain the signature of the complainant and the accused attesting that the case has been satisfactorily concluded.

5.2 The SHCO shall, where guilt has been established, inform the accused's supervisor of the accused in brief, of the incident.

5.3 In situations where the informal procedure is not appropriate or has not proven to be satisfactory, the said SHCO and the committee shall discuss a rational and strategy for the formal procedure.

6.0 FORMAL PROCEDURE

6.1 The SHCO in consultation with the committee, shall conduct an immediate and thorough investigation of the complaint. This can include interviews with the accused, classmates, co-workers, as deemed necessary.

6.2 When the investigation is concluded, the Sexual Harassment Committee shall weigh the evidence and determine if sexual harassment has occurred.

6.3 The SHCO shall prepare a statement of findings leading to the said committee's decision and shall send copies of this statement to the complaint and the accused.

6.3 a. If the said committee decides that no sexual harassment has occurred, the case shall be dropped, and the files sealed and kept on file in the office of the SHCO.

6.3 b. If the said committee decides that sexual harassment has occurred, the SHCO shall make a full and confidential report with recommendations to the President, and the appropriate Vice-President for determination of action. Such action may range from a warning, to relocation, suspension, and/or termination/dismissal.

6.4 if either the complainant or the accused feels that the statement of findings is not accurate or complete, or that the said committee's decision is not fair, he/she can respond in writing, and the response shall become part of the case file. If the formal procedure satisfies both the complainant and the accused, the SHCO shall prepare a statement and obtain the signatures of the complainant and the accused, testifying that the case has been satisfactorily concluded.

7.0 CLOSURE OF SEXUAL HARASSMENT

When the case has been brought to a close through either the formal or informal procedure, and a decision has rendered and responses, if any, filed, the SHCO shall make a confidential report to the President. A copy of the report and the President's action shall be kept sealed in the SHCO's file. When guilt has been established, and discipline meted out, a brief statement to that effect shall also be filed in the individual's personal file. All records relevant to the case shall also be kept as part of the sealed SHCP for five years.

Access to the sealed file shall be governed by the rules relating to employee and student files.

Music

Music at NCU must promote upliftment, ennoblement and refinement of the mental, physical, spiritual and social aspects of the individual and general culture.

Music

by

Denton Rhone (Chair)

Charmaine Dixon (Secretary)

Patrice Gordon

Noreen Daley

Don West

Johan Haakmat

Marilyn Anderson

August 2002

MUSIC

Preamble

The role of music at Northern Caribbean University is to promote upliftment, ennoblement and refinement of the mental, physical, spiritual and social aspects of the individual, and the general culture.

It has been repeatedly proven that one of the effective educational tools for the transformation of behaviour and character is music. Music can enhance or it can degrade.

In the context of enhancement; music can lift the morale in the everyday living of the individual. In the context of degradation. This is manifested in the open pop/dance hail music culture.

Christian education impacts the mental, the physical, the spiritual, and the social well-being of the student. It is evident the impact of music generally has on the student in these areas.

What exists

- Radio Station
- Special events
- Cultural Reflections
- Worship
 - Chapels
 - Devotions
 - Church
 - Outreach Ministries
- Religious Concerts
- Club Outings
- Sports Day
- Lyceum (Concert Series)
- Banquets
- Concerts
- Student Socials
- Special Events
- Social Bonding
- Gym Music
- Student Lounge

What is commendable and how this has been affirmed

Northern Caribbean University has for decades been commended for the repertoire of music it presents. Its “Feasts of Lights” programme conducted in December is a tradition which the community anticipates and supports. Inspiring music is delivered weekly at the Church Service at NCU. The variety of choirs present concerts on campus as well as island-wide and from time to time also perform overseas. Musical programmes presented at NCU oftentimes leave standing room only.

What needs to be addressed, improved, implemented

The role of music at NCU is to promote upliftment, ennoblement and refinement. Music at NCU should not promote a culture that does not reflect the role of music defined by the institution. For example, music at NCU should not promote the drug, gang or gun culture; aberrant behaviour, vulgarity, rudeness or immorality.

Strategies for changes/improvements

“Elevated” music does not at all times need to be Euro-Centric in style and taste. NCU is open to creativity as long as the creativity does not destroy the purpose of music as defined and practiced at NCU.

In the context of an educational institution of higher learning, music should be appropriate and relevant to their contexts.

Examples

Weddings

There are two aspects to Christian weddings

- Church and recreational. Love songs that are appropriate for the reception may not be appropriate at the church service.

