

13 **Activist Leadership in the Caribbean**

The Case of the University of the West Indies

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Abstract

This chapter investigates how a cross-national university (the University of the West Indies), in a transitional region such as the Caribbean, implements its third mission. We employ a broad understanding of the third mission as engagement in society including entrepreneurial and innovative efforts. Drawing on the entrepreneurial architecture framework, the chapter discusses how systems, structures, strategy, leadership, and culture form a unique mandate to engage in national, regional, but also international challenges.

Introduction

The activities of educational institutions have been central to improving the quality of life for citizens in communities and societies they serve. Universities, in particular, instigate societal transformation through the quality of its graduates (Paphitis, & Kelland, 2016) as well as through research-based innovations applied to a range of societal challenges such as climate change (Purcell et al., 2019; Hodgson, 2015). This chapter considers the circumstance of the University of the West Indies (the UWI), which operates in the Caribbean and serves as the lead university to the 17 Small Island Developing States (SIDS) of this region. The UWI presents a unique case for contributing insight to the literature on the extended missions of universities. Moreover, the Caribbean region presents a distinctive context relative to the extant literature, as it is comprised of multiple, geographically disperse nations. This contrasts most studies in the literature on the university-region development nexus, as they most often relate to counties, boroughs, or regions in European nations (see for example Sánchez-Barrioluengo, 2014 and Şerbănică, 2012; Hodgson, 2015). Further, Caribbean SIDS are among the most vulnerable nations to the effects of global financial crises and to climate change, due to their small open economies and their geographical position and configuration (Thomas & Baptiste,

2018). These vulnerabilities are amplified by entrenched historical and structural challenges that result from slavery and the subsequent colonial political economy. In this regard, the UWI has taken an activist role to press for, inter alia, reparations to improve developmental outcomes for the people and nations of the Caribbean.

The UWI senior leadership addresses such critical issues as concessionary financing for climate resilience and reparatory justice, which is the legal obligation to repair historical wrongs that resulted from enslavement and extractive colonialism as they take on this activist role with a leadership-driven posture on behalf of the region and in partnership with like-minded regional political leaders. Using a case study approach and the analysis of secondary data, this chapter explores the UWI's extended missions in the Caribbean with its economic, historical, and geographical complexities.

This chapter explores the role of the UWI leadership in fulfilling its mandate across the five elements of a university's architecture (Vorley & Nelles, 2009) of structure, systems, leadership, strategy, and culture, in the vulnerable and distinctively configured Caribbean region, and the unique roles that the university has been given, some of which it also creates. We ask the question: *How is the University of the West Indies organizing itself to fulfil its societal mandate and why?*

The chapter begins with a brief outline of the historical, sociopolitical, and economic context. This is followed by theoretical perspectives of third mission and university architecture to support the methodology used in the study. Findings and analysis are presented, followed by concluding statements.

The UWI in Its Historical Sociopolitical and Economic Context

Linked to its colonial past, the UWI was first a College of the University of London, started in Jamaica in 1948 to provide opportunities for strategically relevant tertiary education in the region and beyond. This focus was initially placed on medical sciences, specifically tropical medicine and public health, which were determined as critical societal needs at the time, both for persons in the region and abroad. This college was the genesis for the UWI Mona Campus Jamaica. The precursor to the second campus of the UWI was established in 1962, as the Imperial College in Trinidad and Tobago, with a focus on tropical agriculture. The Cave Hill Campus was established in 1965, the Open Campus (online delivery) in 2008, and the Five Islands Campus Antigua in 2019. These campuses of the UWI serve a geographically disperse set of nation states through landed and virtual campuses.

The Caribbean is characterized by small to micro island nations with populations ranging from fewer than 50,000 to more than a million residents. The islands provide limited land resources and are in some cases isolated by vast ocean expanses. These nations exhibit small open economies which are highly vulnerable to external financial shocks, and extreme weather events can

incur devastating losses. The region's economies have recorded consistently low growth and high debt-to-GDP ratios over the past 10 years. These indicators have worsened due to the economic and social impacts of COVID-19, which has amplified the historical markers of outward-looking economies in terms of lost revenues as well as the availability of food and basic goods. The severe effects of the global pandemic on the livelihoods and economic welfare of the region have required the UWI leadership to pivot for new ways to support the region's governments and peoples. This chapter seeks to contribute to a better understanding of the institutionalization of a plurality of roles for universities, specifically the UWI, in the economic and social development of the communities in which they serve, and for climate resilience and reparatory justice for generational equity.

