THE HISTORICAL DEVELOPMENT OF TERTIARY EDUCATION IN THE BAHAMAS:

THE COLLEGE OF THE BAHAMAS, PAST, PRESENT, AND FUTURE

Terren L. Dames, B.S., M.A.

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2010

APPROVED:

Marc Cutright, Major Professor
Kathleen Whitson, Minor Professor
Richard Fossey, Committee Member
Jan Holden, Chair, Department of Counseling and Higher Education
Jerry R. Thomas, Dean of the College of Education
Michael Monticino, Dean of the Robert B. Toulouse School of Graduate Studies
Dames, Terren L. *The historical development of tertiary education in the Bahamas: The College of the Bahamas, past, present, and future*. Doctor of Philosophy (Higher Education), May 2010, 226 pp., 7 tables, 27 figures, references, 86 titles.

The purpose of this study was to provide a historical overview of the development of the College of the Bahamas, and to examine the development of the College of the Bahamas in light of the College of the Bahamas Act of 1974 and the subsequent Act of 1995. The research was qualitative in nature using historical analysis. The primary means of investigation were analyses of both primary and secondary documents and interviews with key individuals who were important to the development of the College of the Bahamas since the 1960s. The methods of triangulation of data and findings were complemented by member checks to affirm the basic findings of the study. The study was limited in scope to the College of the Bahamas to the exclusion of other tertiary institutions within the country.

The College of the Bahamas has advanced greatly and has largely fulfilled the directives and goals of the Act of 1974 and is currently engaged in efforts to meet the goals of the Act of 1995.
Copyright 2010

by

Terren L. Dames
ACKNOWLEDGMENTS

I would first like to acknowledge my Lord and Savior who has blessed me with life. I would also like to thank the love of my life; you have provided me with the encouragement and motivation to continue on this journey and I am forever grateful. For your abiding love and care for our children and myself, I thank you. To Addie and Nathan, you two have given me undeserved love and I thank you for all of your time that I have spent working on this project instead of playing with you. Mom, you have supported me all these years and this is a product of your labor. Thank you. Ms. Faithlyn (my second MOM), thank you for all your support, your love, and editing of all my papers. I am forever grateful.

To my committee, thank you so much for all of time and efforts and for seeing me through this daunting process. Thank you Dr. Cutright, for being not only a chair on my committee but for being a friend and helping me to develop in ways that was not required of you, I am truly grateful. Dr. Whitson, your encouragement has kept me in this program and has now seen me through, thank you. Dr. Fossey, I am truly thankful for your support. Thank you.

To those who provided personal insight into this research, thank you. Mr. Fielding, without your assistance I would not have been able to accomplish this task. Thank you for your friendship and support from beginning to end. Dr. Bethel and Dr. Saunders, sitting down with the both of you was the most impactful experience that I have ever had. Your knowledge and kindness are beyond measure. Thank you. To Dr. Higgs, you started me in the right direction and provided assistance all along the way, I am forever grateful. To the rest of my family and friends, I thank you from the bottom of my heart for all your support.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ................................................................................................................... iii
LIST OF TABLES .............................................................................................................................. viii
LIST OF FIGURES .............................................................................................................................. ix

Chapter

I. INTRODUCTION ........................................................................................................ 1
   Statement of the Problem ........................................................................................................ 6
   Purpose of the Study ............................................................................................................... 6
   Research Questions ............................................................................................................... 6
   Significance of the Study ....................................................................................................... 7
   Delimitation of the Study ...................................................................................................... 9
   Limitations of the Study ...................................................................................................... 10
   Definition of Terms .............................................................................................................. 11
   Organization of the Study ................................................................................................... 13

II. REVIEW OF RELATED RESEARCH ........................................................................ 15
   Introduction ............................................................................................................................ 15
   The Value of Historical Research ....................................................................................... 16
   The Value of Historical Interviews .................................................................................... 18
   The Value of Historical Documentation ............................................................................ 21
   Tertiary Education in Emerging Nations ......................................................................... 22
   Tertiary Education in the Bahamas ..................................................................................... 25
I. TUITION AND FEES AT THE COLLEGE OF THE BAHAMAS ........................................ 183

J. SCHOOLS AND INSTITUTES PRESENTLY AT THE COLLEGE OF THE BAHAMAS .. 193

K. THE STRUCTURE OF THE GOVERNMENT OF THE BAHAMAS ......................... 205

CATALOG OF ADDITIONAL RESOURCES ........................................................................... 211

REFERENCE ......................................................................................................................... 215
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentage of Untrained Teachers</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>Cost of the College as Proposed by the Leys Report</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>Education Acts and Amendments to the Acts</td>
<td>82</td>
</tr>
<tr>
<td>4</td>
<td>New Project Cost Analysis</td>
<td>128</td>
</tr>
<tr>
<td>5</td>
<td>College of the Bahamas Collaboration with Other Tertiary Institutions.</td>
<td>133</td>
</tr>
<tr>
<td>6</td>
<td>Contrast between the College of the Bahamas Act of 1974 and 1995</td>
<td>135</td>
</tr>
<tr>
<td>7</td>
<td>Contrast between the College of the Bahamas Act of 1974 and 1995</td>
<td>136</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1.</td>
<td>Map of the Bahamas</td>
<td>1</td>
</tr>
<tr>
<td>Figure 2.</td>
<td>Sea Life and Coral Reef in the Bahamas</td>
<td>2</td>
</tr>
<tr>
<td>Figure 3.</td>
<td>Map of the Caribbean</td>
<td>5</td>
</tr>
<tr>
<td>Figure 4.</td>
<td>Triangulation Method</td>
<td>53</td>
</tr>
<tr>
<td>Figure 5.</td>
<td>Data Analysis Diagram</td>
<td>56</td>
</tr>
<tr>
<td>Figure 6.</td>
<td>Data Analysis Diagram Using Interviews</td>
<td>57</td>
</tr>
<tr>
<td>Figure 7.</td>
<td>Data Analysis Diagram Using Documents</td>
<td>57</td>
</tr>
<tr>
<td>Figure 8.</td>
<td>Synthesis and Making Sense of Data</td>
<td>60</td>
</tr>
<tr>
<td>Figure 9.</td>
<td>Structure of the College of the Bahamas as Proposed by the Leys Report</td>
<td>74</td>
</tr>
<tr>
<td>Figure 10.</td>
<td>The Flag and Coat of Arms of the Bahamas</td>
<td>78</td>
</tr>
<tr>
<td>Figure 11.</td>
<td>Structure of the Government in the Bahamas</td>
<td>80</td>
</tr>
<tr>
<td>Figure 12.</td>
<td>The College of the Bahamas</td>
<td>93</td>
</tr>
<tr>
<td>Figure 13.</td>
<td>The College of the Bahamas Library</td>
<td>95</td>
</tr>
<tr>
<td>Figure 14.</td>
<td>The College of the Bahamas School of Nursing</td>
<td>99</td>
</tr>
</tbody>
</table>
Figure 15. The College of the Bahamas Bookstore and Café ............................................. 108

Figure 16. Inside the New College of the Bahamas Library ........................................... 114

Figure 17. Construction of the New College of the Bahamas Library ............................ 115

Figure 18. The New College of the Bahamas Library Nearing Completion. ................... 116

Figure 19. Inside View of the Northern Bahamas Campus .......................................... 117

Figure 20. Construction of the Northern Campus ....................................................... 117

Figure 21. Renovation of the Performing Arts Centre ................................................. 118

Figure 22. The Newly Designed State of the Art Performing Arts Centre .................... 119

Figure 23. Phase 1 of the Development of the T-18 Pharmacy Lab. ............................. 220

Figure 24. T-18 Pharmacy Lab near Completion .......................................................... 220

Figure 25. T-19 Pharmacy Lab Completed ................................................................. 121

Figure 26. The College of the Bahamas Library ......................................................... 129

Figure 27. Future College of the Bahamas Library ...................................................... 130
CHAPTER I

INTRODUCTION

Background of the Bahamas

The Commonwealth of the Bahamas is an archipelago situated in the English speaking Caribbean. The demographics of the land mass consist of 700 islands, cays and rocks of which 19 are inhabited (Maples, 2007). These chains of islands are located in the North Atlantic Ocean, 60 miles southeast of Florida and 50 miles northeast of Cuba (see Figure 1). The entire region totals 13,880 sq km (land 10,010 sq km, water 3,870 sq km) and is slightly smaller than the State of Connecticut (Maples, 2007; Central Intelligence Agency, 2010).

Figure 1. Map of the Bahamas, retrieved from http://www.caribseek.com/Caribbean_Maps/images/bahamas500.gif
According to Saunders (2000), the country is known for its abundance of coral reefs surrounded by aqua-green gorgeous seas filled with a multiplicity of sea life. With its warm weather, the country is described as one of the most beautiful in the world (see Figure 2). This is due largely to its location. The islands cross over the Tropic of Cancer, making the sub-tropical temperature an average of 70°F in the winter and an average of 85°F in the summer (Maples, 2007). The Bahamas is home to some of the worlds’ most beautiful sea life, including coral reefs. It is for this reason that tourism is the largest industry in the country. The islands provide for a beautiful get away from the mundane things in life.

Figure 2. Sea life and coral reef in the Bahamas as displayed on the College of the Bahamas website dated, January, 2010.
Background of the Bahamian People

According to the CIA (2010), the population of the Bahamas is approximately 307,552. Though multi-racial, its inhabitants are mostly Black, with the majority of the inhabitants (approximately 222,000) living in the capital of Nassau. Before the conquest of the Bahamas by the Europeans in the late 1400s, the islands were inhabited by a group of people known as the Lucayans. The Lucayans are said to be descendants of the Arawaks who migrated from South America (modern day Venezuela) into the Caribbean around 500-300 BC (Maples, 2007). It was not until about 800 AD that they migrated from Cuba and Hispaniola (now Haiti and the Dominican Republic) to the Bahamas.

On Columbus’ initial visit to the islands in 1492, his first encounter was with the Lucayan Indians. According to historians, before Columbus arrived in the Americas, a native cacique named Cacibu is said to have prophesied of his arrival (Maples, 2007). In this prophecy Cacibu stated that people who adorn themselves with clothing will come and rule over them and make them die of hunger. Cacibu’s prophecy came true; only 50 years after the European incursion, the Lucayan population was practically eradicated. In less than a few centuries the entire Indian population was eradicated while the Europeans continued their domination of the islands. After the eradication of the native islanders, manual laborers were needed to continue the profitable empires that were established. This began what to some is considered the darkest period in the history of western civilization, the slave trade.

In the late 1700s, thousands of Loyalists migrated to the Bahamas from New York, Florida, South Carolina, Virginia and Georgia with their slaves. According to Saunders (2000), each Loyalist was said to have brought 10 – 100 slaves. She describes in her account of
Bahamian history how the slave population soon became the majority of the inhabitants. From the 17\textsuperscript{th} through the 20\textsuperscript{th} centuries the Bahamas was controlled by the Europeans and the Americans until it finally gained total independence on July 10, 1973.

Colonialism introduced a wide array of challenges to tertiary education for those countries considered to be developing nations, who were once under the servitude of European imperialists. There is an overwhelming majority of nations who, after gaining independence from nations like Great Britain, were unable to amass a formidable tertiary education system because of lack of educated commoners. Systems were set in place to educate only a certain class and the native islanders (and those who later became islanders—slaves), were not given any preference. According to Miller (2002), the approach of the British and Spanish colonies as it related to tertiary education was noticeable. While the Spanish colonies began development of tertiary education in the early seventeenth century, it was not until more than a century later that the British West Indian colonies began the process.

Miller (2002) wrote that schools were founded in the Commonwealth Caribbean and operated for more than 200 years before a single college was established in the region. It was almost 200 years after the founding of Harvard and over 300 years after the founding of the University of Santo Domingo, that the first tertiary institution was established in the British West Indian colonies. In the early nineteenth century, colleges began to emerge in the Commonwealth Caribbean for the first time. It was at this juncture that theological and teachers colleges were developed as resources to train native clergy and teachers (Miller, 2002). Miller points out that after World War II, the transition from colonialism to national
sovereignty brought substantial developments within tertiary education in the former British regions, and colleges began to emerge.

Figure 3. Map of the Caribbean (from worldatlas.com).

At this stage in the history of the Bahamian people, there was much discrimination when it came to the education of the Black majority. The islands were controlled by European White elitists who did not demonstrate concern for the education of the common islander. In 1967, the culture of the Bahamas changed forever. For the first time in the nation’s history, the country was governed by the Black majority who made up more than three quarters of the islands population. Education soon became a major commodity for the government, which believed that all its citizenry should have a tertiary level education. In 1974 the College of The
Bahamas (COB) Act was passed establishing the first tertiary level institution in the Commonwealth of the Bahamas. The Act of 1974 became the driving force which propelled the college into a new era of Bahamianization.

Statement of the Problem

The COB Act of 1974 and the subsequent Act of 1995 were established in order to provide the commonwealth with an educated citizenry and to meet the demands of the labor market. Presently no comprehensive history has been written on tertiary education in the Bahamas.

Purpose of the Study

The purpose of this study is to (a) provide an historical overview of the COB focusing on its historical development, in order to establish the success or lack thereof of the Act of 1974 and 1995; (b) to produce documentation which will provide a clear answer as to the attainment of the college to the Act of 1974 and 1995; (c) determine if the college met the goals that were set by the College of the Bahamas Act of 1974 and 1995; and (d) to establish whether or not there was a need for a new Act and if the purpose of the first Act was accomplished.

Research Questions

The primary focus of this study is historical in nature. The goal is to trace the events leading up to the establishment of the COB Act in 1974, and its continued development to
university status. In order to accomplish this task the following research questions were addressed:

1. What were the forces that influenced the development of the COB Act of 1974?

2. Has the COB demonstrated its fulfillment of providing a place of education, learning and research of a standard required and expected of a college of the highest standard and expansion of its physical resources as stated in the Act of 1974?

3. Has the college done those things necessary to fulfill its commitment to associate or affiliate with universities, colleges or other institutions of learning as stated in the Acts of 1974 and 1995?

4. What was the intention of the Act of 1995? Has the Act of 1995 replaced the Act of 1974, or is it an amendment to the Act? What was the justification for developing a new Act?

Significance of the Study

According to The College of the Bahamas Act of 1974 and the subsequent Act of 1995, the purpose of the college is to (a) provide a place of education, learning and research, of a standard required and expected of a college of the highest standard, in the liberal and creative arts, the sciences, technology and other branches of learning, in an environment which fosters academic freedom; (b) secure the advancement of knowledge, (c) grant diplomas, certificates
and other awards, (d) enter any association or affiliation with universities, colleges or other institutions of learning, whether within the Bahamas or otherwise, as the college may deem necessary and appropriate. What effect if any, would this act have on other Caribbean Community (CARICOM) and developing nations (TWNs)?

Note that the Bahamas, Belize, Bermuda, the Cayman Islands, Guyana, Jamaica, Trinidad and Tobago, the Turks and Caicos Islands, and the Eastern Caribbean all share a common history. The Bahamas, for example, gained its independence on July 10, 1973, from under the rule of Britain, and all of the countries mentioned here gained their freedom in similar fashion in the 1900s. All are small in terms of size and population. The Bahamas, like the entire CARICOM, is facing the problem of developing a strong tertiary educational system (UNESCO, 2001).

CARICOM consists of fifteen member states: Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago. Each country has faced similar challenges as it relates to the development of tertiary level education and education in general. This research will be of significance to those CARICOM nations faced with similar challenges in tertiary education and TWNs, in general. A study of the tertiary system in the Bahamas would be able to assist those nations who have not yet developed to the level of the COB.

Several studies have been conducted on tertiary education in the Bahamas (Bacchus, 1976; Massiah, 1979; Reid, 1979; Marshall, 1982; McDonald, 1987; Wallace-Horton, 2002; Fielding & Gibson, 2005). This research focused specifically on the development of the College
of the Bahamas as the first and only government/public institution of tertiary education in the Bahamas. The Bahamas has many cultural, ethnic, economic and a variety of other similarities with the CARICOM nations. These are the similarities that make this study of significance to other Caribbean nations.

A number of projects and reports on tertiary education were conducted by the government of the Bahamas, in order to assess the needs and future direction of the country’s educational system. The purpose of these reports was to address problems and offer solutions for tertiary education (Leys, Waines & Watts, 1968; Maraj, Fletcher, Greig & Turner, 1974; Central Study Team 1991; National Task Force on Education, 1994; Fielding & Gibson, 2005).

Combining those independent studies (Massiah, 1979; Reid, 1979; Marshall, 1982; McDonald, 1987; Wallace-Horton, 2002), along with the research done on behalf of the government (Leys, Waines & Watts, 1968; Maraj, Fletcher, Greig & Turner 1974; Bacchus, 1976; Central Study Team 1991; National Task Force on Education 1994; Fielding, & Gibson 2005), this research sought to paint a picture of the evolution of tertiary education in the Bahamas as it relates to the development of the College of the Bahamas (COB), and its possible impact on CARICOM and TWNs.

Delimitation of the Study

This study was based on the development of tertiary education in the Bahamas with focus on the COB and its past, present and future. According to Merriam (1998), one of the most defining characteristics in qualitative research is delimiting the object of the research. The major delimitation of this study had to do with its scope. The focus of this study was based on the historical development of the COB and did not take into consideration other tertiary level
institutions within the Bahamas. There are a number of private institutions, but the focus was placed on the COB because it is the only government/public funded institution in the country. Note that the University of the West Indies is also partially funded by the government but is not viewed as a government institution and hence will not be considered.

Another factor that must be considered is the boundaries of the study which was limited from the 1960s thru the 2000s as the research was only concerned with this period. It should also be noted that the gathering of documents and interviews were all focused around the COB Act of 1974 and the subsequent Act of 1995, and their impact on the future developments of the college.

Limitations

The present research has limitations because it was dependent upon the personal stories and recollections of principal participants in the development of the COB over the past 40 years. Some of the documents and resources that were used were primary sources in an outdated system and an inadequate storage facility which could have compromised some of the data. The data itself was based only on the development of the COB, specifically the Act of 1974 and the subsequent Act of 1995. Interviews were conducted by participants who were purposefully selected due to their knowledge of and or direct impact on the development of the college. Although triangulation was utilized for confirmation, there are limits to this method and its ability to establish "truth." There was also the possibility of my own biases and predispositions being factors that must be considered and, according to Fraenkel and Wallen (2006), a researcher can never be sure about the genuineness and accuracy of historical
sources. My approach to this, however, was to minimize the effect on interpretations by using member checking.

Definition of Terms

- **Bahamianization** – This term refers to the expansion of the Bahamas by the Bahamian people. Its goal is to have Bahamians taking control of the future of the Bahamas by developing Bahamian products, produces, businesses, etc (buying Bahamian and selling Bahamian), to give ownership of the country to its people instead of foreign investors and to place Bahamians in leadership positions in all companies and or business.

- **Caribbean Community (CARICOM)** – CARICOM is an organization which consists of fifteen member English-speaking Caribbean islands. It is mostly concerned with the economical and social development of the islands.