Church Service

Irrespective of how tastefully and classic Bob Marley’s “Three Little Birds” is arranged, it should be considered inappropriate for Introit at worship.

Chapel versus Assembly

Song service at Thursday’s assembly should not be another worship session.

Worship/church textured song service at a Monday Chapel would be the appropriate setting. The Music Department in making a presentation at Thursday assemblies should not feel confined to the performance of only religious pieces.

Consideration must be given to the following that would serve to enhance music at NCU:

Piped telephone music

Cultural reflections

Choirs doing cultural/ethnic/national pieces

Reactivating the entering of various groups and choirs in the “festival” competition

Re-establishing a music reputation for the community

Developing a chapel book separate from an assembly book which would include secular and cultural pieces. (NCU typically has a minimum of 35 countries represented in its populace)

Having a music education seminar established under the auspice of the College of Arts & Sciences

To foster appreciation for music and its various uses and forms, alternate forums should be developed, and these should be outside of the main chapel

Impromptu campus concerts

Mid-day concerts

Conclusion

NCU has to be intentional towards educating new students and workers on its existing ethos/culture. New people bring their own ethos, but they are open to being educated, regarding the culture and ethos of the new institution.

The period of openness is brief. Failure to intentionally provide continued Education of the University’s ethos results in the imposition of emerging ethos.

Physical Ambiance

God constantly presents to mankind, beauty and order. We must show our appreciation by taking care of the environment in which we work.

PHYSICAL AMBIANCE

by

Mr. Everett Wiles (Chair)

Ms. Carol Reid

Dr. Auma Folkes

Mrs. Georgette Baker

Ms. Carmen Josephs – Recording Secretary

Mr. Gilbert James

Mr. Kenrie hylton

Mr. S. Peter Campbell II

Mr. Basil Mullings

Mr. Raymond Baker

August 2002

PHYSICAL AMBIANCE

Preamble

Past students, current students, visitors as well as workers continue to pause or sit at various places on campus just to focus on the beauty around them and the peaceful atmosphere. This is an environment that is fostered to enhance the appreciation of the Creator's work.

What exists and to what extent

The campus of Northern Caribbean university continues to set a pace for beauty, refinement and planning. This committee has the mandate to encourage the good that is and to assist by making recommendations for the improvement of on-campus facilities and structures. There have been many improvements over the years in the areas of campus beauty, furniture placement and replacement, additional bathroom facilities, preparation for Sabbath and other worship services, as well as special events, additional bulletin boards; a general foyer or reception area for most sectors, improved facilities for the disposal of garbage, improved garden areas, and the construction of taxi stands and bus sheds.

What is commendable and how has this been affirmed or advertised

1. There is someone in charge of removal and replacement of items on the campus
2. More bathrooms have been built on the campus
3. Workers from the Custodial Services Dept. are currently doing well in having the church prepared for Sabbath
4. There is a bulletin board for each college and major sector
5. Adequate garbage collection sites on campus
6. Bus shed have been built on both sides of the NCU main road
7. Beautiful, well tended gardens

What needs to be addressed, improved, implemented

8. Difficulty is being experienced with the return of items because unassigned persons are removing equipment without permission.
9. Various chairs are removed from the classrooms and are oftentimes left outdoors
10. Bathroom facilities need additional improvement

11. Deacon and deaconesses should be more involved in the preparation of the church services
12. Departments should be more vigilant in maintaining bulletin boards
13. The foyer should be kept cleared at all times (benches, paper etc. Are not allowed)

Strategies for changes/improvements

- Forms should be filled out to give accountability of removal and placement.
- Equipment removed from any area should be replaced within eight hours after use.
- An additional vehicle for moving of equipment and furniture. Vehicles now in operation should be scheduled accordingly.
- Identify a team to patrol the campus for furniture and equipment that are out of place.
- Install permanent benches in suitable shaded areas.
- Outdoor tables and chairs to be set up so that students can have adequate seating on the outside.
- Recommendations for security to tour campus on a regular basis to look out for old irons and boards and other out of place items.
- Procurement should be equipped with appropriate and adequate storage areas.
- Proper storage to be put in place for items used in the gym and chapel. For example: chairs, podiums, tables, etc.
- Information regarding the proper keeping of chairs should be published in the *Weekender* and *Courier* on a regular basis.
- Install industrial type bathrooms.
- Bathrooms in Robinson Hall should be cleaned at least twice daily
- Sanitary disposables should be removed regularly
- Urinals to be installed in the men's bathrooms
- Proper female bathroom to be built, one that would include a couch, table for changing babies, garbage for the disposal of sanitary napkins, etc.
- Install sensor faucets
- Bathrooms suitable for the disabled should be built
- Bathrooms should be built near the parking lot to accommodate visitors to the campus.
- Persons should refrain from pasting information on walls and doors but instead, request the adequate notice boards from Procurement and Industries Dept.
- Removal of any outside advertisement, that was not permitted by Student Development, from any part of our campus. Permission should be sought from the office of the Parish Council because advertisements are displayed in public.