Theoretical Perspective: the Third Mission and Entrepreneurial Architecture – a Survey of the Literature

Research on the extended missions of universities, conducted largely in European settings, has been bolstered by purposeful, prescriptive, and strategic decisions which require that “*higher education policy should have an explicit regional dimension, such as in the Nordic countries, where universities’ engagement with the business and the community has been recognised and laid upon as a duty*” (Șerbănică, 2012, p. 45). It is notable that regions in this literature refer to counties and boroughs within a single country. Research into this subject continues to expand since the early studies of Burns (2005), Vorley and Nelles (2009) and Boucher et al. (2003).

The roles of universities have evolved to meet the changing demands of society, both economically and culturally, encompassing both economic and societal roles (Vorley & Nelles, 2008). Such activities are labelled “third mission” and refer to academic activities involving actors outside the “internal university architecture” or formal university, which typically includes the leaders, teachers, technical-administrative and traditional students. Outside actors may include partnerships with other universities, government entities, and business leaders, both local and foreign. As such, universities have the opportunity to be social actors and even connectors of entrepreneurship, innovation, and sustainable development. For example, university-industry links can facilitate vital innovation processes (Mowery & Nelson, 2004; Agrawal, 2001; McMillan & Hamilton, 2003).

Third mission conveys broad societal assignments that go beyond traditional teaching and research. Thus, universities can function as societal actors as they perform activities with and within their external communities, emerging as the “regionally engaged universities” described by Chatterton and Goddard (2000). Such universities arise from within regions where the learning process and the dynamic planning approach play significant roles (Holbrook & Wolfe, 2002). Rothaermel et al. (2007) argues for a narrower university role focusing commercialization on licensing and spin-out activities, since knowledge

produced at universities can spur industrial innovation (Karlsson & Wigren, 2012; Bozeman et al., 2013).

Subsequently, theoretical framework articles have strengthened the concepts underpinning the emerging roles of universities beyond their traditional missions (Vorley & Nelles, 2009). Recent studies offer further insight into the regional engagement mission of universities and especially explore why universities pursue these extra missions (Benneworth & Fitjar, 2019). Indeed, some studies suggest that external expectations, with the multiple expertise and internal university interests, all contribute to the pursuit of third and fourth missions beyond the traditional focus on the first two missions of teaching and research. Notably, Sánchez-Barrioluengo (2014) concludes from her study that regional characteristics influence the strategies and performance of higher education institutions. That study suggests further that in the knowledge economy there is an expectation from connected societies that universities should lead and even fulfil regional innovation and economic development processes. Boucher et al. (2003) spotlight the importance of independent effects of regional identity in shaping the embeddedness of local universities and identify two university profiles shaped by the surrounding regions. In theorizing the entrepreneurial agenda of universities, Vorley and Nelles (2009) consider that the university's institutionalization of its social and economic engagements is a distinctive function and constitutes the third mission (p. 284–285).

Indeed, Benneworth and Fitjar (2019) spotlight the reality of third-mission expectations, noting especially the “why” question (why universities engaged in third missions). Consequently, some universities assume responsibilities and challenges that seem to surpass their traditional role (Benneworth & Fitjar, 2019). Indeed, knowledge produced at universities can spur industrial innovation (Karlsson & Wigren, 2012; Bozeman et al., 2013; Bozeman et al., 2013) and, in some regions, promote social transformations to correct historical injustices. Importantly, the intrinsic role is promoted for universities to provide a context for human development through the shaping of civic-minded graduates with attributes that propel them towards community service, including as leaders for economic and social advancement. This contrasts the instrumental role of producing graduates whose degrees are seen as “currency” that can be “converted to a labour market value” and impacts the price of a university education (Kromydas, 2017, p. 1). This process has the potential to exclude many from accessing higher education and thus deepen inequalities. Universities therefore have particularly important societal roles as they both educate individuals for personal advancement and support knowledge creation through research. A further dynamic is realized as universities serve the particular needs of the societies in which they serve, again reflecting mutual influence between universities and the community/society/nation(s) in which they are located.