- **Commonwealth** – Historically, commonwealth is viewed as an English term where a political community is founded for the common good of the people and all members of the community are viewed as equals. In this research study commonwealth refers to the islands of the Bahamas.

- **Extra-mural** – The extra-mural program was continuing education for adult workers. It provided evening courses to meet the needs of the day worker.

- **Minister** – The term denotes an elected member of parliament to the governing party who has the responsibility over a particular ministry. This individual is appointed by the Prime Minister.
● Ministry – The term ministry represents a particular part of the operational aspects of the government (education, foreign affairs, security, labor, tourism, etc.). Only the governing party is given operational privileges within a ministry and has the ability to appoint a minister to a particular position.

● Oligarchy – a form of government in which power is vested in a few persons or in a dominant class or clique.

● Post-secondary – The term post-secondary denotes education after secondary school (high school) which includes tertiary education (higher education). In this context that would be Hotel Training College, Teachers College, Industrial Training Center, Bahamas Technical and Vocational Institute, and the College of the Bahamas.

● Principal – Head of the college. This term was developed under a British structure in the mid 1900s and was changed in the 1995 to president.

● Sixth form – Sixth form was a term derived from the British educational system and refers to the last year of secondary school (12th grade). There are basically two forms, lower and upper. The lower sixth form is Year 12 and the upper sixth is Year 13. This was to prepare high school students for college and was more of an associate degree level course.

● Tertiary education – A term denoting higher education or education beyond a secondary or high school level. In this context a community college type of system where associate degrees and certificates are offered, a traditional 4 year institution, and or a university.
Organization of the Study

The organization of this study was based on the unique of the COB. Chapter I includes the introduction, which provides background information pertaining to the history of the islands, the purpose statement and statement of the problem along with the research questions, significance of the study and its limitations, and delimitations with all definitions of terms being clearly defined.

Chapter II, the literature review, focuses primarily on reviewing relevant research related to the topic. Note that the research reviewed in this chapter focuses on historical research; research conducted by other independent researchers on tertiary education in the Bahamas and the theoretical information, documents, communications of parliament, research and reports conducted by the COB and any information from newspapers and other sources that would be of relevance to this research.

Chapter III explains the methodology of the study. This chapter provides an in-depth analysis of the qualitative methodology that was used to conduct this research. The objective of this section is to communicate clearly the reason for using the research method selected and to illustrate the process of data collection, data management, data analysis (including triangulation, content analysis, member checking and document analysis) and organization of the data.

Chapter IV presents the synthesis of the data and preparation of the narrative exposition and carries the title Research Findings. This chapter looks at the development of
higher education beginning with the change of government in the late 1960s. It continues through 1974 when the COB was first established. Chapter IV is by far the most detailed chapter, providing an historical analysis of higher education from 1964 – 2010, and looks toward the future with focus on the development of a University of the Bahamas.

Chapter V summarizes the research findings. It revisits the research questions and provides a complete summative answer to all the questions that were addressed. It concludes with insights from the author and recommendation for future research.
CHAPTER II
LITERATURE REVIEW

Introduction

In recent years the concept of tertiary/higher education has transitioned from the field of intellectualism to a more modern concept of marketing. In other words, universities and colleges that were once focused on the pursuit of knowledge as the pinnacle of scholasticism have now redirected their focus to the area of job training for the labor market. Tertiary education in the Bahamas, however, from its inception was based on the idea of providing trained and qualified workers for the labor market. As the country began to emerge from out of the shadows as a developing nation, many challenges arose as to the development of qualified teachers, hotel employees, manual laborers, etc. and the impact on the productivity. This was one of the driving forces that propelled tertiary education into the forefront of Bahamian culture.

In chapter I a brief history of the Bahamas was presented along with some insights into the history of tertiary education. The previous chapter also presented us with purpose of the study, the problem statement, and the research questions that are the basic guide for this research. This chapter is focuses on presenting the reader with a clear understanding of the literature as it related to the type of study that was conducted, and presents an analysis of related theoretical literature. It also presents an analysis of previous studies as they related to the historical development of the College of the Bahamas.

According to Best & Kahn (2003), history is a meaningful record of human achievement. It is not merely a list of chronological events but a truthful integrated account of the
relationship between persons, events, times, and places. As we embark upon this historical study of the COB, it is only fitting to first articulate the manner of research that was conducted. An historical study by nature is concerned about the accurate interpretation of history (or past occurrences) and not on empirical (or experimental) evidence. McDowell (2002) views the study of history as trying to locate events in time to contrast between past and present, perhaps hoping that knowledge of the past will help us to make informed judgments about the present (p. 3). This is precisely the case with the COB. There is great value in history and the aim of this study is not only to answer the questions presented in chapter one, but also to demonstrate how contrasting between past and present could have an impact on the present and future.

The Value of Historical Research

What is historical research and of what benefit was conducting an historical study of the College of the Bahamas to the Caribbean Community (CARICOM), and other emerging/developing nations (TWNs)? Gall, Gall, and Borg (2007) defined historical research as “a process of systematically searching for data to answer questions about a phenomenon from the past to gain a better understanding of the foundation of present institutions, practices, trends, beliefs, and issues in education” (p. 529). In their view, investigating the past is of interest to both the educational researcher and educational practitioner. Berg (1998) identifies the reasons for conducting historical research as: 1) To uncover the unknown; 2) to answer questions; 3) to identify the relations that the past has to the present; 4) to record and evaluate
the accomplishments of individuals, agencies, or institutions; 5) to aid in our understanding of the culture in which we live.

Berg (1998) identifies five reasons for conducting historical research, while on the other hand Fraenkel and Wallen (2006) provides four essential steps in doing historical research in education. They listed the four steps as: defining the problem or question to be investigated (including the formulation of hypotheses if appropriate), locating relevant sources of historical information, summarizing and evaluating the information obtained from these sources, and presenting and interpreting this information as it relates to the problem or question that originated the study. Using the previous definitions and sequential steps this research endeavored to paint a picture of the past to gain a better understanding of the foundation of the COB, its present and to evaluate its plans for the future.

One of the major problems that exist today in the field of educational research is the ability of the researcher to relate research findings to the practitioner in the field. An historical study at its core is designed to build upon foundations, expose the patterns in trends, explore beliefs, bring clarity to practices and most of all it allows for a better understanding of the “why” in education (why do we do the things that we do the way that we do them).

Understanding the “why” presents an opportunity for practitioners to apply research findings to the field. This is one of the benefits of conducting historical research that provides the researcher the opportunity to understand present events through the study of the past. According to Gall, Gall and Borg (1999) the study of the past is important for educational practitioners as well. They assert that:

Most teachers are required to take a course on educational history during their pre-service preparation. The creation of the many educational activities and institutions that
exist in society today reflect particular values and views of society that have a long history. Study of that history can inform the way in which teachers and other educational practitioners view present and proposed educational practices (p. 393).

Best & Kahn (2003) believe that historical studies are prevalent throughout American education and that such investigations have pointed out the important contributions of both educators and statesmen. In the past century there have been more advances in technology than in all the centuries before. Education, like technology, has evolved with time. Teaching methods have been introduced to the computer with power point presentation and the internet, whiles the class room has entered into cyber space. However, most of the CARICOM and TWNS are still operating with less than adequate physical resources. An historical study has the potential to assist in understanding past failures, which could lead to improvements in the present and advances in the future.

Studying the historical development of education in the Bahamas has unearthed challenges of governments within the CARICOM and other TWNs, to meet the demands of tertiary level education and the struggles that exist within smaller nations to educate its citizenry. Conducting this historical research on the development of tertiary level education in the Bahamas will not only help the Bahamian people, but also has the potential to aid other nations within the CARICOM in similar predicaments.

The Value of Historical Interviews

When conducting research everything cannot be directly observed. Hence, we interview people to find out those things that cannot be observed directly (Patton, 2002, p. 340). For example, no one can observe another person’s actions or conclude that person’s intentions five
years after the fact, or observe another person’s feelings or reaction to a situation twenty years after its occurrence. Johnson and Christensen (2008) assert that qualitative interviews can also be viewed as depth interviews because they can be used to obtain in-depth information about a participant’s thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic (p. 207). This is why interviews are so important, because of their ability to engage individuals to find out things that observation cannot.

Maccoby and Maccoby (1954) more than half a century ago stated that an interview is “a face to face verbal interchange in which one person, the interviewer, attempts to elicit information or expressions of opinions or belief from another person or persons” (p. 499). Patton (2002) articulates this very well, asserting that in light of the fact that everything cannot be observed questions must be asked (p. 341). This is what makes the interview process essential to historical research; its unique ability to retrieve data stored in the minds of individuals. These are types of information that could not be gathered in any other format.

Historical studies are based on the study of people, places and events. Interviews allows the researcher to enter into the mind of individuals, drawing from them a firsthand perspective of what would have taken place at a given point and time in history. It engages in such a way that the one telling his or her story is free to recall and express thoughts and sentiments that were unseen at that time. When collecting data for an historical research the researcher does not create a data source. Data source for the historical researcher are found in existing records such as documents, relics, artifacts, memoirs, oral histories, etc. According to Kvale and Brinkmann (2009) “although systematic literature on research interviewing is a phenomenon of the last few decades, anthropologists and sociologists have long used informal interviewing to
obtain knowledge from their informants” (p. 9). One of the major goals in any research is the collection of data, and in qualitative research this data is often found in informants.

In conducting an historical study the dependence on reliable eye witness accounts is essential to understanding the time period being studied. Unlike a quantitative study, no amount of numbers can tell the story of the development of an institution or how a country gained its independence. For such to be assessed there must be direct contact with individuals having knowledge in the area of question. The only way to be true to the recording of history is by researching and studying documents from the time period in question and interviewing those as close to that time as possible, or another historian who has in-depth knowledge of the given area.

A fundamental part of this research and the interview process in general relies on the memories and or recollection of participants in the development of the COB. The recording of oral histories provided a creative element to the study by infusing personalities to characters and providing a depth otherwise not attainable. Oral history can be viewed as an interdisciplinary development involving education, anthropology, history, folklore, biographical literature, psychology, sociology, and ethnography (Yow, 1994). According to Mertens (1998) it can include taped memoirs, typewritten transcripts, and a research method that involves in-depth interviewing.

Oral histories in this research were based on interviews of individuals who were directly involved in or witness of an event or the development of a theory as a primary data source (Gall, Gall, & Borg, 2007). The difference between an oral history interview and a traditional interview is the knowledge base of the individual being interviewed. In a traditional interview
the interviewee is asked to answer questions from his/her point of view about a given subject. The interviewee, however, does not have to be an eye witness to the event but rather possess a depth of knowledge about the event. An oral history interview, unlike the former, is based on first hand information about a past event. In other words the interviewee is not just someone who knows about the subject matter, but rather someone who would have had direct impact on or involvement in the given area.

The Value of Historical Documentation

In an attempt to understand any part of history one must engage oneself in the writings of that particular time period being studied. The closer the documentation is to the occurrence, the better the probability of understanding the phenomenon. Primary sources can be likened to finding a finger print at the scene of a crime. It is grounded evidence and an essential part of the case. It is basically a record of an event as recorded by an eyewitness or someone directly involved (e.g., dairy, audio/video recordings, and relics). A primary source can be virtually any type of record or documentation. According to Gall, Gall, and Borg (2007) there are four types of primary sources in historical research, written documents or records, quantitative records, oral records, and relics.

Historians not only depend on primary sources but also secondary sources. Secondary sources are documents (e.g., a book or journal article) composed by an individual who was not an eye witness or a part of the actual research or event. These sources are grounded in second hand information base on the original documents but are not the original documents. Gall, Gall, and Borg (2007) describes it as “a document written by an individual who did not actually do
the research, develop the theories, witness the events, or formulate the opinions described in the document” (p. 652). Technology as it relates to collecting primary and secondary documents has transitioned from handwriting, to typewritten documents, to Microsoft Word on a computer. Even the way in which such documents are stored has changed. With modern technology the storage and reproduction of historical records have become more efficient. In like manner, the oral history which was either a written record or a tape recording can now be produced and reproduced via cassette tape or videotape, DVD, mp3 digital recorder, flip Mino HD, etc. Such devices have made the future recording and storage of primary documents easier to accomplish.

Tertiary Education in Emerging Nations

A major event in Caribbean history which led to the establishment of colleges for the average islander was due in large part to World War II (WWII). After WWII, Caribbean nations began to expand tertiary level education as a way of social and economical development. In the late 1960s community colleges were developed and continued until 1996 in 11 Caribbean countries in the following progression – Barbados, Bahamas, Jamaica, Dominica, St. Lucia, Cayman Islands, Belize, St. Kitts/Nevis, British Virgin Islands, Turks and Caicos, and Grenada (University of the West Indies, 2007).

Before this point tertiary education was only afforded to those who had the financial means to travel abroad. The Caribbean slowly embarked on a transition from elitist tertiary education to mass tertiary education (Bourne, 2005, p. 2). Tewarie (2009) stated that his careful study of the English speaking Caribbean has revealed those countries that acquired
independence from British control in the 1960s, were more inclined to have developed tertiary education legislation than those that achieved it later. He believes that this resulted in countries such as the Bahamas, Barbados, Jamaica, and Trinidad and Tobago having a more mature tertiary system, with a higher literacy rate and a better skilled workforce.

The history of the Bahamas and the Bahamian people is likened to that of most of the CARICOM as Tewarie (2009) alleges. CARICOM is composed of fifteen member Caribbean islands, which include Antigua and Barbuda, the Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago. CARICOM was originally known as the Caribbean Free Trade Association (CARIFTA); the name, however, was changed in 1972 by the Commonwealth Caribbean leaders at the 7th Heads of Government Conference to create a common market and establish the Caribbean Community, of which the Common Market would be an essential part. The objective of the organization is:

To improve standards of living and work; the full employment of labor and other factors of production; accelerated, coordinated and sustained economic development and convergence; expansion of trade and economic relations with third States; enhanced levels of international competitiveness; organization for increased production and productivity; achievement of a greater measure of economic leverage and effectiveness of Member States in dealing with third States, groups of States and entities of any description and the enhanced co-ordination of Member States' foreign and foreign economic policies and enhanced functional co-operation (CARICOM, 2010).

There are commonalities and or similar characteristics in tertiary education that exist throughout CARICOM. Some of the major similarities are the insufficiency in financial support; a deficiency in physical resources which has a lot to do with financial support; involvement of
government; quality assurance and effectiveness; the design of relevant curriculum; and

Higher education systems in developing countries are under great strain. They are
chronically underfunded, but face escalating demand—approximately half of today’s
higher education students live in the developing world. Faculty is often under qualified,
lack motivation, and is poorly rewarded. Students are poorly taught and curricula
underdeveloped. Developed countries, meanwhile, are constantly raising the stakes.
Quite simply, many developing countries will need to work much harder just to maintain
their position, let alone catch up. There are notable exceptions, but currently, across
most of the developing world, the potential of higher education to promote
development is being realized only marginally.

According to Thompson and Thompson (1989), a common experience of developing
countries is the need to catch up in the area of education. They believe that “in developing
countries national institutions of higher education face complex issues in the selection of
students seeking admission. There issues are related directly to national education policies or
emerge from the need of the institutions to be responsive both to societal demands and
national priorities, within a context of resources constraints” (p. 49). This was evident with the
COB by the passing of the Act of 1995 which provided the College the latitude of more self
governance.

The task Force on Education and Society was assembled by the World Bank and the
United Nations Educational, Scientific and Cultural Organization (UNESCO) for the purpose of
exploring the future of education in the developing world (Task Force on Education and Society,
2000, p. 9). The task force believes that as knowledge becomes more important so will the
desire for higher education and the demand for young people to be educated at a higher
standard. UNESCO (2001) stated that the education sector is critical for future development of
all countries within the Caribbean and Latin America region (p. 12). According to UNESCO
“even within CARICOM, the region's most advanced expression of economic co-operation, the free movement of labor is limited to graduates of accredited universities in certain professional categories” (p. 11).

Tertiary Education in the Bahamas

Tertiary education in the Bahamas is a relatively new concept. It was not until 1967, after the Black majority gained control of government, that higher education became a viable option for the average citizen. Prior to this, it appeared as if no legitimate attempts were made to provide the lower socio-economic groups in the nation an opportunity to receive a tertiary level education (Bacchus, 1976). Craton (1999), author of the first full-length history of the Bahamas, noted that the country transitioned from the British colonial traditions and its elitist mind set to that of the Black majority. He suggested that this allowed for the steady improvements in the educational system and provided the general population with an awareness of the operations of the government and education not previously granted.

After its independence in 1973, the government of the Bahamas, under the leadership of the Progressive Liberal Party and the first Black prime-minister Sir Lynden Pindling, came to the realization of the potential of tertiary level education and began to put in place policies and an infrastructure that would propel the country into an educated nation (Massiah, 1979). In 1974, the first Bahamian college was officially inaugurated, opening the doors for a bright future in tertiary education for any islander who would chose to pursue it. For the first time it was now possible for the average citizen to receive a tertiary education without leaving the country to invest in another nation’s economy. Committees and task forces were then formed
by the Ministry of Education and Culture (MOEC), to develop a vision and plan for the future. A
review team was established in 1973 to assist the MOEC with its primary objective and
developed a viable outlook for the future of tertiary education in the Bahamas.

Even though many things were now being done to shape a new future for education in
the Bahamas, there was still the stigma of the past lurking in the shadows. Education had
become a daily topic for the political arena but no one was making mention of it in any
historical context. Reid (1979) presented a paper at the conference, Issues in Caribbean Studies,
for the University of Miami in July 1979. His study was entitled *Higher Education in an Emerging
Nation: The College of the Bahamas as a Case Study*. In this 30 page paper Reid (1979) stated:

That the educational history of the Bahamas is shameful is implicit in the fact that
writers of Bahamian history frequently make no mention of education. In a pamphlet
designed to be “a non-technical summary of the major events and periods of Bahamian
history to mark our Independence,” Michael Symonette has not one sentence about
education. Similarly, one does not find education in the index of Paul Albury’s recent
*The Story of the Bahamas*. However, while writers have the option of ignoring particular
social issues, today’s Bahamian leaders cannot afford the luxury of forgetting their
country’s melancholy education history in their attempt to build an effective college.
These leaders must understand the significance of the historical pattern and must
understand that the College of the Bahamas is but one institution in the education
pyramid tempered by that history and tradition. With such understanding, they will
know that the creation of a college which simply apes a North American or British model
cannot lead to success.

Reid provided an insightful critique on what he saw after his research on the history of
the college. His paper was unambiguous and presented critical insights into issues and
problems that the new formed institution was facing at that time. He believed that the college
had the potential to become a major influence in the country (p. 6).

In 1975, the Minister of Education, the Honorable Livingstone N. Coakley, requested
that the Commonwealth Secretariat construct a feasible mission that would guide the MOEC in
building a quality system of higher education. Thirty five years later, the College of the Bahamas stands alone as the only public institution of higher education in the Bahamas. As the college continues to grow the demands are also increasing. In its attempts to keep up with a global economy it is now seeking to transition to a research university. The premise is that it will be able to carry sufficient academic programs at undergraduate and graduate levels (The College of The Bahamas, 2009).