- Proper Monitoring and Management of the Public Bulletin Boards
- Cover for all garbage bins
- The garbage in the rear of the Tai Centre needs to be cleared twice per day and an adequate receptacle built.
- The tractor should be repaired to be used for the collection of garbage and removal of furniture.
- Pest Control unit should be regularly scheduled.
- Bigger bus sheds are needed
- A meeting should be arranged with the taxi drivers and the following points should be discussed: Behaviour while at the parking stand, type of music played, ethical conduct etc.
- Floral arrangement of **NCU**
- Proper maintenance of flowers
- Professional consultation re the suitability of flowers for various areas
- The use of Grass and Wood should be used to serve as fertilizers for plants
- Improvement in watering system
- All buildings should be outfitted with the necessary ramps and items suitable for individuals with disabilities
- Proper security systems should be installed in areas that house expensive equipment, e.g. ITC, Media, Info. Science Dpt., and Student Lounge.
- Security devices should be installed on tables and chairs to help prevent the removal of these items from their proper locations.
- Local business to be contacted to place advertising on the tables and chairs to help offset the cost of these items.
- Alternate route should be explored to prevent the passage of public vehicles through the NCU property.
- Over pass to be built at the bottom of the hill by May Day crossing to say "Welcome to Northern Caribbean University"

Conclusion

It is the hope of this committee that the beauty of the NCU campus will be appreciated by all who visit, and those who work and live on the campus. The upkeep of the environment is a direct reflection of the value we place on God's creation. As He constantly maintains us, we ought to strive to handle the responsibilities we have with utmost respect and regard and represent him well.

Service

Service
Should
Honour and glorify
God

SERVICE

by

Roselyne Laureen Raelly (Chair)

Christine Williams

Eric fullerton

Clyde Thomas

August 2002

SERVICE

Preamble

As mandated by the University administration to come up with guidelines to bring back and improve the Ethos of the University in the area of service, the committee met and came up with basis of dedicated, committed service, and guidelines for improving the service.

As a Christian Adventist Institution, the guideline for effective service is the bible, which states in Eccl. 9:10 *“Whatever your hands find to do, do it with all your might . . .”* The second guideline is found in Spirit of Prophecy, Christian Service page 10, *“To everyone work has been allotted, and no one can be a substitute for another. Each one has a mission of wonderful importance, which he cannot neglect or ignore, as the fulfilment of it involves the wealth of some soul, and the neglect of it the woe of one for whom Christ died.”*

These guidelines mandate every worker at the University to offer service that is not only acceptable as quality service to customers and clients but a service that will honour and glorify God.

Guidelines for successful Christian Service as given by Ellen G. White in the book *Christian Service* are efficiency, cultured speech, mental culture, Christian Dignity and politeness; genuineness, aggressiveness, determination, zeal, patience, tact, constancy, sympathy and sociability, simplicity, faith, courage, consecration, loyalty, dexterity, maintain high standards, prudence and forethought; ability to counteract discouragement, impartiality, gentleness, honesty/faithfulness, usefulness; bearing the divine credential, bravery and true shepherd care, humility and temperance.

With the above guidelines, it is important to define the difference between a client and a customer. A customer comes in once and may never come back; whereas a client develops a long-lasting business relationship with the entity. With these two differences, the gist of service should be one where a lasting client relationship is developed.