With this construction of the third mission, the concept of the “entrepreneurial” university as outlined by Clark (2001) describes such an institution as one that seeks to constantly renew and embrace certain contemporary approaches to engage with its community. Further, the entrepreneurial university lies

Table 13.1 The elements of the entrepreneurial architecture

<i>Entrepreneurial architecture</i>	<i>Description (according to Nelles & Vorley, 2009)</i>	<i>Examples and link to third mission</i>
Structures	Formal organizational mechanism of knowledge exchange such as offices or departments within the university	Technology Transfer Offices (TTO) (narrow view); official positions, offices linking to a societal engagement; classes focused on formal third-mission activities, learning labs with live data/problem sets; institutionalizing societal engagements; establishment of centres of excellence, and so on
Systems	Networks of communication and coordination; norms of interaction; embedded values	Decentralized TTO systems (narrow view); informal third-mission activities; initiating societal engagements
Strategies	Official formulation about the third-mission or organizational goals and avenues	Strategy documents containing third-mission goals
Leadership	Key leadership roles and their influence on strategic decisions	Leadership conceives and spearheads third-mission activities
Culture	Attitudes of individuals and the value they place on innovation and entrepreneurial activities	To what degree third-mission activities are admired and respected/understood as such

within the internal architecture (Vorley & Nelles, 2008). They call it the university's entrepreneurial architecture (EA) and suggest that the third mission is "caught" within it. EA comprises the institutional, communicative, coordinating, and cultural elements of an organization oriented towards innovation (Vorley & Nelles, 2008). As such, EA consists of five elements: structures, systems, strategies, leadership, and culture (Burns, 2005). Outlined in Table 13.1, these elements are interrelated and overlapping; however, the presence and coordination of all five are required to secure successful adaptation to the third mission (Vorley & Nelles, 2008; Foss & Gibson, 2015). The architectural elements are mutually supportive, and the absence of one aspect may contribute to either a weakness in the third mission or failure to evolve.

This chapter leans on a wide interpretation of the third mission, such as societal engagement, and as such, aims to explore how and why a university might pursue several roles towards building societies on local, national, regional, and international levels, while also providing activist leadership to build climate resilience and pursue justice for historical wrongs in the thrust for a fair economic footing and a sustainable future. Further, this chapter acknowledges the narrow view of the third mission, including research-based innovation and university spin-offs. The EA framework is helpful in describing UWIs approach to

the third mission. The EA elements will be utilized in part to present the key features of the UWI.

Methodology

This study formulates its central research question as “how” and suggests a research design that explores EA as a social phenomenon within the UWI from the perspective of the actors involved. Phenomenological studies require researchers to go in depth to access the details of the situation to understand the “reality” (Remenyi, 1998). This chapter is a description of several deep aspects of the role and mandate of the case study university, which has not been studied relative to this literature. Therefore, exploring the UWI’s third-mission roles required broad reading of the institution’s documents to understand the EA of the UWI. A qualitative approach was used that “explores a real-life, contemporary bounded system” (Creswell, 2013). Multiple data collection and analysis methods were adopted to further develop and understand the case, shaped by context and emergent data (Stake, 1995).

For this study, the UWI presents a university that faces seemingly unique challenges to their mandate, given the region’s context. The intrinsic case (Stake, 1995) is used to shed light on the extant theory to reveal “how” the third mission is pursued and to explore why universities might choose to participate in regional development (Benneworth & Fitjar, 2019).

Data Collection and Analytical Constructs

A variety of methods were used to collect data for this case. To ensure credibility, these data were drawn from a variety of primary and secondary sources, mainly secondary sources in the form of published reports, including Reports of the Vice Chancellor to University Council. These were sourced from both print and electronic publications including the UWI website. Data collection also included secondary sources on the nature of the institution, its historical background, physical setting, and other institutional and political contextual factors (Stake, 1998). An interpretive or social constructivist approach to qualitative case study research supports a transactional method of inquiry, where the researchers have a personal interaction with the case institution. The second and third authors are employed in the UWI system. Thus, care was taken to balance the authors’ knowledge and judgement and simultaneously address issues of reliability and validity. One author sits at the executive leadership level of the UWI and provided valuable insight as well as detailed information on the structure, systems, and culture aspects of the EA. All these inputs were verified against secondary sources for accuracy.