Research on Tertiary Education in the Bahamas


There were a few more studies found on education in the Bahamas Peggs (1947); Bain (1959); Turner (1968); and Williams (1977). These studies, however, did not focus on tertiary
level education, but rather at the primary and secondary levels. There was also a report on education in the Bahamas the Houghton Report which was said to have been completed in 1957, the most significant and systematic study conducted at that time on Bahamian education (Maksik, 1976). Even those that were mentioned prior that had focus on tertiary level education did not focus on the development of tertiary education from an historical perspective, but rather on specific segments. The previously mentioned research studies were selected because of content and a lack of documentation within government as it relates to the historical development of tertiary education in the Bahamas.

Maksik (1976) conducted research on educational development in the Bahamas from a Bahamian perspective two years after the inauguration of the College of the Bahamas. His research highlighted several key Figures in the area of educational leadership and development at that time and presented their contributions to the development of the education system in the Bahamas. The majority of the work, however, was based on primary and secondary education with a narrow focus on the post—secondary and tertiary level education. One of the benefits to using Maksik’s (1976) research is its proximity to the actual inauguration of the college. His research has direct correlation with many of the developments that were taking place in the college and the Ministry of Education at that time.

Authenticating Maksik’s (1976) findings brought with it unexpected challenges. There was mention of a “black paper” throughout his discourse on the COB which seemed to be the driving force behind his assessment of the college (pp. 74 -79). Finding this paper proved to be a task. Eventually, it was discovered in the COB library historical archive. There were other
documents mentioned in his study that brought similar challenges. Each document, after it was found did, however, validate Maksik’s findings.

In addition to Maksik (1976), both Reid (1979) and Massiah (1979) were also dated relatively close to the inauguration of the college. Each research, however, came from its own unique perspective. Approximately five years after the inauguration of the COB, Reid (1979) presented a 30 page paper at the conference, Issues in Caribbean Studies, sponsored by the University of Miami. In this paper Mr. Reid provided a case study on tertiary education system in the Bahamas with a focus study on the College of the Bahamas. Reid’s (1979) presentation brought to light some of the major issues that were facing tertiary education in the Bahamas at that time. He addressed what he considered to be the four major problems facing the college and listed seven recommendations for improvement.

Problem 1 according to Reid (1979) is that after five years the COB had not yet articulated its mission or philosophy in a clear or compelling manner to its constituents. Problem 2, according to Reid, was that the administration was at best confused and confusing; pointing to its transition of three fulltime principles and two acting principles over a period of five years. Problem 3, Reid argued was that there was no sense of unity or collaboration towards a common goal. Problem 4, focused on there being an absence of meaningful long-range planning which takes into account the manpower needs of an emerging nation (p. 11-13). Reid’s (1979) recommendations were as follows (note that recommendations have been abbreviated):
1. The government along with the leadership of the college should develop a strategic plan utilizing leaders in the business community to determine the philosophical orientation for the college.

2. A comprehensive assessment of the country’s short term and long range needs must be determined.

3. The number of programs offered should be reduced, and those retained should be the ones which most directly affect the country’s immediate and long range needs.

4. Student fees should be reduced.

5. Qualifications for those teaching in technical and vocational areas should be more realistic; and salaries for people in technical areas should reflect the fact that they are more in demand than teachers in academic areas.

6. The college should employ better trained counselors to help in the vital process of making career decisions.

7. The government should cooperate with the business community in identifying successful Bahamian business, political and civic leaders who began their careers with technical rather than purely academic training or expertise.

Like Reid (1979), Massiah (1979) provides a clear picture of the early stages in the development of the College of the Bahamas and tertiary education in general. Massiah’s (1979) 200 plus page dissertation studied the development of higher education in the Bahamas and its relationship to the national goals that was established at that time. These goals pointed back to
the Act of 1974 which served at that time as the foundational document of the college. The research is well detailed with primary and secondary resources and a number of oral histories. Many of the sources cited were vital in the development of tertiary education and add a great deal of depth to the present research.

Massiah (1979) states her purpose for the study was to identify factors responsible for the development of higher education and national goals in the Bahamas and to investigate whether higher education programs and courses introduced since 1973 supported national goals for education. Her objective was threefold in nature: (a) to provide an historical overview of the Bahamas from 1492 to 1973, focusing on the development of primary and secondary education; (b) to race the organization of higher education from 1947 through the Colonial era and survey its development and administration from 1973 to 1977; and (c) to show how goals in the five year plan for higher education supported National Goals. A three step procedure was used in Massiah’s (1979) research which led to the analyzing and synthesizing of her data:

Step 1: An historical survey of the Bahamian educational system, which according to Massiah (1979), placed in perspective important events that influenced or affected education during the Colonial era. There was also research literature on national goals and educational planning which served to clarify the role of higher education in national goal achievement.

Step 2: Data from annual reports and bulletins of higher education centers were collected as well as related programs and courses described in the college catalogue which formed the basis for support of national goal achievement.
Step 3: Interviews with selected persons provided information indicating attitudes and reactions regarding the stated objectives of higher education and national goals.

Massiah’s findings concluded three essential points:

1. Early colonial education recorded slow progress due to Government’s inconsistent policy and sporadic provisions of educational services.

2. Agencies adhering to British traditions provided higher education in the Colonial era which greatly influenced Bahamian education.

3. The analysis and synthesis of findings supported the assumption that there was a relationship between higher education and national goals, since 72% of data supported national goal achievement.

Based on Massiah’s findings, five recommendations were made as follows:

1. Government should adopt a policy of planning for five year periods to ensure that policies and programs are integrated with local and national development goals and community participation is strengthened through awareness and greater involvement.

2. Government should review community service programs, giving priority to training and supporting self-help programs for young people who constitute over 65% of the population.

3. Cooperative projects of the Ministry of Education and Youth could ensure maximum use of the sea by combining education, service, and adventure.

4. The Ministry of Education and Culture should implement positive schemes to make primary and secondary school curricula more relevant to national goals.
and should closely integrate with national plans for social and economic development especially in rural development programs.

5. Provision for applied research for educational development should be urgently implemented to strengthen the future basis of progressive educational planning.

Massiah’s (1979) Study of the Development of Higher Education in the Bahamas and Its Relationship to National Goals proved to be an invaluable resource to the present study. Upon review of this research and its implications, steps were taken to determine how national goals related to the COB Act of 1974.

Marshall (1982) focused his study on the goals of the College of the Bahamas as perceived by faculty, students and administrators. In this research the author states his purpose for conducting the research as three fold. His first purpose was to survey a sample of the College of the Bahamas community regarding the institution’s goals as assessed through the Small College Goals Inventory (SCGI). The second was to observe the faculty, students, and administrators’ roles to determine the statistical differences among SCGI. His third purpose was to interpret the findings for their implications regarding present and future college planning strategies and/or mission (p. ii). Marshall offers a unique insight into the views of faculty, students and administrators as seen in 1982.

Marshall (1982) considered the goals of the COB to be reasonably clear to its constituents making a comparison between the COB’s stated mission, and the SCGI goals. He assumed that the response to the SCGI constituted a reasonable authentic representation of the opinions of the study participants on the goals of the COB. He also believed that the goal
statements presented on the SCGI represented a synthesis of goals for post-secondary institutions in the United States and that the statement represented goals that were appropriate for the COB.

McDonald’s (1987) study was similar to that of Marshall (1982). His study is titled *A Comparative Study of the Perceptions of Students, Faculty Members, Administrators and Government Authorities of the Role of the College of the Bahamas in the National Development of the Bahamas*. He stated that his purpose in conducting the study was to determine the perceptions of students, faculty, administrators, and government authorities as to what the role of the higher education system should be in the national development of the Bahamas (p. 5). McDonald assumed that:

1. Students, faculty members, administrators, and authorities in government agencies had some perceptions of the national development needs of the country.
2. Students, faculty members, administrators, and authorities in government agencies had some perception of the nature of the role of the COB in the nation’s development.
3. Students, faculty members, administrators, and authorities in government agencies were able and willing to indicate truthfully their perceptions on a paper and pencil instrument (p. 8).

In summary, McDonald (1987) concluded that the perceptions of students, faculty members, administrators, and government officials toward the teaching role of the higher education system in the national development of the Bahamas; the research function of the
higher education system in the national development of the Bahamas; and the community service role of the higher education system in the national development of the Bahamas were all significantly different. Government officials’ perceptions, however, were significantly more positive toward the community service role than the perceptions of the students, faculty members and administrators. His recommendations were based on his conclusions that government leaders and the educational hierarchy should help to bring about more defined system of higher education by:

1. Realizing that the college does not exist in a vacuum.
2. The COB should bring with its purview and supervision all post-secondary education in the Bahamas to provide a much needed articulation and unity for the educational system.
3. Advancing technical education studies to the level of acceptance presently accorded academic education.
4. Insisting that students receiving government funds for education abroad be required to complete the first two years at the COB in order to maximize use of scholarship allocations.
5. Fully integrating into the curriculum the history and culture of the Bahamas, Caribbean, and Africa.
6. Providing educational programs for adults at all levels to improve job promotions, cultural enlightenment, and creative interest.
7. Paying due consideration to establishing a research center for both basic and applied research.
8. Considering the use of satellite system for dissemination of knowledge to the more remote islands of the Bahamas.

9. Constantly exposing itself to the Bahamian people and to be reminding them of the opportunities available for improvement.

10. Officials considering the possibility of relocating to a less densely populated island, such as Andros, where future physical expansion of the college could be realized along with the island’s development (pp. 206-208).

Wallace (2002) wrote a case study about the financial resources allocation decision-making in public higher education in the Commonwealth of the Bahamas. According to the author, the purpose for the study was to determine the strategies utilized in the financial resources allocation process in public higher education in the Commonwealth of the Bahamas (p. 5). Specifically, budgetary strategies that were currently being used at that time at the state and institutional levels to examined and identify agreement or disagreement between the two levels and to determine the decision-making model. This research provides unique insight into the financial development of higher education in the Bahamas.

Johnson and Vanderpool completed a study on higher education attainment by gender, enrollment and employment in the Anglophone Caribbean. In this report the authors state that the report is a direct result of a request made by the International Institute for Higher Education in Latin America and the Caribbean (IIHELAC). The authors reviewed available data related to higher education, based on the cooperation of several colleges and two universities in the Caribbean.
Massey (2008) assessed the educational achievement in the Bahamas as a public policy essay. In this report Massey addresses the governments’ involvement in the higher education system and reasons for the short falls. He uses direct quotes from the prime minister’s speech as reported by the Tribune (January 13, 2008). He also attempts to reveal what he perceives to be the reason for the accumulation of low grades coming from the secondary schools. This report provides additional insight on the present condition of the educational system in the Bahamas and how it is being viewed by its stakeholders.

Conclusion

As stated earlier, an historical study aims to “systematically search for data to answer questions about a phenomenon from the past to gain a better understanding of the foundation of present institutions, practices, trends, beliefs, and issues in education” (Gall, Gall, & Borg, 2007, p. 529). The present literature review sought to systematically search existing data in order to answer questions concerning the historical development of the COB. It also sought to strategically place the COB in the context of the CARICOM and TWNs. With this in mind, the data collected implies a history founded on struggles and perseverance. The literature transitions from minority rule to majority rule and from an uneducated population to one of the highest literacy rates in the CARICOM. It also demonstrates the accomplishments of the COB in meeting certain goals that were originally set forth in 1974.

The literature illustrates the difficulties in developing a tertiary level institution from the ground up. It reveals historically how colonialism at its core was intended to keep the natives at a disadvantage as it relates to tertiary education. It also paints a picture of the CARICOM and
their need for tertiary level education, in order to have an educated citizenry that will guide the
economic and sociological development of each country. Note that the results of this review
were based largely on insufficient documentation and inadequate historical records. The vast
majority of the records found were collected from the COB and the National Archive; none of
which has an up to date computerized data base. Nonetheless, the gathering of the information
itself demonstrates a need for more research on and organization of historical data at the COB.
CHAPTER III

METHODOLOGY

Introduction

Chapter I provided a brief history, the purpose of the study, problems to be addressed and questions to be answered based upon those problems. Chapter II provided a review of relevant literature as it related to the theoretical construct and the related subject. The aim of this chapter is to present a clear methodology for the study. This research was qualitative in nature and sought to address specific questions related to the historical development of the College of the Bahamas (COB). The plan was to conduct an historical investigation of the COB and determine whether or not the goals set forth by the COB Act of 1974 and the subsequent Act of 1995 was accomplished and to provide evidence to support the findings.

Several studies were conducted on higher education in the Bahamas, but there has been little to no research done on this topic. Due to the nature of the study the type of methodology employed was that of an historical analysis. This method was chosen because it is the most appropriate for conducting qualitative research grounded in the study of history (Gail, Gail & Borg, 2007). McDowell (2002) asserts that “it is the discipline of history which provides us with the opportunity to understand and appreciate the past, to distinguish myth from reality, and to see which elements of the past had an influence on future events” (p. 3). My research sought to use these principles to assess the COB Act of 1974 and 1995 to determine if the goals that were set forth had been accomplished.
The Role of the Researcher

The role of the researcher in this study was threefold in nature and based on, but not limited to, collecting and securing data from all sources (archive, library, ministries, oral histories, newspapers, and internet resources), including interviewing individuals with knowledge of the area researched. The researcher’s role was also to maintain interpretive validity; making sure that the data collection process was not self-contradictory and that the data collection was both consistent and stable and that interviews, oral histories, and primary and existing data really contained the information stated. I was also responsible for the interpretation of the data and the construction of a narrative to accurately portray the history of the COB. Having been born in the Bahamas I have firsthand experience of the education system. It was this influence which led me to conduct this research. After communication with several individuals deeply rooted in tertiary education in the Bahamas, the conclusion was made that research in this area would be both of value and an asset.

Data Collection

Methods

There were two methods used in the data collection process; the first was interviews and the second was document analysis. The interview method was composed of both the conversational interview and oral histories. The document analysis investigated both primary and secondary documents.
Interview Method

Conducting interviews were a significant part of this research process. According to Patton (1987), interviews allow the researcher to enter the inner world of the interviewee and to gain an understanding of that person’s perspective of past occurrences. It also allowed documents to come to life through the words and thoughts of individuals who were essential in the development of such documents. Fontana and Frey (2000) stated that interviews provide a greater breadth of data (p. 652). This method consisted of the conversational approach using an interview guide. By using this approach, the interviewee had the freedom to present information that might not have been included as part of the researcher’s interview guide.

The interview guide consisted of a list of questions based on the research questions being investigated. It also provided consistency keeping the interviewer on the proper course of inquiry. Patton (2002) stated that, “the interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject” (p. 343). This allowed for further structure during the conversation, providing the opportunities for the interviewer to build upon the subject matter. It also presented the interviewer latitude to probe the interviewee as necessary (Johnson & Christensen, 2008). This increased the level and amount of information obtained in the interview process.

In conjunction with the interview process, oral histories were collected from selected individuals with both the experience and knowledge in subject areas. The oral history interviews differed from the other interviews in purpose, but not methodologically (Denzin & Lincoln, 2003, p. 79). The purpose for using this approach was to interview individuals with
direct or indirect experience with or knowledge of the development of COB (Johnson & Christensen, 2008). These selected individuals provided first hand information not recorded in official documents or records. Note that though the oral history were in the form of an interview, they did not carry the same purpose or yield the same results.

McDowell (2002) believes that the exploration of human memories and emotions may be used to gain knowledge of issues not covered in documentary evidence, or perhaps confirm matters already known through an examination of this evidence (p. 114). In this research the intent of the interview was to collect data involving the development of the COB as it relates to the Act of 1974, 1995 and future developments.

The purpose for conducting Interviews with individuals at the Ministry of Education and Culture (MOEC) and the COB were to obtain up to date information on the status of the institution and to provide up to date documentation on its development. While those who were interviewed had knowledge of certain historical events, they themselves were not necessarily involved in the events. The oral histories interviews, however, interviewed individuals who were both eyewitnesses and were actually involved in the early development of the institution. Knowing that an interview has the potential to unearth feelings or emotions in an individual and is also subjective, the process of triangulation was used to expose prospective bias.

Primary/Secondary Sources

The final method that was used as part of this study was that of primary and secondary sources or existing data (e.g., official documents, archived research data). Primary data are
those documents that come from the period being studied (e.g., a diary from that time).

Secondary data are those data that comes from after the time period being studied (e.g., a historian writing about a person’s diary from the past or a text book). Most of the information obtained was that of government documents presented to or on behalf of the MOEC; information obtained from official documents presented to or on behalf of the COB; and information based on research that had already been conducted and would add to the body of knowledge (Johnson & Christensen, 2008).

Each method of data collection was essential in addressing the research questions. Both methods, interviews and the collection of primary and secondary data, add to the building of the narrative. The existing data which included a number of reports and research projects revealed the plans made by the government in its efforts to develop the college. It also demonstrated the government’s intent for tertiary level education. Oral history interviews added personality and insight from those who were actually involved in the process of developing tertiary level education in the Bahamas.

Collection of Oral Histories

Some of the researcher’s key points were not found within the pages of documents, but rather, in the minds of those who witness the development process firsthand. According to McDowell (2002):

Oral historians are often able to ask questions of interviewees that may never have been considered in the past. They are also able to glean valuable information about how individuals make sense of past events and then place these experiences within a much wider social context. A basic difference between written and oral evidence is that the former exists in tangible form, whereas the latter does not exist until historians choose
to create it. Oral evidence may provide us with a totally new perspective on historical events or perhaps reveal new lines of enquiry (p. 59-60).

As stated earlier, oral histories consist of interviews that the educational historian may conduct with a person who has had direct or indirect experience with or knowledge of the chosen topic (Johnson & Christensen, 2008). The collection of oral histories was an attempt to add to the body of knowledge. The oral histories were comprised of both documentation and physical interviews with eye witnesses. Four individuals were interviewed as a part of recording the oral history. Each individual that have been interviewed were given an hour (some had up to 90 minutes) to recall from memory their knowledge of events that led up to the development of the tertiary system in the Bahamas. The individuals are listed below:

**OH Interview 1).** Dr. Gail Sanders, former Director General of Heritage at the National Archive and historian of the Bahamian culture. Dr. Sanders has played a major role in recording the history of the Bahamas for more than 30 years, and had direct insight into the development of tertiary education. The interview with Dr. Sanders yielded many interesting points and information that were not found in written format.

**OH Interview 2).** Dr. Keva Bethel, former principal, president, and dean of the COB. Dr. Bethel was part of the institution from its inception, and was its principal for 15 years and became its first president, after the change to president from principle in 1995. She too, also had firsthand information on the historical development, as one of the insiders who played a major role in the process. She is also the official historian for COB. The interview with Dr. Bethel
proved to be very productive. Her insight on the history and development of the COB was both knowledgeable and comprehensive. It was like living in the moment, her memories of events was like a Polaroid camera.

OH Interview 3). Dr. Rhonda Chipman-Johnson is the Executive Vice-President, Academic Affairs of the COB. She has also worked as the interim president for one year and has worked at the college for more than 30 years. She has witnessed firsthand, the transitions in the college and has played a major role in its development. Like Dr. Bethel, Dr. Johnson’s memories were as clear as if it were yesterday. Her ability to recollect assisted a great deal in the development of the narrative.