What Exists and to What Extent

Northern Caribbean University has provided educational service to Mandeville, Jamaica, and the Seventh-day Adventist Church worldwide since its inception in 1919. Graduates from this institution have served the World Church in different capacities for

84 years. These ambassadors of this Institution have been exemplary at every level of their service, whether for the Church or not. The value of rendering an honest, committed dedicated service was, and is still being role-modelled. The Institution has however grown into a university. With every type of growth come its growing pains. This growth has resulted in an increase in enrolment in a few years, which has brought a ripple effect in the diversity of students and faculty alike. Areas that exist that have made it necessary for the University to examine the type of service being rendered to its stakeholders are:

- Worker attitudes
- University influence
- Work loads
- Worker morale
- Effective customer service

What Service is Commendable and How Has it Been Advertised and Affirmed

It is important to note at this point that there are areas that have been commendable, and these are worth mentioning:

- There are workers that are willing to put in a sacrificial service that is filled with commitment and dedication.
- Even though customer service across campus may be limited, when found, it shines out to outweigh the lack of it in other departments.
- Both administrators and workers have identified the problem, that there is need for effective service on campus.
- Administrators have taken the step to form the Ethos Committee to carefully examine the Ethos of which service is a critical element.
- Since the inception of the Ethos Committee, Echoing the Ethos has been the theme for colloquium for two conservative semesters, and has been incorporated in the worker's news letter (Courier), and also the student weekly newsletter (Weekender) and weekly devotion for staff and faculty (family focus).

What Needs to be Addressed, Improved, Implemented and Why

For the University to keep its strong value system as admonished by the Bible and Spirit of Prophecy a thorough examination of what it is that is not being done according to the "thus saith the Lord." With this in mind, the Service Committee identified the following areas of concern that require improvement.

- Customer Service
- Low worker morale
- Freedom of expression by workers

The results of addressing and improving the above areas would be as follows:

- Improved service
- Growth of individuals and University
- Freedom of expression will encourage the cultivation of an environment of continuous learning for an academic institution
- Workers, students and outside stakeholders who deal with the University will feel that their ideas and suggestions matter.

Strategies for Changes/improvements

Specific conditions that the committee identified that need changes and improvements are:

- Lack of clear job descriptions for every worker in each department
- Lack of adequate training provided for workers, both in customer service and in their areas of work
- No disciplinary measures clearly outlined in the workers' handbook
- Inability to internally evaluate ourselves constantly to see the efficiency levels of service provided
- Inability to get external stakeholders evaluate the efficiency of service rendered
- Inability of workers to provide necessary information to an inquiry on basic business—e.g. fee structure, program offerings, etc.
- Lack of a worker's grievance committee

As strategies were being formulated on what needed to be addressed and improved, it was important to also identify the parties that will be involved in implementing the change that is being suggested. The Committee identified the following:

- Stakeholders—these would be students who would also be trained in providing good, dedicated service either formally or informally, through role modelling of workers. The second group of stakeholders would be external, who continually will be evaluating the service received, and provide suggestions for a better service through suggestion boxes and customer satisfaction surveys.
- Service Committee—the committee members are assigned areas for which they would be responsible for during the time line for implementation that has been suggested.
- Supervisors—these would make sure that their departments are providing an efficient service to its customers who are both internal and external.

Means and ways were identified to implement the changes in the service rendered and these are:

- Training seminars/workshops would be provided for customer service and also for skills needed to perform the task provided.
- Reminders of what our Ethos mandates us to do, will continue to be posted in the Courier and the Weekender and the NCU website.
- Leaders of Staff Senate, Faculty Senate, Clubs, USM (United Student Movement), and Dormitories will be responsible for passing on the essentials of effective service to staff, faculty and students.
- Sector meetings will be used to emphasize the importance of service.

Suggested Time Line for Implementation

ITEM FOR IMPROVEMENT	PERIOD OF IMPLEMENTATION	PERSON RESPONSIBLE	COMMENTS
1. Job Description	FEB 28 – MARCH 31	Human Resource	HR to ensure that departments have proper job descriptions.
2. Customer Service Training	MARCH -- JULY	Roselyne Raelly Faculty Senate	Staff Senate has planned Customer Service training for March, for at least 100 key members To liaise with Faculty Senate to plan one for faculty
3. Departmental internal evaluation, using the service blue print to identify areas of delay, and annoyances in the service provided	END OF SEMESTER 2 – BEGINNING OF SEMESTER 1	Dean Thomas	Dean Thomas to supervise the service evaluation exercise department/provide training
4. Customer satisfaction surveys	END OF SEMESTER 2 (AUGUST)	Mr. E. Fullerton	An instrument to be developed to send out to customers for evaluation
5. Suggestions boxes to be placed in strategic places on campus	MARCH -- JULY	Miss Christine Williams	Suggestion boxes to be placed in the following areas: Cafeteria, Dorms, Finance Office, Library, Admissions, Records, Health Center, Student Lounge, Tai Center, Press, Student Dev. Office, Business Lounge, Manual Arts, Continuing Education, and the Main Gate

Conclusion:

It has been said that an unsatisfied customer discusses unsatisfactorily service with at least nine or ten other people. Imagine a particularly bad week when 25 people are unhappy with the way they have been treated. If each person tells 10 others about his or her bad experience, what a community of unhappy people we shall have!