The document studies were accessed using searches on Google Scholar, JSTOR, ScienceDirect, Scopus, and Web of Science, based on the search words: UWI, timeline, structure, system, culture, strategy, third mission. Internal University documents were carefully studied, including all of the *Five Year*

Strategic Plan reports (published in 2007, 2012, and 2017) (Strategic plans of the university of the west indies – Google zoeken, n.d.). Further, the authors referenced public reports and releases on the UWI’s official website to inform on the different elements of the EA framework in addition to the third-mission activities. The concepts from the EA provide the constructs for analysis.

Primary data were collected through an interview guide with ten open-ended questions refined by the authors and shared via email with key directors and leaders at the UWI who serve at the campus and executive management levels. The inquiry went out to nine leaders, and three provided written replies while others provided personal interviews and discussions. Quotes from these interviews are shown in the findings section to underline certain issues.

Confirmability is ensured as the interviews were in written form. The first author initiated discussions over topics that seemed unclear. The team of researchers discussed the different dimensions of the EA and how the data correspond with each of the dimensions. For example, for the strategy dimension, we went through strategy documents from the last 20 years discussing the evolution of current third-mission activities. As the study proceeded, several challenging questions were raised, based on the history of the Caribbean region’s complex and persistent race relations concerns, the emergent and appealing agenda on reparatory justice, and how these fit into the entrepreneurial university. A triangulation of data informed the research process across secondary published data, primary data from colleagues, and the authors’ experiential insight, precipitating an image of the UWI and its EA. Transferability cannot be claimed as this is a single case study. We have assumed dependability of the data, as they were collected from different parts of the region and since the author group has both internal and external viewpoints. Table 13.2 provides an overview of sources for the data collection.

The Case Findings: The University of the West Indies

In this section we present findings from secondary data and input from leaders in the institution to answer the research question: *How is the University of the West Indies organizing itself to fulfil its societal mandate and why?* We firstly elaborate on third mission and thereafter on EA.

The understanding of the UWI’s participation third-mission activities was informed by both its stated mission, from responses to interviews and from published data. The UWI’s mission states: “To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world”. The following quote from a key leader at the UWI describes how the main mission supports the third mission.

I firmly believe that The UWI’s main mission (and raison d’être) is to transform the social, economic, cultural and political bases/aspects of our societies into developed and sustainable ones where our governments view their roles as being that of development and empowerment of our people.

Table 13.2 Data sources for third-mission activities and the entrepreneurial architecture

<i>Dimension</i>	<i>Data source</i>
Third-mission activities	The UWI's websites, university documents, Reports of the Vice Chancellor to University Council on third-mission activities, secondary data such as interviews of leaders in the media.
Structure	The UWI's websites, university documents, Reports of the Vice Chancellor to University Council on third-mission activities, secondary data such as interviews of leaders in the media.
System Leadership	Authors' knowledge, responses to emailed interview guide. Reports, media releases, and other documents on actions, statements, and activism of current and former leaders. Research and advocacy of the Vice Chancellor of the UWI and formalized by regional political leaders at CARICOM (CARICOM: The Caribbean Community quasi government mechanism that formalizes and implements regional collaborations and agreements).
Strategy	Strategy documents from 2007 to 2022, strategy-related historical speeches, and transcript from public interviews.
Culture	Media releases, discussions with authors embedded in the culture.

Another respondent referenced the narrow version of the third mission, such as research-based entrepreneurship and spin-offs. Over the last 5 years, several student incubators have been set up, and there is an active effort to encourage research-based and student-based innovation and entrepreneurship across the campuses.

UWI is involved in innovation, entrepreneurship and business activities and with increasing involvement in all. Entrepreneurship is now a stated addition to our mission and Pro Vice-Chancellor has been given special responsibility to increase our innovation and entrepreneurial activity.