OH Interview 4). Dr. Leon Higgs is presently the Director of Tertiary Education at the Ministry of Education and is a former president of the COB. He has specialized in higher education for over 35 years and has provided in-depth details into the historical development and future of the COB and the MOEC.

*Interview Process*

As stated earlier, this was a semi-structured interview, using an informal conversational approach which had a few questions (interview guide) to guide the conversation as it continued. Seven interviews were conducted over a period of one week. Four of the interviews were listed prior as oral histories; the other three are listed below. The individuals who were
interviewed were chosen because of their unique knowledge and experience working with tertiary education in the Bahamas.

Interview A). Dr. Hodder, is presently the President of the COB and has developed a strategic plan to move the institution from a community college type system to a first class research university building upon the Act of 1974 and 1995. Prior to our interview Dr. Hodder had released a statement of resignation.

Interview B). Mr. William Fielding is the director of institutional research at the COB and has direct insight into the workings of the college and its history. Mr. Fielding was instrumental in the gathering of data from the college library and provided a number of historical documents.

Interview C). Dr. Paula Sweeting Assistant Director of Higher education and Quality Assurance at the MOEC has also been actively involved in tertiary education in the Bahamas for a number of years and demonstrated great knowledge of the subject matter.

All interview sessions were also recorded via Flip Mino HD. Flip Mino HD is a recently new video recording device that allows you to record anywhere from 1 – 2 hours of high definition video. This device was chosen because of its ability to record in high definition (HD) and store directly onto any personal computer (PC) or laptop. The device has a built in USB port that allows you to transfer videos directly onto your computer without any additional cable or accessories. The down side to using this device was its lack of memory capacity. After each
recording the video had to then be downloaded onto a laptop and PC, emailed and copied via USB storage device and CD for storage.

Each interview took place in the office of the individual being interviewed and was 60 to 90 minutes in duration. All interviews were recorded via a digital and tape recorder with notes being taken simultaneously. The use of a digital recorder was necessary for clear play back of the interview at a later date. Similarly, the tape recorder was used as another means of record storage. Both digital and tape recordings allowed for easy storage and play-back methods including transcription to word. The notes however, in addition to verbal communication consisted of observations (e.g., body language, tone and expressions) which are unable to be recorded by an audio recording device.

Questions were used only as a part of the guide as this was a semi-structured interview. They were also essential in making sure that the research questions were addressed in an efficient manner. The following is a list of the questions that were asked in the first and subsequent interviews. The interview questions were as follows:

1. What is your present job description?

2. From 1968 to present what to you are the major events that transpired in tertiary education in the Bahamas (probe – goal was to authenticate the Leys Report and other documents during this era)?

3. Would you share to the best of your recollection your understanding of the College of the Bahamas Act of 1974? Who were the individuals involved in accomplishing this act and for what purpose was it established (probe)?
4. Would you share with me your understanding of what was happening in the country at that time as it relates to the culture, government, etc. (probe)?

5. What is your understanding of the importance of this act and its contributions to the development of tertiary education in the Bahamas (probe)?

6. What is your understanding of the Act of 1995 (probe)?

7. What to you are the fundamental differences between the Act of 1974 and the Act of 1995 (probe)?

8. Is there anything that you feel is important to this issue that was not addressed?

Each question was developed based on the research questions but the research questions were not directly asked. After reviewing the answers given based on the guide the objective was to make sure that all of the research questions were addressed and answered in some form. This was purposed to assure that the critical areas of the research were covered in the interviews. Each participant was free to answer the questions in any amount of time needed. Note that the questions were only used as a guide and that more questions were asked as the interviews progressed and prove to be invaluable to this study.
Interview Probes

A major element in conducting a good interview is the technique of probing. According to Patton (1990) there are three types of probes — detail oriented probes, elaboration probes, and clarification probes. Detail oriented probes were used as follow-up questions for elucidation. Another type of probe is called elaboration probe. This probe was used to encourage the interviewee to elaborate more. In using this probe the researcher indicated his desire to know more by using body language (e.g., gently nodding his head as the interviewee spoke and displaying genuine interest in what was being said).

The final probe is called clarification probe. This probe allowed the interviewer to ask the interviewee for clarification about something that was said but not clearly understood, making sure to let the interviewee know that it was the interviewer who is in need of clarification for lack of understanding. Probe questions were as follows:

**Detail-oriented**

- What was it like being there?
- What was going on in the country as a whole at this point?
- What are the names of others who were involved in the process?
- How did you handle a given situation?

**Elaboration**

- Tell me more about that.
• Can you give me an example of what you are talking about?
• Talk more about that, will you?

*Clarification probes*

• I'm not sure I understand what you mean by that, can you clarify to help me understand what that means?
• I'm having trouble understanding the problem you've described; can you talk a little more about that?
• I want to make sure I understand what you mean. Would you describe it for me again?
• I'm sorry, I do not quite understand; tell me again, would you?

**Data Management**

According to Kammen and Loeber (1998) “regardless of the mode of data collection, it is essential that the researcher plans how the data will be managed and analyzed if he or she does not want to end up with a large and costly mountain of undigested material” (p. 379). Kammen and Loeber (1998) were suggesting the necessity of having a well developed structure in place to prevent errors. The data management process which proceeded sought to develop such a process that would prevent errors.

All interviews were digitally recorded via mp3, tape cassette and Flip Mino HD video recorder. After each interview was conducted there was a two to three hour time slot that the
The interviewer had set aside to transcribe the data in Microsoft Word, PDF, and Mino storage. The data was then revisited a week later to assess the accuracy of the transcription. Note that the transcription was word for word, but the memos were based on the main points of the interview and other observations. The goal of the interviews was to obtain information relevant to the research questions; therefore, only the information necessary to providing answers to the research questions were considered.

As information was gathered via interviews it was stored in three formats (computer hard drive, CDs, and USB storage device). Each format allowed for the integrity of the information as it was retrieved to be maintained. All hard copies of documents gathered from the National Archive, COB library, MOE, and other independent sources were photo copied and stored via the three formats listed. The actual copies of the documents and the storage devices were stored in a lock filing cabinet in the office of the researcher.

**Data Analysis**

Data collection and data analysis proceeded simultaneously. According to Bogdan and Biklen (1982) data analysis is the process of systematically searching and arranging interview transcripts, observation notes, or any non-textual materials accumulated by the researcher to increase understanding of the phenomenon. Content analysis was used because of its unobtrusiveness by gathering data through analysis of articles, papers, dissertations, journals, books, newspaper articles, letters to Parliament and information obtain from government and the College’s website. It was also used to assist in analyzing the interviews and observational data. According to Fraenkel and Wallen (2006) one of the advantages on using content analysis
is the ability of the researcher to “delve into records and documents to get a feel for the social life of an earlier time” (p. 494).

**Triangulation**

Data and method triangulation were used to test the validity of documents and interviews (Johnson & Christensen, 2008). The aim in using this method was to look for patterns of convergence and develop or corroborate an overall interpretation. According to Mays and Pope (2000), triangulation may be seen as a way of ensuring comprehensiveness and encouraging a more reflexive analysis of the data than a pure test of validity. Gall, Gall and Borg (1999) stated that “educators who wish to apply the findings of historical research need assurance that the historical sources that were used by the researchers as a basis for their interpretations are valid. Historical sources are valid to the extent that they are authentic and contain accurate information” (p. 398).

Data triangulation checks the consistency of different data sources by cross checking with other data sources. For example, Figure 2 is an illustration of the use of data triangulation within this research. Notice the use of three separate interviews. The interviews were the data source; the goal was to ask all three participants the same question and analyze the variance in answers. Let us say that the three interviewees are football players, and the question was asked about the final play of the game. The assumption was that even though the three players may have seen the event from three different angles the end result would still be the same (one team won, an MVP was chosen). The expectation was that their stories would validate each other based on the facts and that the variance would be in point of view and not in factual data.
This approach allowed for the use of three data sources using one method (interviews). At some point between the three separate conversations, all answers ought to have met at a common point. Each interviewee was asked the same questions to establish a clear line of corroboration (see Figure 4).

Similarly, the second method employed, method triangulation uses two different methods to generate a consensus. For example, questions were asked of the interviewees based on information found within a document. The goal was to have the interviewees
corroborate each other and the information within the primary document. Once the document was validated it stood as a sign of validity.

**Member Checking**

Gall, Gall, and Borg (2007) and Fraenkel and Wallen (2006) all agree to the importance of member checking in validating data obtained through participants. According to Gall, Gall, and Borg (2007) member checking involves individual participants reviewing statements to check for accuracy and completeness and also to correct any errors or discrepancies found. Fraenkel and Wallen (2006) believes that by having the participants review what the researchers have written as a check for accuracy is one of the primary strategies used in validating ethnographic research. Using the principles derived from the previous authors as it related to member checking one of the aims of this research was to use the process of member checking to validate findings of the interview conducted. The member checking process was only used as a part of the oral history interview process to validate information gathered from participants. The participants who took part were mentioned prior in the Collection of Oral History.

**Categorizing/Coding**

Categorizing (coding) was used to identify the different categories such as types of documents and interviews. The goal of the data analysis in this research was to systematically search and arrange the interview transcripts, primary and secondary documents accumulated
to increase the understanding of the research. Categorizing (coding) the data was an important part of this process. Note, that categorizing and coding are being used interchangeably.

Categorization was used to subdivide the raw data and subsequently assign them into categories or codes. The chart that was used as a part of this process was developed by Dr. Wong Li Ping (2008) Health Research Development Unit, Faculty of Medicine, University of Malaya, Kuala Lumpur, Malaysia. Dr. Ping’s chart provides a clear direction for the beginning stages of the coding process, and elements of his process was used throughout the categorizing phase (see Figure 5). His concept was however, modified to meet the needs of this particular research (see Figures 6 & 7). Dr. Ping’s (2008) design was originally used for an illustration on using the Nvivo program qualitative software. The Figure 3 below was developed by Dr. Ping but has been modified slightly for the use of this research (see Figures 6 & 7).
Figure 5. Data Analysis Chart. Adopted from Dr. Wong Li Ping (2008) Health Research Development Unit, Faculty of Medicine, University of Malaya, Kuala Lumpur, Malaysia.
Research Question

DATA COLLECTION

Interviews ➔ Transcribe to text ➔ Download text into NVivo

Organizing Data in NVivo

- Identifying themes related to the original research question
- Developing categories
- Coding of selected data at categories created
- Retrieve data coded at categories
- Relate, create association between categories

Figure 6. Adopted from Ping (2008) chart on using Nvivo with modifications for the present research.

Primary and secondary documents

Download primary and secondary documents into NVivo

Organizing Data in NVivo

- Identifying themes related to the original research question
- Developing categories
- Coding of selected data at categories created
- Retrieve data coded at categories
- Relate, create association between categories

Figure 7. Adopted from Ping (2008) chart on using Nvivo with modifications for this research.
Organization of Data

By adopting aspects of Dr. Ping’s (2008) design, the present research provides an in-depth analysis of the data. The information that was obtained in the data collection process was stored using the NVivo software, Microsoft word 2007, Flip Share and Olympus digital recorder. NVivo is qualitative software designed by QSR International. According to QSR (2007) qualitative research is all about exploring issues, understanding phenomena and answering questions. This software allowed the researcher to use unstructured information – like field notes, videos, transcripts and audio recordings, instead of numbers to arrive at conclusions. Note that the software was only used to store information in one central location and provided an avenue to create categories.

As the data was collected and stored in the NVivo software it allowed the researcher to retrieve only the information that was relevant to determine the answer to the research questions. There are several areas (sources, memos, external and internal items, links, nodes, coding, queries, and results) in the program that provides a systematic approach to the organization of the data. All organization of the data was conducted by the researcher based on relevance. The categories were formed based on the reoccurring themes that existed throughout the documentation and were not based on the software described. The following list of terms in NVivo was sited from Bazeley (2007) and was used in the storage of the data.

- **Sources** – consist of documents, audio, video, or picture files, memos or other external sources.

- **Memos** – a memo is connected to certain document with a Memo link which could be imported or created.
• External items – are project items in NVivo but represent a source outside NVivo with a link or a physical address.

• Links – links of various types can be created between projects items and to external sources.

• Nodes - provide the storage areas in NVivo for reference to coded text. Each free or tree node serves as a container for what is known about, or evidence for, one particular concept or category.

• Queries - store questions of what to ask of your data. Queries might be about the occurrence of a word or words, about patterns of coding, comparison of groups, or some combination of these elements. They can be created and run once, or stored to use again with more data, or with a variation.

• Classification - is a work area for setting up attributes and their values, and types of relationships.

• Attributes – cases can have attributes, that is, a record of data known about the case that is recorded separately from the text generated by that case. This information will be used primarily to assist in comparing data for subgroups.

• Sets – in NVivo sets are used to hold shortcuts to any nodes and/or any documents, as a way of holding those items together without actually combining or merging them. They are used primarily as a way of gathering items for use in handling queries, reports or models, or simply as a way of indicating that these items “hang together” in some way.
- Coding – is the activity when a word, a sentence, a paragraph, a graphic item or a whole project item is associated with a certain node or nodes. Only project items can be coded. An external source cannot be coded but the writing space of an external item can.

- Results – results of queries can also be saved and are then new nodes.

**SYNTHESIS AND MAKING SENSE OF DATA**

1. Exploration of relationship between categories

2. Seeking patterns and relationships

3. Mapping interpretation of findings

*Figure 8. Adapted from Ping (2008) chart on using Nvivo with modifications for this research*
The synthesis and making sense of the data is explained in detail in chapter V. Upon completion of interview transcripts each one was placed in a category based on relevance to other historical context. Relationships between the categories were explored to find patterns and relationships. It was the goal of this research to use the NVivo software, and the guides by Bazeley (2007) and Edhlund (2008), to assist in the storage and management of the qualitative data. The preceding chapter presents a synthesis of data and narrative exposition using all of the information gathered through the methodological process and systematically paints a picture of the development of tertiary education in the Bahamas from the development of the COB Act of 1974 thru 2010 (see Figure 8).
CHAPTER IV
RESEARCH FINDINGS

Introduction

Chapters I – III introduced the historical nature of this study, presented a review of relevant literature and prescribed the methodology. Massiah (1979) covers in detail the historical development of education in the Bahamas from 1947 to 1977 with emphasis on the College of the Bahamas (COB). Massiah’s study provides insights into the overall educational system including primary and secondary education and would be a good source to gain a better understanding of the educational system from kindergarten thru college from 1947 to 1977. This study, however, was concerned with the historical development of the COB from the inception of the COB Act of 1974, to the establishment of the Act of 1995, to the planned development of a University of the Bahamas 2009 through 2019. In this chapter the goal was to display the findings by answering the research questions presented in chapter I using narrative, based on the data collected through document analysis and interviews from chapter III. The research questions were as follows.

RQ1. What were the forces that influenced the development of the COB Act of 1974?

RQ2. Has the COB demonstrated its fulfillment of providing a place of education, learning and research, of a standard required and expected of a college of the highest standard and expansion of its physical resources as stated in the Act of 1974?
RQ3. Has the college done those things necessary to fulfill its commitment to associate or affiliate with universities, colleges or other institutions of learning as stated in the Acts?

RQ4. What was the intention of the Act of 1995? Has the Act of 1995 replaced the Act of 1974, or is it an amendment to the Act; what was the justification for developing a new Act?

Each question during the interview was specifically asked in order that detailed information would be divulged as it related to the research questions. The research questions themselves were not directly asked, but each interview question that was asked was based on the research questions. The remainder of this chapter will present the research findings in the narrative form using historical documents, information gather from the COB, National Archive and recorded interviews (including oral histories). The findings will be presented based on reoccurring themes that were developed during the categorization process in chapter III. Chapter V will discuss the interpretation of the findings as presented in this chapter.

Overview of Data Analysis Procedures

As stated in chapter III the analysis systematically searched and arranged the interview transcripts, observation notes (memo) and non-textual materials which provided clarity and insight into the problem of the study. Using Fraenkel and Wallen (2006) concept of content analysis, the researcher was able to gather a variety of data through interviews and analysis of articles, papers, dissertations, journals, books, news paper articles, letters to Parliament and
information obtained from the National Archive and the College’s website. Fraenkel and Wallen suggested that by using content analysis it would allow the researcher to get a better feel for the cultural context at a particular point in time which was the case in this research.

While content analysis was used to gather data and formed a better understanding of the development of the COB, the concept of triangulation was used to test the validity of the documents and interviews. Triangulation was not used as a pure test of validity, but rather to ensure a comprehensive and reflexive analysis (Mays & Pope, 2000). There were two methods of triangulation (data & method) used as a part of this process. Data triangulation was used to check the consistency of different data sources by cross checking with other data sources, while method triangulation used two different methods to generate a consensus. The following is a presentation of the narrative.

1960s: The Black Majority

The 1960s was an era of change for the Bahamian people. This decade sparked changes that would last forever throughout the history of the Bahamas. The impact of the British Empire was apparent in every area of life at this point. According to Bacchus (1976) the culture was inundated with White elitists who reigned supreme over all financial institutions, government, and businesses. These were mostly White men of British and American descent, some who were born on the island into the wealth of their parents and others who came to the island for business purposes. The effects of slavery had immersed itself in the minds of the people (Blacks) even though slavery had been abolished many years prior. The stigma of a system that was aimed at keeping the islanders (who at this point was mostly descendents from Africa)
untrained, uneducated, and in servitude to the British government was continuing to dominate the society.

It was actually during the 1950s that change started to occur in regards to the majority being part of a democratic system that was not dominated by an elite few. According to Maples (2007), what was known as a quiet revolution took place when a Black party (majority) came to power without violence (this did not occur until the 1960s). Blacks were looked down upon as lower class and were not allowed equality with Whites. Maples (2007) believed that this was evident in that the overwhelming majority of Blacks were faced with poverty and racial segregation.

The Progressive Liberal Party (PLP), which was founded in 1953 by Henry Taylor, William Cartwright, and Cyril Stevenson, was the first government party to be formed and would soon change the course of history. Before this point there were no organized parties and each member of the House of Assembly (HOA) was elected as an individual (Maples, p. 97). For the first time four new seats were made available in the HOA for Nassau, all of which was won by the Progressive Liberal Party (PLP) in 1960. It was in 1961 that Black women were allowed the right to vote (Black men were allowed to vote in 1959) and be a part of the legislature. A new constitution was introduced in 1964 which brought a very strong British form of government introducing a cabinet and premier. The cabinet consisted of the premier and 8 other ministers; the legislature consisted of a 16 member Senate and a 38 member HOA.

Maples (2007) listed the main points of the new constitution which came into effect in January 1964 as follows:

1. The Bahamas was granted internal self government.
2. The power of the Governor was decreased, and that of the House of the Assembly was increased.

3. The old Executive Council was replaced by a Cabinet to advise the Premier (the leader of the largest or majority party in the House of Assembly).

4. The members of the Cabinet (Ministers) each had their own area of responsibility, such as education, health or agriculture.

5. The Legislative Council was replaced by the Senate. This consisted of 15 members chosen by the majority party the Opposition and the governor. It could only delay laws for 15 months (p. 98).