Excellent, committed, service is priority #1 for Northern Caribbean University. The value placed on Stakeholders cannot be taken lightly, hence the need to revisit the service aspect of NCU Ethos. As the golden rule admonishes all of us to “do unto others as you would like them to do unto you,” so is the desire of the NCU family, to treat everyone we come across, offering our service as Kings or Queens, because indeed we are God’s children, and ought to be treated as such. The ultimate goal is to develop a long-lasting client relationship instead of customer relationship. NCU should be the university of choice in all aspects of service offered. With God’s guidance, it is possible.

Speech

Good speech is an acquired skill—
learnt & shared

SPEECH
(How to)

by

Lyn Kennedy-McKenzie (Chair)

Patrick Smith

Herbert Thompson

Evelyn Tucker

Robert Lynch, (Student)

Mia Malcolm, Secretary

August 2002

SPEECH

Preamble

Sincerity is the most important part of a speech; it is followed by the content and delivery. In other words, “say what you mean and mean what you say.” There is a disjunction between word and action, word and intent that oftentimes tends to destroy the essence of good speech, i.e. the distinction between what is said, what is meant and what is done.

What exists and to what extent

Good speech has three parts:

Style

Structure

Substance

What is commendable, and how this has been affirmed

There are many aspects of presentation, planning and delivery. The literature on this is abundant, and there is a department of knowledgeable English and Communications, with lecturers who can direct any interested party to appropriate materials and guides.

Matters to be addressed

Identifying and planning for the audience

Correct enunciation and pronunciation

Credibility

Checking the presentation for error of fact, interference, grammar or argument

Honesty

Effective communicating of right principles and sound knowledge

Speaking with a clear and controlled voice

Strategies for implementing changes

- All should be encouraged to buy a copy of *Communicating Effectively*, by Hybels and Weaver
- To come in contact with new ideas, more reading needs to be done
- Encourage each other, be considerate and give criticism constructively
- Concludes speeches with some substance

- Do thorough research
- Do not assume that your audience ignorant
- Pass on accurate and up-to-date information
- Be organized, clear and logical
- Include a central idea in your speech, and relate all other ideas to it
- Keep it simple. That is the most effective method of delivery
- Use visual aids to support or underscore significant ideas
- Practice good speaking techniques, inclusive of breath control and the correct use of diaphragmatic and abdominal muscles

Tasks:

1. Place the hand on the midriff and say “he, hi, ho,” each on a separate breath. Feel the correct action. Panting also shows diaphragmatic action and increases conscious breath control
2. Relax the jaw by opening the mouth and pharynx as wide as possible while inhaling through the mouth. Begin vocalizing the “ah” sound, sustaining the sound for as long as possible

Conclusion

The Gleon Declaration: The University must affirm that integrity is the requirement excellence the standard, rationality the means.

“The road to success is always under construction.” (Anon.) Practicing good speech is therefore a life-long task.

Work Ethic

“As a remedy against all ills-
poverty, sickness and melancholy-
only one thing is absolutely
necessary: a liking for work.”
(Charles Baudelaire)

WORK ETHIC

Preamble

The work study program at Northern Caribbean University (NCU) is as old as the institution. The founding fathers, in 1919, introduced the concept of “earning while learning,” and made it a requirement for all enrolled students to do part-time work. Worthy of note is the fact that it did not matter whether the student was able to pay the required fees. All students were required to work as a part of the curriculum.

What exists and to what extent

The work ethic has continued to be a critical part of the NCU educational thrust because the University administration still believes that it makes for more rounded and responsible graduates. The result is that the institution puts more experienced people on the job market, and employers benefit from not having to teach new employees some basics such as time management, customer relations, commitment, and diversified roleplay.

Today, NCU prides itself in being the first institution in the Caribbean to have experimented with the work-study program, allowing students the opportunity to earn a part of their tuition fees from on-campus employment. Those who have adequate financial resources are required to do Manual Development. This takes them into different departments and industries for a specified period, and allows them to gain worthwhile experience and learn different skills.