While entrepreneurial action at the UWI has been internally driven, an external assignment to lead on climate change has propelled the UWI into significant action in this regard. The following excerpt captures this assignment (*The UWI Selected to Lead Climate Smart World*, 2019):

The International Association of Universities (IAU) selected The University of the West Indies (The UWI) as its global leader in the mobilisation of research and advocacy for the achievement of a climate-smart world. The IAU designated The UWI in recognition of the University's decades of world class research on climate change and sustainable development.

Subsequently, several climate change initiatives were launched including the Caribbean Climate Smart Accelerator (Caribbean Climate –Smart Accelerator, n.d.) in which the UWI is a collaborator among 20 other partners such as Virgin Atlantic, the World Bank, and the InterAmerican Development Bank.

These examples of the UWI's third-mission activities reflect the elements of the EA. In terms of structure, in its early years the UWI followed the traditional teaching and research universities from the British colonial centre. Additionally, as a regional university under colonial rule, state funding has dominated the institution's 70 plus years of operation. However, the UWI's structure has evolved over time, commencing with the extra-mural/outreach units to expand more basic and vocational learning opportunities in the region in the 1960s. This provision of relevant education and training remains within the traditional teaching mission and directly contributes to an improved quality of life for increasingly more regional citizens to access university education and/or to access better job opportunities. From community outreach to global partnerships for centres and satellite campuses, the UWI's current formal structure (see Figure 13.1) shows the strong external linkages and third-mission engagements that have become a part of the structure of the institution.

The UWI's senior leaders are included in high-level meetings of the Caribbean Community (CARICOM), which is an umbrella organization that facilitates collaboration across several issues of governance among the nations of the Caribbean. Article 22 of the Revised Treaty of Chaguaramas, which establishes CARICOM, recognizes the UWI as an associate member of the community. Notably the CARICOM Secretariat hosts the Heads of Government meetings where major decisions are taken on, *inter alia*, trade, security, foreign affairs, education, and health. The leadership of the UWI is a standing member of this meeting. The CARICOM Commission on Reparations originated from the economic history research of the current vice chancellor of the UWI (Homepage, n.d.). Internally, a Center for Reparations Research established at the Mona Campus explores new avenues to address economic challenges in the Caribbean.

The structure and functioning of the UWI include third-mission activities assigned to senior leaders in the institution. The principals/pro vice chancellors serve as leads. The principal of the Open Campus also has led for UWIGlobal, which includes the State University of New York (SUNY), UWI Center for Leadership and Sustainable Development (CLSD), and partnerships with other universities on nearly every continent for a centre or campus in discipline areas such as information and communication technology. The principal of the Mona Campus, Jamaica, has responsibility for Disaster Risk Management (DRM), which includes integration in curriculum, and for DRM improvement with linkages to regional stakeholders. The principal of the St. Augustine Campus, Trinidad, leads the innovation and entrepreneurial activities for the UWI, with each campus engaged in various innovation and business development activities.

With a decidedly third-mission structure, the UWIs systems, that is, its networks of communication, coordination, norms of interaction, and embedded values, appear to lag somewhat behind a more aggressive external partnerships. While the system appears to be set up for cooperation among the campuses, there are dynamics of competition for resources, which can undermine their common goals.