Many changes were being made in government and though change was eminent it was not taking place fast enough for those who were in the majority. The economic make up of the islands were one-sided and the average Bahamian (Black) was not educated and worked in such domestic vocations as butlers, maids, ground keepers, etc (Maples, 2007). Those Blacks that had jobs as civil servants were not given opportunities to advance in positions. Most schools were segregated and did not allow for equality, but were mainly geared toward the elite (White) in society (Maples, 2007). According to Saunders (2010) “there were few Black families with the means to afford education beyond the secondary level for their children. Those who were fortunate enough to have the means made a great contribution by sending their children to schools like Queens College.”

At this point in Bahamian history the average Bahamian did not have confidence in its government who at the time were mainly White Bay Street merchants known as the United Bahamian Party (UBP), better known as the Bay Street Boys (Saunders, 2000). According to
Maples (2007), there was no true democracy up to this point and the Black Bahamian had little
to no power in government, nor was the government a representation of the people. An
overwhelming majority of the country was faced with poverty at this time, with limited work for
Blacks, while a segregated portion of the country (Whites) lived in abundance. The PLP at this
point was led by a young Black lawyer, Sir Lynden O. Pindling, who became leader of the party
in 1956. Sir Lynden and his party’s goal were to take over the government by gaining control of
the House. There strategy was simple; get the majority vote. With the country going through
what became known as the “quite revolution” amassing the majority vote came with little
difficulty.

On January 10, 1967 the people spoke and the election resulted in a tie with each party
winning 18 seats. It was at this point that the PLP was able to take full control of the
government when Randol Fawkes from the Labour party and Alvin Braynen, an Independent,
joined the PLP to give them a majority in the House. With their votes the PLP was elected into
power replacing the UBP party (Saunders, 2000). For the first time in the history of the
Bahamas, the country was being governed by a representative of the majority and Sir Lynden O.
Pindling became the country’s first Black Premier. After the PLP’s victory in 1967 Sir Lynden
stated that:

The Progressive Liberal Party is for everyone. I hope the White population have realized
this and have no fears. In the event of there being British or North American investors
who may be uncertain, I should like to allay whatever fears they might have. Their
capital is quite safe and I don’t think investors will withdraw their cash before they have
seen what we are going to do. And I can’t see us doing anything to cut our own throats
(Pindling, 2000, p. 23).
The following year another seat in the House of Assembly became vacant and another election was called. This time the PLP won 28 of the 38 seats in the House (Saunders, 2000). For the first time the Black majority had a face in government and an active role in the future directions of the country. Maksik (1976) quotes another unnamed author as referring to the elections of 1967 and 1968, in which Black Bahamians established a ruling majority after 300 years of colonial rule, as a “bloodless revolution” (p. 43). In 1969 more changes were made to the constitution as the country began the move towards independence. There were three basic changes:

1. The name of the Premier was changed to Prime Minister and his power was increased to allow him to appoint a majority of members in the Senate.

2. The power of the Governor was further reduced. He dealt only with foreign affairs, defense and internal security (mainly police).

3. The islands were to be known as the Commonwealth of the Bahama Islands (Maples, 2007, p. 98).

Changes that were made to the constitution were in favor of the ruling party and provide a much greater autonomy from Britain. The majority government captured the hearts of the people, and history was being made as the PLP was heading to become what would eventually be the longest ruling government in the history of the Bahamas.

*The Need for Qualified Teachers*

In 1960 the education system was viewed as deficient, not being able to meet the needs of the people in quality nor quantity (Kriz, 1983). It was noted that a great number of teachers
at this time were untrained, (Maksik, 1976; see Table 1). Teacher and technical training was the major issue in post secondary education as the proposition of a college was not yet apprehended. From the start of the decade teachers training was the main focus of the Board of Education which in 1961 proposed to the Legislature a Bill for a new Education Act and a five year development plan for education in the Bahamas (Kriz, 1983). Whiles these things were taking place advances were still being made in both New Providence and the Out Islands as evening institutes were developed and the University of the West Indies (UWI) was also providing Extra-mural programs.

Table 1

*Percentage of Untrained Teachers as seen in Maksik (p. 37)*

<table>
<thead>
<tr>
<th>Type of Teacher</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>56.9%</td>
</tr>
<tr>
<td>Other teaching staff – in New Providence</td>
<td>71.5%</td>
</tr>
<tr>
<td>Other teaching staff – in the Out Islands</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

Post secondary education at this time consisted of those suggestions that were made by the Haughton Report of 1958. In 1958 Harold Houghton, Deputy Educational Adviser to the
Secretary of State wrote what was viewed as an independent report on the education system in the Bahamas (Haughton, 1958). In this report Houghton made recommendations that had a major impact on the future of education. The report suggested:

1. The reopening of the teachers college
2. The establishment of a technical school
3. The opening of an evening institute for adult education
4. The introduction of six form work at the government higher school
5. The re-introduction of school broadcasts
6. The incorporating of the government into the board system
7. The establishment of an advisory council on education
8. The affiliation of the teachers college with the UWI
9. The replacement of inspectors by education officers
10. The change in date of the school year from the dates 1 January – 31 December; 1 September – 31 August.

In 1961, the Bahamas Teachers College was opened and began a shift in the education system. In 1962, the Education Act was passed which was viewed as probably the most comprehensive legislation in Bahamian educational history changing the landscape of primary, secondary and post secondary education (Maksik, 1976). This was due in large part to the recommendations of the Houghton Report of 1958. The enhancements in education necessitated an increase in teachers. Once this was realized, land was set aside for the teacher training college, a principal was appointed and the college was open to students. It was not until 1964 when the cabinet government was introduced that education was given a ministry
and a Minister of Education was appointed. As the Ministry of Education (MOE) began to take shape the need for qualified administration was apparent. According to Sweeting (2010):

It was in this same year that the Bahamas became affiliated with the UWI which at that time was a big step toward tertiary education in that the Bahamas became a part of the University’s regional system. This venture opened the door for training of the Bahamian people especially in the area of teacher education.

In addition to the need for qualified teachers was the need for technical and vocational training which had become even more apparent and in 1962 the Technical Institute was establish. In 1966 the Institute was renamed Nassau Technical College and in 1968 the Nassau Technical Centre was established, both being independent of each other (Fielding & Gibson, 2005).

According to Kriz (1983) the change in government in 1967 brought about major transformation for the educational system. The new regime was more focused on education than any prior government realizing that it was, first, necessary to have a well qualified staff before educational goals could be achieved. Sweeting (2010) stated that

The new government was focus on the training of Bahamians which was a major change for tertiary education in the country. Many Bahamians began traveling abroad to the U.S., Britain and Canada to receive a higher education which had eluded them prior. Many on the other hand attend the UWI which was the regional institution.

It was during this period, according to Sweeting (2010), that education gained the recognition as a vehicle for national development by the new governing party. This had a tremendous impact on the Teachers College and sparked the development of scholarships which were given to hundreds of teachers and potential teachers to study both at home and abroad. With the new regime receiving full internal self government, the direction of education began to take a sharp turn. Education became one of, if not the main, agenda items for the new
government (Bethel, 2010). From 1968 to 1969 three reports on the status of education were completed. The first was called the “Hope report” which recommended that new developments be made in the school system; the second was called the “Leys report” which recommended the development of a College of the Bahamas; and the third was the “William report” which recommended technical training to meet the demands of the labor market. The Leys Report became a landmark document for the future development of tertiary education in the Bahamas.

The report on the development of a College of the Bahamas became known as the “Leys report” because of Dr. C. T. Leys from the UWI who was at that time chairman of the committee which completed the report. It was recommended by Leys (1968) that all of the existing post-secondary education be amalgamated under one multilateral college. Figure 7 represents the proposed structure as presented by Leys. It provides in detail the plans to build a college of the Bahamas including the development of physical resources and the layout of the administration and governance. The structure was not based on classical education but rather on the need for an educated and trained work force that would be able to meet the needs of the commonwealth as set forth by the government.

According to Leys, the purpose of this report was to provide advice on the establishment of a Bahamas college which would aim at covering work to sixth form level; assist with teacher training and technical education in ways that would be determined; and serve as a base for the extra-mural program of the UWI. According to Higgs (2010) sixth form is a term derived from the British educational system and refers to the last year of secondary school. There are basically two forms, lower and upper. The lower sixth form is Year 12 and the upper
sixth is Year 13. This was to prepare high school students for college and was more of an associate degree level course. The extra-mural program was to assist in continuing education for adult workers (Higgs, 2010). The government continued to consult with other organizations and institutions of higher education elsewhere as part of its educational development process. Consulting with other institutions from around the world and investigating educational systems that emerges from similar conditions.
Figure 9. Structure of a College of the Bahamas as proposed by the Leys Report (p. 19).
The primary focus of post-secondary education predominately favored teacher education/training and technical/vocational training. The newly formed government realized that the majority of the people were uneducated due to a lack of opportunity and access. The goal was to develop a community where the average person would have had every opportunity to receive the minimum of a high school education and the opportunity to advance, either in the area of liberal arts, or vocationally (Sweeting, 2010). Putting into account how much the development of a college would cost, a three year estimated budget was proposed (see Table 2). According to Leys (1968), the first column represented the net additional recurrent expenditure which the proposal required the government to undertake above what it was already spending in 1968. The second column represented gross recurrent expenditure which would be included within the college’s budget. The third column illustrated a possible breakdown of the pattern of the capital expenditure each year which would be required to equip the college with the buildings and equipment needed by the end of the third year (p. 50-51).
### Table 2

*Cost of the College as Proposed by Leys Report*

<table>
<thead>
<tr>
<th></th>
<th>Net New Recurrent</th>
<th>Gross Recurrent</th>
<th>Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>86,000.00</td>
<td>866,000.00</td>
<td>500,000.00</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>134,000.00</td>
<td>914,000.00</td>
<td>720,000.00</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>299,000.00</td>
<td>1,079,000.00</td>
<td>278,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$1,498,000.00</strong></td>
</tr>
</tbody>
</table>

Education in the 1960s was driven by three main forces: the Education Act of 1962, the amendment to the Act in 1965, and the change of government in 1967. The government’s realization of the need of a tertiary institution appears to have become apparent in the change of regime. At the end of the 1960s the general consensus of the people was optimistic, believing that the change in government would bring about a change in the general community.
1970s: We the People

Riding of the wave of the 1960s, the PLP continued its quest to become a government for the people. According to Maples (2007) the general election of 1972 established the PLP as the party for the people as they won 29 of the 38 seats, campaigning against the Free National Movement (FNM) who was viewed as another form of the UBP party (the FNM was established by a merging of the Free-PLP and the UBP party). In the eyes of the average Bahamian, the FNM was the same as the White elitist Bay Street Boys better known as the UBP (Saunders, 2010). It was known that Britain had agreed that if the people of the commonwealth wanted independence that it would be granted to them (Maples, p. 98). The PLP viewed this as an open door and conducted their 1972 campaign on the promise of independence; the FNM, however, did not and suggested that independence was a good thing but that it was not the right time. The people did not agree as was seen by an over whelming majority of votes in favor of the PLP.

On October 18, 1972 as the new House was to meet, a white paper on independence was laid on the floor of the House (Saunders, p. 30). It was the intention of the PLP to move immediately towards independence. According to Saunders (2000) both the governmental party (PLP) and the opposition party (FNM) met in London in December 1972 with the British government, to discuss the Constitution for an Independent Bahamas. The official independence date was set for July 10, 1973. The Union Jack was lowered and the new Bahamian flag stood tall as the country received its independence (see Figure 10). The first prime minister of the now independent Bahamas was the Hon. Sir Lynden O. Pindling (a Black islander) and the first governor general was Sir Milo Butler (Black islander) who had recently been knighted by Queen Elizabeth.
For the first time in its history, the Bahamas was now an independent country free from the rule of a foreign government and even though freedom was granted to slaves more than a century before, the sense of the nation at this point in time was that of emancipation. Having a Black prime minister was empowering to the citizens of the Bahamas who were feeling mistreated before this point (Saunders, 2010). The average citizen now felt as though they had the power to bring about change (by voting) and keep the government accountable. With this
new era came a more structured government which any citizen had the potential of becoming a member. Figure 11 is an illustration of the new structure of the government of the Bahamas.

This newly formed system was based on three branches of government. The first was the legislative branch which comprised Parliament, the Senate (Senators), and the House of Assembly (government party and opposition party). The second was the executive branch which comprised the Cabinet, Ministers, and the office of the Prime Minister. The third was the judicature which consisted of a Privy Council, Court of Appeal, and a Supreme Court. The office of the Governor General was viewed as being head over all three branches and was a direct representation of the Queen.
According to Saunders (2000) in 1974 the Central Bank was established and four years later the Bahamas Development Bank opened its doors to entrepreneurs. She stated that every effort was being made to establish and keep the Bahamas’ reputation as a Zurich of the West. The new government was making every attempt to raise the social and economic standard for the majority of the population and not just an elite few. Many new primary and secondary schools were being built, and in 1974, the first government tertiary institution was developed (Bethel, 2010). Every area of government was focused on developing the nation as a whole by

Figure 11. Structure of the government in the Bahamas (www.bahamas.gov.bs).
building up the people in every area of living. For the first time the government began to take a serious look at housing for those who were in lower income brackets and providing new avenues for jobs.

*The Development of Tertiary Education 1970—1973*

The majority of efforts spent on education in the 1960s were based on primary and secondary education. Though many efforts were made in the post secondary arena it was based mostly on teacher training for the school system and other vocational training. According to Fielding and Gibson (2005) in 1971 the Nassau Technical College and the Nassau Technical Centre were both amalgamated into the C.R. Walker Technical College. This presented the opportunity for a more centralized structured form of vocational training. In 1973 the Bahamas Hotel Training College (BHTC) was established and went on to receive accreditation from the Southern Association of Colleges and Schools (SACS), the Commission on Occupational Educational Institution (COEI) and the American Culinary Federation (ACF) (Fielding & Gibson, p. 5). There were basically two acts that were amended several times which led ultimately to the establishment of the present college (see Table 3).
### Table 3

**Acts Relating to Higher Education**

<table>
<thead>
<tr>
<th>Name Of Act</th>
<th>Date Of Act</th>
<th>Commencement Of Act</th>
<th>Amendments To Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of The Bahamas Act, Chapter 37 of The Statute Laws of The Bahamas</td>
<td>30th October 1974</td>
<td>Commenced 19 December 1974</td>
<td>The College of The Bahamas Act was amended in 1995</td>
</tr>
</tbody>
</table>

**Note.** Adopted from Fielding and Gibson (2005).

The formation of a tertiary institution was not based on the desire to have a traditional system of higher education, but rather to address the needs of the labor market (teacher training, hotel training, and vocational training) which at this time was vital to the sustainability of the nation (Bethel, 2010). Tremendous growth in tourism was taking place which led to the development of the Bahamas Hotel Training Council which began operations in January 1973 (Kriz, 1983). The MOE (1973) *Focus on the Future White Paper on Education* stated that:

> The apex of the system of primary and secondary education for the nation will be the College of the Bahamas. This essentially and intentionally flexible, though integrated, institution is intended to meet the special needs of the Bahamas in education, training and cultural development. The College provided for the continual education of citizens. Therefore, the concept of the College included hotel, technical, business and educational studies, the academic arts and sciences and the creative arts. It had an important role as a centre of research and, therefore, influenced policies regarding the provision and operation of a national library, public archives and museums (pp. 10-11).
The influence of the Leys Report (1968) was apparent throughout the MOE (1973) report which was one of the driving forces behind the development of the first tertiary institution in the Bahamas. Leys suggested that there be an amalgamation of all institutions that were presently catering to post-secondary students including teacher training, hotel training, technical and vocational, and the Extra-mural program. The MOE (1973) with insight from the Leys Report stated in regards to the COB:

Thus, part of the scheme embraced in the first instance the programmes carried on the sixth form of the Government High School, the Bahamas Teachers’ College, the San Salvador Teachers’ College and the C. R. Walker Technical College. The greatest care was exercised to ensure that during the process of transition from their current unrelated status, to their roles as constituent parts of the College of the Bahamas, the capacity of these institutions to serve individual students and the national good enhanced (p. 11).

According to Maksik (1976) the report conducted by the MOE (1973) “provoked criticism from several quarters at the time of its publication. Chief among the critics was the Bahamas Union of Teachers (BUT) which pointed to what it considered to be the document’s “vagueness and tendency toward sweeping generalization” (pp. 61-62). According to Brown (1974) this was “usual with such legislative pronouncements, everything was left rather vague, with all intentions hidden in the familiar grandiose phraseology of philosophic rhetoric” (p. 4). It was apparent that BUT was in opposition to suggestions made by the MOE Focus on the Future a White Paper, so they decided to write in response, a document entitled Focus on Education a Black Paper. But (1975) suggested that there were many doubts in the minds of the people and that the only way for the college to gain any sense of credibility was to amend the established legislation and pass a bill that would establish a fully autonomous college.
BUT went on record in support of the College stating that “combining the existing Teachers’ College and the Technical College along with the existing sixth form work presently being done by Government High School is a good thing” (BUT, p. 12). Their concern was not with the efforts in the amalgamation of the post-secondary institutions to form one college, but rather what was viewed as the colleges’ emphasis on the top 15% of the Bahamian population. In their view the COB was an invaluable part of the education system which would eventually guide the content within the classroom of the secondary schools. In light of this fact they thought it vital that the college make provisions for those who were not a part of the top 15% of the population.

According to BUT another limitation of the white paper was its failure to prescribe any sort of solution to the problems of the inherited British system to which the Ministry was ascribing virtually all difficulties facing Bahamian education. BUT, however, did not comment on the colonial system, but moved directly to the establishment of clearly defined goals (Maksik, 1976). There was not really any opposition to the development of the college, opposition came with the day to day operations, planning and government. Maksik stated that the college was not autonomous and that its original intention was to become a community college funded both by government and the community.
Higgs (2010) considered the College of the Bahamas Act of 1974 “the legal framework for how the College would operate on a day to day basis and the guidelines and procedures for governance and administration.” According to Brown (1975) “the drafting of the College of the Bahamas Act was as closely guarded as a top military secret” (p. 4). He suggested that it was not until the bill was being debated in Parliament that the public became aware of the provisions of the act. The act itself had three main sections: the first was the establishment and function of the college, Part II; the second was the government of the college, Part III; and third was its financial provisions, Part IV. Under the establishment and function of the college there were three basic components: (a) establishment of the college; (b) common seal of the college; and (c) functions of the college. The functions of the college as stated in the act were to: (i) provide a place of education, learning and research of a standard required and expected of a college of the highest standard; (ii) to secure the advancement of knowledge; (iii) to grant diplomas, certificates and other awards; and (iv) to enter in any association or affiliation with universities, colleges or other institutions of learning, whether within the Bahamas or otherwise, as the college may deem necessary and appropriate (see Appendix C).