What is commendable

Over the years, tracer studies on NCU graduates, has shown that the more successful have been those who were involved in a work-study program. There was evidence of even higher levels of achievement for those who did full-time work before starting classes. Many testified that the work requirements forced them to use time wisely, and stick to time lines for completion of assignments and examinations.

While it is true that the work-study program remains an integral part of the NCU thrust, there is a smaller percentage of the enrolled population that needs to work to be able to pay tuition fees. Reasons include the fact that most students have parents and guardians who are responsible for their finances, and who are much younger than students were, fifty, or even ten years ago. Additionally, more money is available through scholarships, loans and grants.

Manual Development is still required of all students, but there needs to be more vigilance associated with the program. There are, however, many new dimensions to the program worthy of note. Students are integrally involved in the upkeep of the campus and can be seen tending flowers, painting buildings, raking lawns and planting flowers. They are also involved in various community projects which help raise the consciousness for protecting the environment, caring for the indigent and shut-ins, and feeding the hungry.

What needs to be addressed

Some students complain that they are victims of forced labour, but thus complaint has come from a small percentage of the population, most of whom, with time, grow to appreciate the program. One breakdown in the administration of the work-study and manual development programs has been the removal of certain stringencies and base requirements by supervisors, who are themselves not truly committed to the mission of these programs.

Presently, there are approximately 900 students on the work-study program, which is available only on the main campus in Mandeville. Last year, they earned more than Fourteen Million Dollars (\$14,000,000), for tuition and other expenses. There are others who were unable to secure part-time employment because they experienced clashes with scheduled classes.

The program needs to be structured to facilitate more students who are willing to work while studying. While it is understandable that classes must run throughout the school day, students need to have options which allow them to do the same class in the morning or afternoon. That is the way things used to be when everybody had to work, and it is not good that some who need to work are unable to do so while doing classes.

International students are required to pay twice as much as Jamaicans, and yet all students are paid the same for work done on campus. The NCU administration should look at the possibility of giving a tuition discount to overseas students who have to work to stay in school. If that is not feasible, then some other incentive scheme should be offered to these students to help them meet their expenses. After all, CNU does benefit from cheaper labour, as long as these students are monitored and are made to complete their assigned tasks within specified time.

Conclusion

There is no doubt that NCU will continue to court the ethic of work, and will keep in front of its students the importance of doing any assigned task well. In addition, the importance of honesty, integrity, loyalty and commitment to the employer will continue to be a cornerstone in the preparation of the NCU graduate.

Worship

A personal relationship with Jesus Christ is the goal for all religious activities, whether campus or community based

WORSHIP

Preamble

All students are encouraged to develop a personal relationship with Jesus Christ, through participation in the religious life of the institution. Northern Caribbean University is one of the institutions owned and operated by the Seventh-day Adventist (SDA) Church. This church operates many operates many schools world-wide, and the philosophies of Christian principles underpin all activities at each of the campuses. NCU carries the mandate of the church and therefore, everything done for and in worship must glorify God.

What exists and to what extent

There are daily devotions on all the campuses of NCU. These are conducted in the dormitories and during the initial meeting of each class. Students are reminded that every good gift comes from above, and that it is our Heavenly Father who gives us the capacity to learn and share His love and the skills we learn with others.

There are also weekly Chapels, Prayer Meetings, Sunday Night Meetings, Sabbath Worship and Friday Evening Vespers. One of the main foci for each semester is the “Week of Prayer” where students are given the opportunity to focus on their spiritual life.

What is commendable

- There are set guidelines for student behaviour, dress and deportment for Sabbath programmes
- Dormitory students attend worship sessions
- Student behaviour on Sabbath
- Participation of students and workers in Sabbath Service
- Community outreach programmes channelled through Campus Ministries
- Music played in Sorenson Hall (Cafeteria)
- Student choirs – both on and off campus
- Distinction between church services and social activities
- Recognition of exemplary
- Young Adult Church
- Junior Church
- Various Sabbath Schools to facilitate different age groups
- The order of church service

What needs to be addressed

- Piped music for the entire campus for Sabbath hours when meetings are not in session

- More chairs inside of the Chapel via the Balcony, or monitors placed in the outside seating section
- Speakers on the outside of the Chapel
- An organist that will also function during holiday periods when students are on vacation

Conclusion

Our national anthem is a prayer for Almighty God to bless our land and our leaders. Until an importance is attached to worship and time spent in communication with God, many of the blessings that would encompass us as a nation and a people will not be forthcoming.