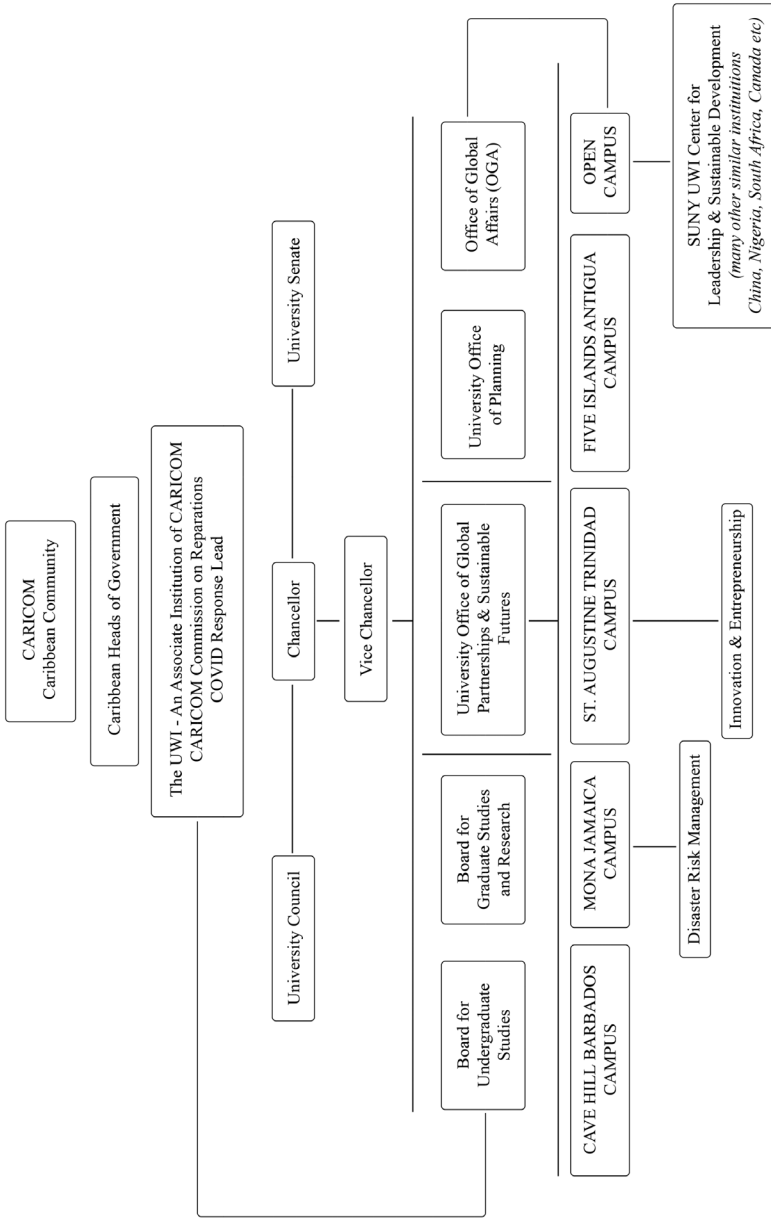


Figure 13.1 UWI's organizational structure: integrated third mission

Source: UWI

The arrangements for communications with external stakeholders on third-mission events and operations are yet to integrate with the core activities of The UWI. There are, however, increasing efforts to connect relevant academics and curriculum to such external events. The use of invitations and announcements to engage staff and students on major international achievements, while commendable, has not been measured to assess impact.

Reviews of the UWI's strategy documents include the formal work first published in 1997 to the current *Triple A Strategy: Revitalizing Caribbean Development 2017–2022*. The strategic focus of the university has necessarily undergone significant developments over the period indicated. The first strategy document was broad in scope. Subsequently, throughout the years the work on strategy became more professionalized and effective. The latest strategy document is a shorter and more specific document outlining the UWI's "Triple A Strategy" of Access, Alignment, and Agility. The strategy makes room for the third-mission activities mainly through the Access objective. Hence, the global outreach is one of the more integrated third-mission activities.

Leadership at the institution influences the extent of third-mission activities and, over the past 5 years, the personal research and life work of these leaders have enriched the external reach of the UWI (Perkins & Landis, 2020). These leaders and other professors apply their research to the pressing problems of environment, climate change, COVID-19, and the challenges of economic development of the nations of the region. It is in this vein that reparations has emerged as a major strategy to transform the region's efforts at sustainable economic development and includes research, action, and activism (Beckles, 2016).

Additionally, the following interview responses to open-ended questions administered in 2020 by the authors, reveal the diversity of views on the EA dimension of leadership and the UWI:

In terms of leadership, most of the region's Prime Ministers and governmental representatives have UWI degrees, putting the UWI in a dominant position in terms of leadership training.

In 70 years, the university's leadership has moved from colonial to regional at all levels and the original single campus has expanded outward under a broad regional umbrella, while vesting significant degree of autonomy in each campus.