Brown (1975) believed that the act should have been reviewed within the historical and socio-political context, for an understanding of the reasoning behind its provisions. He stated that an understanding of this contextual frame work would have also helped to explain the absence from the act or mention of certain matters considered as crucial by college planners in Canada and the United States (p. 4). Brown’s critique of the COB Act of 1974 at times seemed abrasive, but apparently, was the inclination of many at that time. In his words:
The conditions surrounding the passage of college legislation in the Bahamas, was in many ways quite unlike any Canadian experience, is not to excuse the Bahamian authorities for a real lousy piece of legislation. Intelligent people should learn from the mistakes of others and it was to be expected that in setting up such an important institution, the planning group would draw on the experience of others. That this did not happen is quite evident, if a comparison is made of the College of the Bahamas Act, and similar Canadian or American Legislation. The provisions of the former document demonstrate a serious lack of foresight and innovativeness and a slavish attachment to obsolete bureaucratic structures and procedures (pp. 4-5).

Brown (1974) felt as though the provisions of the Act left much to be desired and had the potential for much conflict in the future unless certain fundamental changes were made. In his view there was no written statement of purpose which clearly defined the Colleges’ purpose and the statement of the Function of the College was grossly inadequate for the purposes of providing a clear directive (p. 6). In Brown’s summary of the Act he concluded that:

In respect to a defined philosophical context, the College of the Bahamas Act, 1974, does not provide any kind of guidelines for the proposed college. Instead it allows for much uncertainty and conflict; the wastage of valuable time and efforts; as well as valuable material and human resources. And unless the mission of the College of the Bahamas is explicitly defined, and some definite policy-decisions are made concerning philosophical principles to guide the administration of the college, it is very unlikely that it will ever be able to provide a place of education, learning and research of a standard required and expected of a college of the highest standard (p. 12).

It was during this time period that tertiary education became more broaden to fit more a community college configuration. Fielding and Gibson (2005) stated that at this time tertiary education was confined to teacher education at the Bahamas Teachers’ College in New Providence and the San Salvador Teachers’ College in San Salvador; while technical education was at the C.R. Walker Technical College in New Providence.
In an address to the House of Parliament in 1975, the Hon. Livingstone N. Coakley presented a report of a review team on the Bahamas education system entitled, Educational Development in an Archipelagic Nation. This document is a part of Parliamentary records and now forms part of the nation’s historical records on tertiary education. It provided a vision and purpose for the Ministry of Education which in many ways gave birth to the present tertiary education system. According to Min. Coakley the government requested that the Commonwealth Secretariat provide an educational mission that would guide the Ministry of Education and Culture. Based on this suggestion four key points were derived, each point played a role in the development of the Ministry. Listed below are the four criteria:

1) To review the progress made to date on the implementation of the provisions of the White Paper on Education.

2) To recommend plans and schemes for the full implementation of the provisions of the White Paper.

3) To review the organization, structure and management of the Ministry of Education and Culture (MEC) and to recommend a plan of re-organization to more adequately meet the present and future wide and expanded range of responsibilities.

4) To recommend a program of external assistance to supplement local manpower and financial resources to meet present and anticipated future needs in the areas of education, youth, community development, culture, sports and all
other related subjects included in the portfolio of the Ministry of Education and Culture.

Coakley (1975) stated that the COB would continue to provide opportunity for students to receive certificates and diplomas that were provided in the Teachers’ and Technical Colleges, and the sixth form of the Government High School. It was expected that the amalgamation of post-secondary education within the COB, would have permitted a more efficient use of lecturing staff, and a more comprehensive and thorough preparation of students. The Review Team according to Min. Coakley also provided suggestions related to the development and structure of the COB. It was suggested that initially the COB be organized, administratively, into a number of divisions, which in due course will develop into faculties. The suggestions were:

a. Division of Humanities will include English, foreign language, and music philosophy
b. Division of Social Sciences will include history, social studies, psychology, and sociology
c. Division of Natural Sciences will include chemistry, physics, biology, and mathematics
d. Division of Applied Sciences will include electrical engineering, mechanical engineering, electronics, and home economics
e. Division of Commerce and Business Studies will include secretarial science, accounting, and management
f. Division of Education will include philosophy and psychology of education, methodology of teaching subjects
Division of Technical and Vocational Studies will include auto mechanics, plumbing, cosmetology, dressmaking and carpentry.

Coakley (1975) concluded the review with a summary. He stated that the College would:

(a) offer courses which would include courses that had been offered by the C. R. Walker Technical College, Teachers’ College and GCE “A” level studies formerly offered at the Government High School; academic courses of pre-university level; sub-professional and professional courses related to the various sections – existing or earmarked for development of the Bahamian economy; university level courses as appropriate; and (b) engage in research that is directed towards the optimal utilization of the country’s natural resources.

Future Development of the COB 1976

Two years after the inauguration of the COB, Dr. M. K. Bacchus principal of the college and Advisor of Tertiary Education to the MOE, submitted to the Minister of Education the Hon. Livingston Coakley, a draft policy for the future development of the College of the Bahamas. Bacchus (1976) 134 page report mentioned that before majority rule the government’s lack of clear educational policy and goals at the tertiary level was apparent (p, 3). He provided a brief history of tertiary education up to that point, and then draws into the depth of need for future development in tertiary education. Bacchus’ Report provided many suggestions on educating the entire Commonwealth and mentioned the Leys Report (1968) on the development of a College of The Bahamas as being the foundation of this process as stated in the Speech from The Throne in 1968.
Bacchus’ Report, building on the Leys’ Report, strategically addressed the need for an educated populace and provided what he perceived as solutions to meeting that need of the people and the government. His suggestion was “a single institution combining a wide variety of functions; it emphasized the need for it to be very flexible in its program planning and at the same time to placed a heavy emphasis on courses for part-time students who were already holding jobs” (Bacchus 1976, p., 9). Bacchus’ unique vantage point as a principal allowed him a unique view of the educational needs of the Commonwealth.

Like Kerr (1994), Bacchus’ assessment of the situation was at that time futuristic. Kerr suggested that the market would control students’ choices of campuses and fields of study. Bacchus had some of the same basic assessments as Kerr (1994). He believed that the role of the college was to produce graduates suited for the labor market. He stated that the College emphasis would be placed on producing graduates who are well equipped with the necessary job skills which are being demanded on the Bahamian labor market (Bacchus, p. 14). His view was that such graduates would start the process of moving the country forward. He believed that the purpose of the College was to engage in providing fully-fledged university degree programs in certain areas, and at the other end, programs for the general educational improvement of the public and social and cultural development of the society (p. 13).

The country had officially begun the process of transition to an emerging status with the transition of government in 1968, and gaining independence in 1973. Under the directions of the PLP, tertiary education was becoming a reality as it was placed in the forefront of the party’s agenda. What was once viewed as an option only for the elite in the country was now being made accessible to all. According to Bacchus (1976) the College was not meant to be an
elitist educational institution. In his view the guiding philosophy of the institution was that all Bahamians were essentially educable, even though some might have a greater ability to grapple with more abstract concepts and ideas than others.

At this juncture the College was very much a division of the MOE being operated as another government office. Autonomy was absent in the day to day financial decision making process (Bethel, 2010). It was very difficult for the leadership of the institution to make certain decisions on behalf of the institution because of the government’s bureaucratic red tape.

1980s: Education for All

On April 23, 1981, the Bahamas joined the United Nations Educational Scientific and Cultural Organization (UNESCO) and has since been covered by the UNESCO Cluster Office for the Caribbean in Kingston, Jamaica. UNESCO was founded on 16 November 1945. Its goal is to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. The organization believes that it is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO’S mission and activities. Its mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information (UNESCO, 2010).

A part of the Bahamas commitment to the Organization was that it must determine to achieve all the goals of the Education for All Program. According to UNESCO the COB also became a member of the UNESCO-UNEVOC Network, a global network of technical and
vocational education institutions. According to UNESCO (2010) the UNESCO-UNEVOC International Centre acts as part of the United Nations mandate to promote peace, justice, equity, poverty alleviation, and greater social cohesion. The purpose of the Centre is to assist Member States, develop policies and practices concerning education for the world of work and skills development for employability and citizenship, to achieve access for all, high quality—relevant and effective programs and learning opportunities throughout life.

In 1983 the Bahamas became full members of the Caribbean Community (CARICOM) and a few years later joined the Caribbean Coastal Productivity Program (CARICOMP), a regional program that contributes to integrated coastal management (Maples, 2007). According to Sweeting (2010) both UNESCO and CARICOM were known for their contribution in tertiary education around the world and in developing nations specifically.

The Advancement of Tertiary Education

Many advances had been made in the decade of the 1970s by both the MOE and COB, to move forward with the continued development of tertiary education. Though the College was still in the infant stage of growth it was evident that many fundamental improvements were established and that the College was heading in a positive direction (see Figure 12). McDonald (1987), however, believed that too many people the College had been functioning from its inception to the mid 1980s to satisfy only a limited aspect of development and had not taken on the full spectrum of tertiary education. He cited the main reason being the narrow focus on production of teachers and the preparation of personnel both for the tourism trade,
and off-shore banking interests (p. 1). According to Kerr (1994) higher education has always served the labor market in one way or another and to one degree or another (p. 54).

Figure 12. The College of the Bahamas (photo provided by COB).

Marshall (1982) on the other hand, understood that the goals of the College were developed by the MOE and COB without adequate input from constituent members and that the goals themselves did not possess clarity in terms of direction. In his own words Marshall stated that:
It would seem, therefore, that in order that an institution maintain autonomy and integrity regarding the goals which it has chosen, a plan for accomplishing those goals must be developed. In addition those goals and objectives must be clearly articulated and supported by all the institution’s constituents. At present, the administration at the College is still attempting to anticipate the direction in which the Government will lead them. Speculation continues at all levels, thus many of the College’s constituents are uncertain of either its goals or direction (p. 2).

According to Marshall (1982) an institution cannot effectively evaluate how well it is performing, allocate resources, plan for future growth, encourage its constituents or justify its existence without clear-cut goals and objectives. Though there were many reports and committees formed to provide a clear vision for the College there were still those who felt as if more could have and should have been done. It was in 1986 that the Northern Bahamas Campus was established in Freeport Grand Bahama, the second most populated Island.

As the College continued to grow the need for an updated library system was apparent. The present system at that time was not satisfactory in terms of meeting the needs of the general populace. In 1984 an extension was added to the library of approximately 7,500 sq. ft. It was viewed as a major development towards the future. Unfortunately, the added square footage only took the library up to about 10,000 sq. ft. (see Figure 11). Before adding the additional footage the library was consisted of a three room building of approximately 2,500 sq. ft. (COB, 2010). After completion of the renovations it was soon realized that the library was still inadequate to meet the needs of the growing institution. Though the space had tripled it was only sufficient to accommodate the collections and staff. The foresight that went into the design and planning is unclear, whether or not a construction analysis or feasibility study was conducted to determine the possibility of future growth and development is unclear. It was apparent from the outset that the new library provided no avenue for future growth and more
needed to be done in order to accomplish the goal of developing a more desirable updated library system.

Figure 13. The College of the Bahamas library (photo provided by COB).

1990s: Time for a Change

It was during this era that UNESCO, the World Bank, and CARICOM began to provide specialists to assist in the research of a variety of areas in post secondary education. This was also the decade that sparked political change. In the early 1990s the FNM had become better organized and began appealing to the people. The party was being led by Hubert Ingraham a
former PLP and close friend of Sir Lynden Pindling. In 1992 for the first time in 25 years and 17 years after independence the PLP lost an election and the new FNM government came into power under the leadership of Hubert Ingraham. The PLP had become complacent and there were many allegations of corruption; but the main factor for their defeat was based on the people, who were just tired of the political rhetoric (Maples, 2007).

A New Era for Tertiary Education

The 1990s ushered in a new era in tertiary education in the Bahamas. It was during this time that the concept of a university began to take form. Sweeting (2010) stated that “in 1990 the government began to take a critical look at post secondary education. It began with the Minister of Education appointing a Central Study Team (CST) which held its first meeting in September 1990 to develop a master plan for post-secondary education.” The project was conceived as part of the Second Technical and Vocational Training Project for the conditions of a World Bank Loan. This report produced by the World Bank Team addressed many areas in the educational system that needed improvement (Central Study Team, 1991). One of those areas was COB. The report stated that “COB suffers from a lack of an overall development plan based on national priorities” (CST, p., 12). According to this report the government as of the early 1990s had not yet established clear long term plans for post-secondary education which was the guiding purpose for the development of the CST.

Several ministries within the government were involved in this process including the Ministry of Education the UWI and three consultants (Dr. Harold Silver, Dr. S. V. Martorana and Dr. Jackson Newell) who were secured through the Center for the Study of Higher Education,
Pennsylvania State University. The project was chaired by Dr. Keva Bethel, Principal of the COB and Ms. Paula Sweeting, Senior Officer Tertiary at the Ministry of Education (CST, 1991). According to Sweeting (2010) “the intent of the project was to overcome fragmentation and a lack of coordination in post-secondary education and to provide recommendations for change.” There were four public institutions that played a role in this process.

1. The College of the Bahamas (COB)
2. The Bahamas Hotel Training Centre (BHTC)
3. The Industrial Training Centre (ITC)
4. The Bahamas School of Nursing (BSON)

Each institution however, served a different role than the others. As the report evaluated the four institutions to establish their effectiveness as it related to post secondary education in the Bahamas, they were all given certain tasks. All four of the institutions were to conduct an internal study and submit the findings to the CST. It was later concluded by the CST that the institutions were overlapping in functions in some areas and in others there was a lack of coverage (CST, 1991). Each institution appeared to have been operating in a silo with no communication to the others causing an obstruction in progression from one to the next.

Based on COB’s self evaluation it recommended to the CST that the COB Act of 1974 be amended to take account of its transition to full tertiary/higher education status. The College suggested that provisions be made to allow for budgetary autonomy that is conducive to higher education institutions globally. It presented what it considered at that time to be the underlining weaknesses in its governing and academic structure and asked for specific changes in the way in which the Council members were selected and the length of time in the position.
Without ambiguity the College emphasized the inadequacy of its premises for the purpose of fulfilling its mission. In particular, was a lack of an updated library and resources that are apparent in all research institutions (CST, p. 53). There was a great desire by the College to articulate the needs that were pre-existing before addressing any new aspirations.

In the midst of transition the College continued to grow in new areas. The Ministry of Health which was responsible for the nursing education from its inception decided to take a change of course. In 1991 the Bahamas School of Nursing and all related programs were placed under the COB by a Cabinet decision (see Figure 11). The facility that once was known as the Bahamas School of Nursing became a satellite campus for the College and was named the Grosvenor Close Campus (UWI, 1999). It was also in this year that the College began to offer its own baccalaureate programs which started with the Bachelor of Business.
In January 1994 a report by the National Task Force on Education (NTFE) was presented to the Prime Minister of the Bahamas The Right Honorable Hubert A. Ingraham by Dr. Keva Bethel, Chairman of the NTFE and Principal of the COB. The report conducted by the NTFE which according to Sweeting (2010) was also known as the Bethel Report evaluated the work that was conducted by the CST in 1991 and concluded that although the proposals from the various institutions involved appeared to have been accepted in principle, no specific action was taken towards implementation (NTFE, 1994). According to the NTFE (1994) the CST (1991) proposals was concerned basically with the establishing of a system of post-secondary education that would effectively serve the needs of the country. There were in all eight proposals suggested as follows by the NTFE (1994) based on the CST (1991):
1. A proposed Bahamas Coordinating Board for Post Secondary Education which would be appointed by the government but with complete autonomy. Its function would be the development of policy and the planning and coordinating of institutions and their programs.

2. A proposed Accreditation Board which would also be government appointed with complete autonomy who would oversee the standards in accreditation with both public and private institutions including those which are offshore. It would also be responsible for primary and secondary schools.

3. A proposed University College of the Bahamas which would take the four post secondary institution and combine them into two institutions, one being the University College of the Bahamas. The University would not offer any college prep courses that were currently available at the COB and would focus on granting Associate and Bachelor degree.

4. A proposed Research focus that would be predominately at the new University for the purpose of creating new knowledge.

5. A proposed Community College of the Bahamas that would conduct lower-level programs and general education currently offered at the COB, BHTC, and ITC. It would have an open flexibility for entry requirements and offer an associate degree while working closely with the proposed University of the Bahamas.

6. A proposed Centre for Continuing, Extension and Distance Education which would have the responsibility for working with the departments of both colleges to
provide a wide range of extension services, and for developing distance education programs at various levels and in various fields, particularly for the Family Islands.

7. A proposed library system with branches in different locations to serve all post secondary institutions.

8. A proposed Credit Accumulation Scheme which would enable students to gain credit for the in-house training activities mounted by public and private enterprises. These credits, like those gained in accredited courses in other institutions would be used for purposes of progression and transfer within the tertiary system (pp. 223-225)

According to the NTFE (1994) there were several interim developments that took place which were directly related to the abovementioned proposals. The first was the amalgamation of the School of Nursing into the COB. Next was the introduction of a bachelor degree program in banking and finance. Another was the establishment of a research unit at the COB. Then there was the computerization of the library at COB, and finally, the removal of the BHTC and ITC from under the MOE and transferring them to the Ministry of Labor. The NTFE final recommendations were that:

a) An overall philosophy and mission be articulated for tertiary education without delay.

b) A review of the CST (1991) to determine its continued relevance with the framework of the philosophy and vision.
c) A commitment be made to implement those aspects of the Plan which clearly continued to have urgent priority.

d) A realistic timetable for action be formulated to guide the further development of the tertiary system (p. 226).

The College of the Bahamas Act 1995

The recommendations of the CST, mainly those that were suggested by the College came to fruition in 1995. Less than four years after the CST Report the Government of the Bahamas established an Act to repeal the College of the Bahamas Act while providing for the continuity of the College as a statutory body, corporate with greater autonomy and for matters of incidental thereto (COB Act, 1995). There were several major changes in the new Act in addition to greater autonomy that was not in the previous Act. A major shift was in the position of principal which was now changed to president and the addition of a vice president. Higgs (2010) stated that:

The influence of the American education system had great impact on the change of nomenclature. Though the system of education was British by design; however, due to the proximity of the U.S., as individuals were trained in U.S institutions and returned to the College the North American model of higher education began to have more of an effect. This was one of the main factors which contributed to the change of nomenclature in the Act of 1995.

The new Act stated that the functions of the College were:

a. To provide instruction, conduct research and disseminate knowledge of a standard required and expected of a college of the highest standard in the Liberal and Creative Arts, the Sciences, Technology and other branches of learning in an environment which fosters academic freedom;
b. To confer degrees and grant diplomas, certificates and other awards and honors as are usually conferred by similar institutions; and

c. To enter in any association or affiliation with universities, colleges or other institutions of learning, whether within the Bahamas or otherwise, as the College may deem necessary and appropriate.

According to Bethel (2010) “the COB Act of 1995 was a collaborative effort between the faculty, Faculty Union, administration and various parts of the College who were trying to gain a greater sense of autonomy, specifically, financial autonomy and autonomy concerning appointments.” She explained how at this point the College was now able to develop a budget based on income independent of the government. This along with the government’s assistance began a transition in how the institution handled its finances. It also provided the College the avenue to hire faculty and staff based on qualifications that were decided upon by those with the experience and knowledge to hire educators without the MOE interfering.