The UWI provides the philosophical leadership for the Caribbean by underscoring our history as enslaved people (we were not slaves; we were enslaved by violently uncivilized nations and people using brutal and superior force), our progress during pre- and post-colonial and independence periods, and the challenges these posed. The UWI does this in a way that other organizations/institutions or politicians are unable to. This leadership covers political, economic, social, cultural and other matters. The UWI Science intervention in the COVID-19 Pandemic crisis is now well-known. PVC Prof. Clive Landis is a household name now. The UWI Science has been loud, ubiquitous and unequivocal.

As the University of the West Indies is so important to and immersed in Caribbean politics and society, its university culture ubiquitously reflects Caribbean culture. Yet when culture is understood as the attitudes of organization members and the value they place on innovation and entrepreneurial activities, a nuanced approach to perceiving culture seems needed. University culture is rarely discussed, and there is few means of how to capture it. While the information from our respondents was limited, the discussion of culture in our author group concluded that a culture around the third mission is present yet may not be fully integrated in the conversations within the institution. The global thrust may not be embraced by the majority. If this is indeed the case, a change in leadership then might instigate a major shift away from third-mission advances in current areas towards those of the incoming leaders.

Yet both our primary and secondary research revealed several expressions of the UWI as a “culture bearer”. The following is a representative quote from the vice chancellor of the UWI in 2018:

Islands are generally expected to be culturally inward-looking. Groups of islands may be more global in their outlook and actions. [The] UWI came into being as an academic world with an identity shaped by ethnic forces and historical circumstances within the colonial ethos of London University in 1948. Thinking globally while being connected to regional roots has been the ideological heartbeat of The UWI as it separated from its colonial scaffold in 1963. The identity of the Caribbean as a crossroad of modernity has shaped the evolution of the University. The UWI in its current strategic cycle is working with global partners and has reached out beyond the Caribbean into the wider world.

(Sir Hillary Beckles)

Analysis and Conclusion

How is the University of the West Indies organizing itself to fulfil its societal mandate and why? The study of UWI and their approach to the third mission provides us with an example of a university that is under immense pressure and with major challenges ahead. The pressure consists of being a regional project among several highly vulnerable island nations to educate their peoples and meet their common challenges. The large challenges lie, inter alia, in historical inequities and in limited natural resources that are vulnerable to extreme weather events and economic declines, currently made worse by a prolonged pandemic. Looking through the lens of the EA, it becomes evident that the UWI has a clear societal mandate. Through the document analysis, from the interviews and discussions, the third mission commands high focus within the UWI and takes several shapes and forms: Firstly, the UWI is committed to their mandate to meet the diverse regional challenges. The EA is set up to fulfil the demands of the countries to create a competent workforce and to build a common base of knowledge throughout the islands. Further, one sees at the UWI a strategy that evolves profoundly over time. The UWI strategy documents, in particular,

show the progress over the years, as the university has moved from a broad societal mandate to articulate a narrower understanding of the third mission, innovation, and entrepreneurship.

Also, the leadership has made an impact on the path the university has taken to fulfil its societal mission. While the university's early leaders reflected the colonial reality of this region, later leaders worked to strengthen an independent region. Today, the UWI leadership embraces the role of embodying an "activist university", working to correct the wrongs that have been done towards minorities throughout the colonial history. Overall, the passion of the UWI leadership strongly influences the third-mission activities through intense engagement across the region and within the individual nations it represents.

The extent to which systems and culture integrate these third-mission activities is unclear. In some cases, anecdotal evidence suggests that the sustainability of these third-mission activities may be tenuous when the current leaders inevitably move on and new leaders come forward into these senior roles. Recall Vorley and Nelles (2009) posit that institutionalization of these societal engagements establishes strong evidence of the third mission. Nevertheless, the UWI's existence is rooted in a wide definition of third mission – of being a societal actor that pursues enormous common challenges in the region. Moreover, the case suggests that the UWI also currently embraces the narrow view of the third mission, reflected in an increased effort on research-based and student-based innovation and entrepreneurship. It is crucial to the region served by the UWI that the university succeeds, inter alia, with its entrepreneurial and innovation drives, thereby increasing the region's economic resilience.

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