Johnson (2010) stated that “with the establishment of the Act of 1995, the only appointment that needed approval from the MOE was the position of president.” Bethel (2010) conveyed that “monies that were given by the government came in one block chunk in the form of grants on two separate occasions, and the College was now given the authority to use all funds at its discretion.” Prior to this point funds that were being collected from students such as tuition and fees were going back into the Ministry’s general fund (Saunders, 2010). The College was now able to keep its tuition, fees, donations, and all income that came in from donors or any other sources which it was not allowed the privilege before (Bethel, 2010). At this point the College began to mature into an institution that all prior studies were trying to obtain.
According to Bethel (2010) “even though the College was given more autonomy it was still answerable to the MOE. It was not autonomous in the sense of a U.S. public institution, but rather having more freedom to operate independent of the government in regards to certain budgetary allocations and staffing decisions.” Fielding and Gibson (2005) stated that it is actually semi-autonomous, in that, while it receives a subvention from the government it can raise its own funds as well as disburse them without government intervention. The MOE was still responsible for the College and all major decisions had to go through the Ministry for approval. A good example of this would be the transition from a college to university which required the construction of a new Act which could only be carried out by government (Bethel, 2010).

It was also in 1995 that the College began offering its own bachelor degree program a part from the UWI which was viewed as a watershed in the life of the COB (Sweeting, 2010).

In 1996, the Ministry of Education began laying the foundation for the establishment of a system of quality assurance. It began with those institutions that were already registered with the MOE as part of the accreditation process proposed by National Accreditation and Equivalency Council of the Bahamas (MOE, 2005). This marked a new phase in the development of tertiary education in the Bahamas. As an emerging nation the government of the Bahamas realized the need for credibility in the international arena. Its attempts to develop an accreditation/quality assurance system that would be both regionally and internationally accredited were considered to be a first step towards internationalization. According to Sweeting (2010) “through its work with international agencies the government had developed draft legislation for the development of an accrediting agency for the Bahamas.”
Seventeen years after the Bahamas joined UNESCO the Honorable Dion A. Foulkes, then Minister of State for Education in the Bahamas, gave a speech in Paris, October 1998 at the World Conference on Higher Education, focusing on higher education in the twenty-first century. In his address he stated that the investment in higher education had resulted in the emergence of a cadre of highly skilled professionals, capable of meeting the majority of the manpower needs in the country (Foulkes, 1998). He also made mention of the four major steps towards quality assurance at the College of the Bahamas. The first was an aggressive faculty development policy which had allowed large numbers of lecturers to upgrade their credentials; the second was the streamlining of many of its academic policies; the third was the tightening up of its academic procedures; and the fourth was the formation of linkages with professional bodies such as the Bankers’ Institute of London.

2000s: The University of the Bahamas

In the year 2000 the country was in mourning over the loss of a great leader. Sir Lynden Pindling who was prime minister for 25 years, and leader of the PLP party. He was recognized as the most prominent political Figure of the past 30 years (Maples, 2007). Sir Lynden Pindling died on August 26, 2000. Under his leadership education became available to all from primary, thru secondary, to tertiary. Everyone was allowed the opportunity. Pindling brought a sense of pride to the Bahamian people, not based on color but on identity as a Bahamian. Under the leadership of Perry Christie in 2002 the PLP once again became the governing party gaining 29 of the seats in the House. Christie at that time was viewed as the man of the people with a
heart for the people. This lasted only for four years as the people got weary after only one term.

THE FUTURE OF TERTIARY EDUCATION

In 2004, the College began planning to transform itself from a degree-granting college into a university, aspiring to be recognized both within the country and internationally as the national University of the Bahamas, with focus on excellence and accessibility for Bahamians and non-Bahamians who might choose to study, teach or research there (Hodder, 2007). The concept of a university was becoming more apparent as time progressed. Though there were many faculties and administrators with a fear of the unknown, the more the idea was presented the more acceptable it became.

In May 2005, a report entitled The National Report on Higher Education in the Commonwealth of the Bahamas was prepared for UNESCO by various parts of administration at the COB and MOE (Fielding & Gibson, 2005). The individuals conducting the study were William J. Fielding and Jeannie Gibson with assistance from Dr. Pandora Johnson, Willamae Johnson, Paula Sweeting and Marie Sairsingh-Mills. It was later revised in November 2005. There were four departments at the COB (The Planning Unit, Research Planning and Development, Libraries and Instructional Media Service and the School of English Studies) and one at the MOE (Department of Education) which were involved in this process. This document, based on the historical development of higher education in the Bahamas was created by the MOE and the COB for the UNESCO. It presented information on ten significant areas that were essential to
the development of tertiary education in the Bahamas up to that point. The areas covered were:

1. Historical data
2. Structure and functioning of higher education
3. Access to higher education and its demographic coverage
4. Higher education administration and management
5. The principal actors in higher education
6. Higher education financing
7. Research in higher education
8. Place and role of the new information and communication technologies
9. Recent innovations, reform and development prospects and plans
10. Evolutionary trends, future development prospects and plans

There was much advancement on behalf of the College in 2005 in addition to the report prepared for UNESCO. According to Bethel (2010) one of the most notable was the opening of the café, bookstore and business centre on Monday, November 28 (see Figure 15). The Attorney General and Minister of Education the Hon. Alfred Sears declared the facilities to be officially opened. He stated that, “when the history of the College of the Bahamas is written, the year 2005 will be etched as the year of significant achievements in the life of the institution” (Bahamas Information Service, 2005). As the minister reviewed the 30 year history of the College he stated that the College was on its way to becoming the country’s first publicly funded university. It was also at this time that Minister Sears made mention of the
development of other physical resources at the college. These included the plans for the establishment of the Harry Moore Library and Resource Centre, the construction of a performing arts theatre, and the development of a new facility for the College’s Northern Campus on Grand Bahama. With this announcement it was evident that the idea of a university was indeed a reality to those in the government and at the College (Bahamas Information Service, 2005).

Figure 15. The College of the Bahamas bookstore and café (photo provided by COB).

The Minister recognized three individuals in particular for their contribution to the process. The first was Dr. Keva Bethel, president emeritus for her outstanding work in articulating the importance of library to the development of a first class institution. Second was
Dr. Leon Higgs, former president of the College and present Director of Higher Learning at the MOE, for his efforts in seeking support for the development of the facility. The final recognition was given to Dr. Rodney Smith, who had just recently stepped down from the office of the president for his fortitude in driving the renovations and providing insight on the investment possibility of the new resources (BIS, 2005). This was all in conjunction with the Ministry’s desire to see the College transition to university status by 2007.

Dr. Bethel, continuing to share her thoughts on the development of tertiary education in the country stated at a commencement exercise at the college as she was being inducted as President Emeritus:

The University must aim to produce students with well-honed intellectual skills who can bend their minds to becoming proactive rather than reactive thinkers, who can help to develop in visionary and creative ways a desperately needed, overarching plan for the sustainable economic, social and cultural development of The Bahamas that is driven by what we seek to become as a people rather than by what outsiders seek to make of us (Lightbourne, 2005).

Dr. Bethel’s passion was evident throughout the service as she continued to encourage the graduating students in their pursuit of knowledge.

On July 1st, 2006, the Hon. Alfred Sears, Minister of Education, extended an official offer to Mrs. Janyne Hodder for the position of president of the COB. The offer was accepted and Mrs. Janyne Hodder became the fourth President of the COB. Mrs. Hodder was not new to the Bahamas or the College. In the early 1970s she accepted a position as lecturer at San Salvador Teacher’s College, and in 1975 became a faculty member at the newly formed COB. It was not long before she became the Head of the Reading Department in the Teacher Education Division of the College while serving on several committees (COB, 2006, p. 2). According to the COB
(2006) one of her duties during this time was also to assist in the preparation of the core curriculum for the institution while coordinating the Literacy Clinic for at risk youth. Mrs. Hodder was originally from Canada where she was Principal of Bishops University in Quebec for approximately nine years.

Upon President Hodder’s arrival the acting President, Dr. Rhonda Chipman-Johnson took on her new role as Executive Vice-President and Chief Operating Officer. Mrs. Hodder was the first president in the history of the institution not to have an earned doctorate. This however, did not seem to hinder President Hodder’s performance or have an impact on her ability to accomplish the goals set before her. In 2007 President Janyne Hodder spoke at a tourism conference entitled My Bahamas Marketplace Fuelled by Education, Propelled by Collaboration. It was during this conference that the President addressed the issue of the College transition to university. In her address she stated that:

The University of The Bahamas will continue to offer undergraduate programmes and we intend to make the undergraduate experience of our students better and better. That is why we have been seeking to find international partners who will with us create international student and faculty exchange programmes that will enrich the academic experience of both universities. Indeed, we recently signed an agreement with The University of Johannesburg to create such exchanges and we expect our first field of collaboration will be tourism and hospitality, given the high level of activity in this sector in both our countries (Hodder, 2007).

This was only one of the many conferences and presentations that President Hodder would make as it related to the establishment of a University of the Bahamas. President Hodder in that same year delivered a speech entitled From College to University: The Role of Higher Education in Developing Bahamian Society, at the sixteenth annual Bahamas Business Outlook. At this meeting the President made direct ties for the future of higher education with that of
the vision that was forecasted by the government more than 30 years earlier. This entire presentation was based on the future endeavors of the College of the Bahamas pointing back to the Acts of 1974 and 1995.

President Hodder believed that the main role of the College was teaching, research and service and that while a primary focus of the COB is increasing educational training at the tertiary level, the President insisted that the nation's tertiary education should be about building new knowledge (Hodder, 2007h). If the College is to make the transition to university, research should be at its core. According to the President a clear mandate is that the College be active in research to the point of establishing a national research council (Culmer, 2007).

In May 2007 President Hodder addressed the Rotary East Club on Building the University of the Bahamas. In her address she listed what she considered to be quick facts on the state of the college.

- Today we offer on a free-standing basis, 6 baccalaureate degrees with 59 majors and 3 associate degrees
- We also offer the UWI law programme which we expect to make our own by 2009 as well as 4 graduate degrees in collaboration with universities such as Kent State.
- The College’s enrolment in January 2007 was 5,409, 622 of which were at the Northern Bahamas Campus
- In any given semester, the proportion of students enrolled part-time hovers around 40%
As of January 2007, there were 224 regular full-time faculty. In addition the College utilizes about 70 part-time faculty.

As of January 2007, the College employed 373 staff in support and administrative roles.

The operating budget of the College for the year 2006-2007 is $41,396,400.

Between 2005 and 2007, the College invested $12,395,541 in infrastructure improvement.

We have activities in New Providence, in Grand Bahama, in Exuma, in Andros and in San Salvador.

We have signed agreements to collaborate with 2 universities in the past year, one with The University of Rhode Island where 2 Bahamian students from The College are currently on exchange and one with The University of Johannesburg where we hope to start exchanges next fall. We also have a new exchange programme with Monroe College in NYC in the area of tourism and hospitality.

Building the nation through education the strategic plan of the COB (2007) lays out the goals for future development of the college in four areas. The first is context. The College seeks to develop a rapport with its constituents, mainly those high school students and those in the continuing education arena (adults) who are considering higher education but are looking internationally instead of locally. The objective is to assist the community in understanding the need for a local university by demonstrating the potential of domestic growth. Once those on national level would have accepted the appeal the attention would then be moved regionally.
The goal of the regional appeal is to create an atmosphere where all the Caribbean would feel at home. Both the national and regional appeal will assist greatly in the brain drain being felt throughout the region. As the gears shift internationally it is focused more on the development of a research university that would become number one in its area of specialization.

The second goal that was presented focused on the development of a written history of the College. Bethel (2010) noted that with all that the College has done over the past 35 years there is no documented history to articulate to the average citizen the importance and accomplishments of tertiary education in the country. There was also the reality of learning from the past which could provide the potential to assist in the present and future. With this in mind the College procured the two foremost historical scholars in the country to conduct research and publish such research on the issue of education and race in the country. The first was Dr. Keva Bethel, President Emeritus of the COB with unmatchable knowledge of the COB. Then there is Dr. Gail Saunders, former Director General of Heritage with more knowledge of the culture and development of the country than the history books on the shelf. Both Dr. Bethel and Dr. Saunders are presently employed at the College as scholars in residence.

The third and fourth goals fit together as both cover the university. One covered the development of the role of the university, its vision statement and mission. The other was to establish clear goals for the university. The COB (2007) report has become a foundational marker for the building of the University of the Bahamas.

The College continued with its efforts toward becoming a university. According to the COB (2010) in order to accomplish the objective of obtaining university status vital areas must be developed. Additions were made to the library in the 1980s but did not meet the demands
of the college. It was not until the 2000s that new plans were developed to create a state of the art library system. The new library is the product of a tripartite funded project by the Government of the Bahamas, the COB, and the Lyford Cay Foundation. The plan was to have the system up and running by fall 2005 which did not take place. It was originally estimated to cost $15 million with approximately 60,000 sq. ft. of space (see Figures 16-18). It is designed to be the signature building on campus inviting and inspiring current and future researchers with interest in the Bahamas and Bahamian culture. The new facility will provide a quality environment where students would have the opportunity to engage research and develop in a learning community.

*Figure 16. Inside look at the construction of the new COB library (photo provided by COB).*
The library is near completion (see Figure 18), though it took a much longer time than expected and almost twice the cost. Construction did not begin on the project until April 2008. Its new completion date is schedule for the September 2010. Originally the established cost was at $15 million, the cost today stands at $28 million. The new library will be named after the former chairman of the Lyford Cay Foundation who contributed greatly to the development of the College by his presence on the council of the College and his financial contributions. Many considered the building process as a landmark in the development of tertiary education (Hodder, 2010). The library is viewed as an instrumental component in the goal of becoming a research university. Its size and capabilities will most likely be one of the most noticeable in the Caribbean which goes a long way in the institutions goal to attract international interest.
In addition to the library the College also began major development of its Northern Bahamas Campus (NBC), a new Performing Arts Centre, Graduate School of Business, C-Block Computer Centre and a Small Island Sustainability – GTR Campbell Complex. The new NBC campus is located in East Grand Bahama and demonstrates the Colleges’ goal to provide quality tertiary education access to the entire Bahamas. Grand Bahama is considered the second largest city in the Bahamas in terms of its population. The newly constructed campus (see Figures 19 & 20) will continue to offer bachelor and associate degrees along with the granting of diplomas (COB, 2010). The cost of the construction is estimated at approximately $10 million with a completion date of fall 2010.
Figure 19. An inside view of the construction of the Northern Bahamas Campus.

Figure 20. Construction of the Northern Campus.
The newly renovated state of the art performing arts centre has added a new dimension to the College. The cultural expression in the Bahamas is unique and there are many who would like to bring the talent of Bahamians to the forefront. This is a demonstration of the Colleges’ goal to provide an avenue for the creation of new expression in the arts. The total cost of the project was approximately $3,300,000. This stands as an example of the College’s goal to obtain recognition throughout the Caribbean and the world. A further demonstration of this is the building of a new Graduate School of Business. The new addition is costing the College a total of $4 million. There is also the addition of the computer lab which will be known as the C-Block Computer Centre. The updated Computer Centre is costing the College a total of $800,000 (COB, 2010).

Figure 21. Renovation of the Performing Arts Centre.
Figure 22. The newly design state of the art Performing Arts Centre.

There were two more projects the Small Island Sustainability – GTR Campbell Complex which cost totaled $10 million and the T-18 Pharmacy Lab which total approximately $1.6 million (see Figure 23-25). Both were new projects that added to the institutions ability to provide a place capable of creating new knowledge.
Figure 23. Phase 1 of the development of the T-18 Pharmacy Lab.

Figure 24. T-18 Pharmacy Lab nearing completion.
Conclusion

The research has revealed a continued growth in Colleges’ faculty, staff and administration. It has also showed a continued increase in student enrollment. From the COB Act of 1974 to the subsequent Act of 1995 to 2010, the College has continued to progress in its development and has worked diligently at accomplishing its task of achieving a university status. The history of education in the Bahamas like in most developing nations carries with it many trials and hardships. It was through a quiet revolution which was sparked by a riot in the 1940’s and led to the changes in the 1960s that ultimately led to a peaceful transition of government and eventually a long awaited independence. It was through such hardship that tertiary education in the Bahamas was birthed.
To form a better understanding of the narrative presented in this chapter a review of the research questions is appropriate at this point. The research questions were as follows:

RQ1. What were the forces that influenced the development of the COB Act of 1974?

RQ2. Has the COB demonstrated its fulfillment of providing a place of education, learning and research, of a standard required and expected of a college of the highest standard and expansion of its physical resources as stated in the Act of 1974?

RQ3. Has the college done those things necessary to fulfill its commitment to associate or affiliate with universities, colleges or other institutions of learning as stated in the Acts?

RQ4. What was the intent of the Act of 1995? Has the Act of 1995 replaced the Act of 1974, or is it an amendment to the Act; what was the justification for developing a new Act?

It was the goal of this chapter to present the research findings in a narrative form while answering the research questions without specifically stating them throughout. The questions as posed will be addressed individually in Chapter V of this study which provides the summary of the findings.
CHAPTER V
SUMMARY OF FINDINGS

Introduction

The present research sought to address the implementation of the College of the Bahamas Act of 1974, and the subsequent Act of 1995, and the historical lack of documentation as it related to tertiary education and its development in the Bahamas. There was an investigation to determine whether or not the provisions of the COB Act of 1974 was accomplished and if the Act of 1974 indeed provided clear directions for the institution, what factual data was there to authenticate the achievement of the directives? What was the intent of the Act of 1995? Is the Act of 1995 a reinstatement of the Act of 1974? If not, is it a modification or a replacement? These were the problems that were determined at the outset of the study and were the driving forces for the approach taken. This chapter has summarized the research findings in a clear and unambiguous format and provides an in-depth analysis of the findings.

As stated in chapter III, the methodological approach used in this research was that of an historical analysis using interviews and document analysis as a part of the data collection process. The interview method was comprised of both the conversational interview and oral histories; and the document analysis investigated both primary and secondary documents. Historical analysis was chosen due to the nature of the problem stated. According to Gall, Gall and Borg (2007) historical research is the process of systematically searching for data to answer questions about a phenomenon from the past to gain a better understanding of the foundation of present institutions, practices, trends, beliefs, and issues in education (p. 529). In
addition Fraenkel and Wallen (2006) believes that this method would be appropriate under several scenarios: to make people aware of what has happened in the past so they may learn from the past failures and successes; to learn how things were done in the past to see if they might be applicable to present-day problems and concerns; to assist in prediction; to test hypotheses concerning relationships or trends; and to understand present educational practices and policies more fully.

Discussion of Findings

This section discusses in detail the findings of the research. In order to accomplish this task each research question is addressed individually to identify and interpret important results. The research questions are presented below and are answered in the chronological order thereafter.

RQ1. What were the forces that influenced the development of the COB Act of 1974?

RQ2. Has the COB demonstrated its fulfillment of providing a place of education, learning and research, of a standard required and expected of a college of the highest standard and expansion of its physical resources as stated in the Act of 1974?

RQ3. Has the college done those things necessary to fulfill its commitment to associate or affiliate with universities, colleges or other institutions of learning as stated in the Acts?

RQ4. What was the intention of the Act of 1995? Has the Act of 1995 replaced the Act of 1974, or is it an amendment to the Act; what was the justification for developing a new Act?
RQ1

What were the forces that influenced the development of the COB Act of 1974?

Findings

When conducting this research several factors were found that influenced the development of the COB Act of 1974.

1. It was discovered that the change of government in the 1960s from minority UBP party (White elitist) to the majority PLP party (Blacks), contributed greatly to the future development of the Act of 1974.

2. In the late 1960s and early 1970s the focus of the government shifted and the newly formed government saw education as the vehicle that would propel the country into the future. The new government used education as its platform, the motivation is unclear but this move directly impacted the establishment of a new college.

3. There is evidence that would suggest that the Education Act of 1962 had an impact on the COB Act of 1974 as well. The Education Act of 1962 included the area of post secondary education.

4. The need for qualified teachers and trained/skilled labors for the job market was the most pressing issue at that time and influenced every area of government including the Ministry of Education. This is apparent in all the government documentation at that time on post secondary education.
5. The Leys Report (1968) was however, what most considered the driving force behind the development of the COB and the greatest influence on the COB Act of 1974. Leys was charged with the development of a proposal for the advancement of a College of the Bahamas. Many point to the Leys Report as the written foundation for the college.

6. The country’s separation from the influence of Great Britain and ultimate independence on July 10, 1973. It was evident that the average citizen of the country would not have attained an education if the British colonial system had remained. The system itself was structured for those who it considered to be of a higher class.

These were the major events which had a direct impact on the development of the COB Act of 1974; this is not to say that these were the only factors, but were considered to be the most important based on findings. It should be noted that based on all documentation gathered that politics played probably the most important role in the development of tertiary education. It should also be noted, however, that politics was probably the major hindrance to the process as well. This was the vehicle that the majority used to usher in change. It was not by power or might but by education that a majority being held in suppression was able to take control of their future and the ultimate direction of the country.
RQ2

How has the COB demonstrated its fulfillment of providing a place of education, learning and research, of a standard required and expected of a college of the highest standard and expansion of its physical resources as stated in the Act of 1974?

Findings

According to the data in chapter IV over the past 35 years of the college’s existence it has transitioned from a mostly teachers college to an institution focusing on research and development. This was seen throughout its history and is more clearly seen today by its efforts in becoming a research university (see Figures 16—25). From 2005 to 2010 the estimated expenditure on the new developments within the college totals approximately $57.7 million. Table 4 below is a demonstration of the new projects geared toward providing a place of education, learning, and research of a standard required and expected of a college of the highest standard. The college has also developed three research units and Marine and Environmental Studies Institute (Fielding & Gibson, 2005).
### Table 4

*New Project Cost Analysis*

<table>
<thead>
<tr>
<th>Project</th>
<th>Cost</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building of state of the art library on main campus</td>
<td>$28,000,000.00</td>
<td>Estimated move in date: September 2010</td>
</tr>
<tr>
<td>Small Island Sustainability – GTR Campbell Complex</td>
<td>$10,000,000.00</td>
<td>Estimated completion date: Unknown</td>
</tr>
<tr>
<td>Northern Campus</td>
<td>$10,000,000.00</td>
<td>Estimated completion date: 2010</td>
</tr>
<tr>
<td>Graduate School of Business</td>
<td>$4,000,000.00</td>
<td>Estimated completion date: Unknown</td>
</tr>
<tr>
<td>Performing Arts Centre</td>
<td>$3,300,000.00</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>T – 18 Pharmacy Lab</td>
<td>$1,600,000.00</td>
<td>COMPLETED: some renovations still being completed</td>
</tr>
<tr>
<td>Network Rebuilding</td>
<td>$1,500,000.00</td>
<td>Estimated completion date: Unknown</td>
</tr>
<tr>
<td>C – Block Computer Centre</td>
<td>$800,000.00</td>
<td>Estimated completion date: Unknown</td>
</tr>
</tbody>
</table>

According to the available data in chapter IV, the college has matured in terms of student enrollment, the hiring of qualified faculty, a more developed governance and as demonstrated in Figures 13 – 23, the development of physical resources. When comparing the
cost of the library in Table 4 to the present structure as it exists today, in Figure 26 the need for a modern structure becomes that much more evident (see Figures 26 & 27). The following Figures illustrate the difference between the present library structure and the new structure nearing completion.

*Figure 26. The College of the Bahamas library (photo provided by the COB).*
In 1991 the enrollment was 2,058 and in 2006 it was approximately 5,698. The data illustrates how the College has transitioned from a community college structure to that of a four year institution. The College was once predominately an associate granting institution but has for the past decade granted both bachelor and master degrees. According to President Hodder (2007d) at an address to the Bahamas Chamber of Commerce/U.S. Embassy/Bahamas Development Bank Business Development Seminar, 14% of Bahamians between the ages of 18 thru 24 participated in higher education. The President compared this Figure to the 20% rate regionally and the 40% rate in the U.S.A.

In the last decade alone more advances were made in tertiary education than in all the years prior. From 2000 to 2006 there has been 1,837 associate and 1,315 bachelor degrees granted. The President reported that by 2006 the College offered 6 bachelor’s degrees in more
than 59 majors in addition to associate degrees, certificates and diplomas. In also stated that in 2007 the College granted more bachelor degrees (211) than associate (186) (Hodder, 2007d).

According to the COB (2007b) Fall Faculty and Staff Seminar from 2004 thru 2006 the College has produced 50 research papers published in peer-reviewed journals; 29 faculties had papers published in peer-reviewed journals; 26 faculties had book chapters published; 106 faculties contributed to research-based reports on national committees/projects; launch of The National Research Fellowship Program. In addition 107 faculties contributed to presentations at national conferences and 93 to presentations at international conferences; 12 faculties received awards for research achievements and 19 for creative achievements; 7 faculty members presented at Research Edge as well as several students; 60 faculties had creative works performed or exhibited in national events and 37 in international events; 10 faculties receiving College support for doctoral studies and 1 for master’s studies; $378,190 was spent supporting studies and leave for faculty; and over $500,000 spent supporting professional development of faculty and staff.

Based on the findings it was concluded that the College had fulfill its commitment to provide a place of education, learning and research of a standard required and expected of a college of the highest standard. It also provided factual analysis of the expansion and development of its physical resources. It should be noted, however, that the College is still in the process of development.

RQ3.
Has the college done those things necessary to fulfill its commitment to associate or affiliate with universities, colleges or other institutions of learning as stated in the Acts?

Findings

For the first 20 years of its existence, the College offered two-year associate degrees in addition to the Bachelor of education degree with the University of the West Indies, and a number of undergraduate diplomas and certificates. It has since continued with this relationship offering degrees at the Masters level. According to President Hodder (2007h) the College offers 4 graduate degrees in collaboration with other universities. Fielding and Gibson (2005) stated that a collaborative venture brought together by the efforts of George Mason University in Fairfax, Virginia, the COB and the MOE in 1995 lasted for 5 years. The centre provides field experiences for students and researchers mainly from George Mason University and the COB. Table 5 is an illustration of other collaborative efforts by the College.

Table 5.

COB Collaboration with other Tertiary Institutions as Found in the 16th Annual Bahamas Business Outlook: From College to University: The Role of Higher Education in Developing Bahamian Society 2007 by J. Hodder President.
<table>
<thead>
<tr>
<th>The College degrees</th>
<th>The degrees of other universities offered in partnership</th>
<th>Under consideration either alone or in partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degrees:</td>
<td>Bachelor degrees:</td>
<td>Graduate degrees:</td>
</tr>
<tr>
<td>A of Arts</td>
<td>BA</td>
<td>MBA (Fall 2008)</td>
</tr>
<tr>
<td>A of Science</td>
<td>BSc</td>
<td>MAT (Fall 2008)</td>
</tr>
<tr>
<td>A of Applied Science</td>
<td>BSN (Nursing)</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>BSET (Eng. Technology)</td>
<td>Law, Maritime Law</td>
</tr>
<tr>
<td></td>
<td>BBA</td>
<td>Allied Health</td>
</tr>
<tr>
<td></td>
<td>BEd</td>
<td>Marine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint Doctoral Programs</td>
</tr>
</tbody>
</table>

According to the College’s fall 2007 Faculty and Staff Seminar, in holding to its commitment to associate with other institutions the College has engaged in:

- 2 student exchanges
- 1 faculty exchange
- 1 joint course taught, Loyola and The College of The Bahamas –Andros stay
- New International Liaison officer
- West Indian Literature Conference
- Canada-Caribbean conference
- 2 faculty/administrator attachments, Ohio
- 3 new MOU’s (URI, Monroe, UJ)
- Faculty member enrolled at URI at in-state tuition rate
- 2 faculty on research sabbaticals internationally in 2007 (Hodder, 2007d)

**RQ4**

What was the intent of the Act of 1995? Has the Act of 1995 replaced the Act of 1974, or is it an amendment to the Act; what was the justification for developing a new Act?

**Findings**

Findings for RQ5 revealed that there were deliberate distinctions between the Act of 1974 and that of 1995. The Act of 1974 was purposed to establish a College of the Bahamas. Its intent was to provide a service which at the time was not being offered to the majority of the citizens. On the other hand, the intent of the Act of 1995 was to provide the College with greater autonomy having functioned in the pass as another ministry of the government (Bethel, 2007). Tables 6 and 7 illustrate the fundamental differences between the two Acts. The Act of 1995 provided the College administration latitude to make financial decisions without needing
the Ministry’s approval. It also placed the hiring of faculty and administration in the hands on the institution. According to Bethel (2007) the Act of 1995 was passed by Parliament in order to repeal the Act of 1974. It was much more than an amendment but rather a replacement of the prior Act. According to President Hodder (2007c) the Act allowed for more than a greater financial autonomy, it also provided changes to the organizational structure, gave authority to grant degrees and empower the College to seek and receive private funding.

Tables 6 and 7 provides a clear contrast while demonstrating the intent of both Acts, it also provides an illustration of the change in nomenclature.

Table 6

*Contrast between the COB Acts of 1974 and the subsequent Act of 1995*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contrast</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**The College of the</td>
<td>An Act to provide for the establishment of an educational institution to be known as the College of</td>
<td>An Act to repeal the College of The Bahamas Act while providing for the continuity of the College as a</td>
</tr>
<tr>
<td>Bahamas Act of 1974</td>
<td>the Bahamas and for the government control and administration thereof: and for matters connected</td>
<td>statutory body corporate with greater autonomy and for matters incidental thereto.</td>
</tr>
<tr>
<td></td>
<td>therewith and incidental thereto.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>October 30th, 1974</td>
<td>Assent June 21st, 1995</td>
</tr>
<tr>
<td></td>
<td>Commencement 19th December 1974</td>
<td>Commencement June 30th 1995</td>
</tr>
</tbody>
</table>
Table 7

**Contrast between the COB Acts of 1974 and the subsequent Act of 1995**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a place of education, learning and research of a standard required and expected of a college of the highest standard; to secure the advancement of knowledge;</td>
<td>To provide instruction, conduct research and disseminate knowledge of a standard required and expected of a college of the highest standard in the Liberal and Creative Arts, the Sciences, Technology and other branches of learning in an environment which fosters academic freedom;</td>
</tr>
<tr>
<td>To grant diplomas, certificates and other awards;</td>
<td>To confer degrees and grant diplomas, certificates and other awards and honours as are usually conferred by similar institutions;</td>
</tr>
<tr>
<td>To enter in any association or affiliation with universities, colleges or other institutions of learning, whether within The Bahamas or otherwise, as the College may deem necessary and appropriate.</td>
<td>To enter in any association or affiliation with universities, colleges or other institutions of learning, whether within The Bahamas or otherwise, as the College may deem necessary and appropriate.</td>
</tr>
<tr>
<td>There shall be a principal of the College who shall be appointed by the Council, with the prior approval in writing of the Minister.</td>
<td>There shall be a President of the College who shall be appointed by the Council, with the prior approval of the Minister.</td>
</tr>
<tr>
<td>The Principal shall be the head of the College and shall generally supervise and direct the academic work of the College, the academic and administrative staff and other staff of the College. He shall also perform such other functions as may from time to time be assigned to him by the Council.</td>
<td>The President shall be the head of the College and shall generally supervise and direct the academic work of the College, the academic and administrative staff and other staff of the College, and shall also perform such other functions as may from time to time be assigned to him by the Council.</td>
</tr>
<tr>
<td>Whenever the Principal is absent from The Bahamas or is for any reason unable to perform the functions of his office, the Council may appoint a person to act as Principal during such absence or inability.</td>
<td>There shall be an Executive Vice-President of the College, a Vice-President for Financial Affairs and such other Vice Presidents as the Council may determine, such Vice-Presidents shall be appointed by the Council.</td>
</tr>
</tbody>
</table>
| The Vice-Presidents shall, under the direction of the President, be responsible for the general administration of the College, including academic affairs; financial affairs and institutional development of the College, and such other duties as may be assigned to the Vice Presidents by the President or the Council. | }
Limitations

This study used the method of historical analysis which Fraenkel and Wallen (2006) stated has as a disadvantage the fact that measures used in other methods to control for threats to internal validity are simply not possible. They suggested that a researcher cannot ensure representativeness of the sample, nor can they usually check the reliability and validity of the inference made from the data available (p. 552). This would imply that the researcher can never be sure about the genuineness and accuracy of historical sources, which would be the case in any historical study. This study included interviews with several personnel at the COB and the MOE who were purposefully selected participants. Some participants were part of the establishments from their inception and others came on in the process of development. The focus of the interviews was on hearing their stories rather than establishing verification of events. There was also the researcher’s involvement in telling the story which added a unique point of view (Atkinson, 1998). In addition to the interviews the data which was collected were based only on relevance to the COB Act of 1974 and the subsequent Act of 1995 which was major limitation of this research.

Implications for Research

The present study was not an in-depth analysis into tertiary education in the Bahamas, but rather, on the development of the COB as the only public institution. Noting that there were other government post secondary institutions this researcher intentionally focused on what he considered the only tertiary institution basing tertiary education on the minimum of an associate degree. The information provided within this research provides a depth of data for
any researcher interested in the development of higher education in the Bahamas. It will also assist those researchers at the COB, the MOE and other CARICOM nations to understand the dynamics of a historical report and its benefit in understanding the development of policy.

It is a new era in the life of the COB and many are looking to the College as the vehicle that drives the country into the future. With this in mind researchers at the College will be able to use this research for practical purposes including but not limited to informing faculty and staff of the historical development of the institution and provide a starting point on historical documents on policy and change. It would also be an important tool to those conducting research on civics, government and social policy issues. This research reveals the impact of the people and the government on policy, and demonstrated the importance of understanding the past to better effect the future change. For example, every major transition in the life of the College took place by an established Act or amendment to an act. With all of the preparations and plans to develop a university there is yet to be the passing of an Act to establish such university and according to Bethel (2010) such decisions can only be made by Parliament.

Implications for Practice

As stated earlier, this research was based on the developments of the COB as it relates to Act of 1974 and 1995. A study of the general history of tertiary education in the Bahamas would yield significant results and would be of benefit the community at large. Others can build upon this research by adding to the body of knowledge in regards to tertiary education and its impact on society and culture in the Bahamas. It was also found that the impact of churches on the educational system was substantial. Hence, research in this area would be of benefit to
those in education in terms of gathering an accurate history of the impact of religion on education. It was also discovered that educational research in the Bahamas is all but non-existent. Though the College is making strides in this area it is virtually unchartered waters with the potential of significant impact not just on the Bahamas, but on entire Caribbean as well.

Throughout the history of the COB there have been four principals and four presidents, each providing leadership and contributed greatly to the development of the College. Focus was not placed on those individuals within this study in order to achieve the objective of defining the accomplishments of the institution as a whole rather than the individual. Hence, another source of future study could be the impact of past principal and president in the evolution of the institution.

Conclusion

The emphasis of this research was based primarily on the Colleges’ success or lack of in the implementation of the COB Act of 1974 and the subsequent Act of 1995. Throughout this study importance was placed on the Acts of 1974 and 1995, because they are considered to be the foundation on which the College exists. Like all community colleges, the COB was created to cater to the needs of the local community and to serve the public’s interest. Over time, the College has evolved into a unique institution while meeting the needs of a growing economy. It has continually proven its commitment to provide a place of education, learning and research, of a standard required and expected of a college of the highest standard. In the process it has expanded its physical resources in keeping with its desire of becoming a research university.

After careful review of the research based on the findings the visibility of the evidence in determining the accomplishments of the College is substantial. The corroboration of sources
within the research including the document analysis and interviews were conclusive. It was
determined based on the findings that the College had demonstrated its commitment to both
Acts and according to Bethel (2010) “the College is well on the way in terms of administration
and the infrastructure needed to establish a university; however, there is presently a need for
the development of a new Act in order to transition to a full university status.”
APPENDIX A

IRB CONSENT
Dear Terren Dames:

As the chair of the University of North Texas Institutional Review Board (IRB), I have received your application for research project.

The following information reflects our records associated with this application. Please inform me of any changes or corrections to this information, and utilize the assigned IRB number in further communications concerning your IRB application.

IRB Number: 08450
Principal Investigator: Terren Dames
PI e-mail: Terren Dames
Faculty Sponsor: Dr. Marc Cutright
Title of Project: An Historical Analysis of Higher Education in the Bahamas: A Case Study of the College of the Bahamas

I appreciate your thoroughness in checking with the IRB about your upcoming research project. According to our IRB's interpretation of the federal regulations that define scientific "human subjects research" for the
purpose of defining IRB jurisdiction, this project does not fall under the
purview of IRB, and therefore requires no IRB review or approval. This project
is NOT considered to involve "human subjects" because no
"identifiable private information" is used (i.e., the people from who
you’re collecting data are not revealing personal information).

I wish you the best in your project.

Sincerely,

Patricia L. Kaminski, Ph.D.
Chair, Institutional Review Board
APPENDIX B

INFORMED CONSENT FORM
University of North Texas Institutional Review Board

Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

Title of Study: The Development of Tertiary Education in the Bahamas: The College of The Bahamas Past, Present and Future

Principal Investigator: Terren L. Dames, a graduate student in the University of North Texas (UNT) Department of Counseling and Higher Education.

Purpose of the Study: You are being asked to participate in a research study which involves the development of tertiary education in the Bahamas from the 1960s thru 2000s.

Study Procedures: You will be asked to give an account of your role in and understanding of the development of the tertiary education system in the Bahamas that will take about forty five minutes to one hour of your time.

Foreseeable Risks: There are no foreseeable risks involved in this study.

Benefits to the Subjects or Others: We expect the project to benefit both the subject and others by demonstrating their involvement in the development of tertiary education in the Bahamas it will also have a greater benefit to the public and tertiary education system in general by providing an in-depth history of tertiary education in the Bahamas. Note that this study does not guarantee any results.

Compensation for Participants: You will receive acknowledgement of your participation in this study as compensation for your participation.

Procedures for Maintaining Confidentiality of Research Records: As a part of the interview process your signed consent form will be secured in locked file desk separate from any interview material. All digital recordings will be secured on a USB storage device and will be placed in a locked waterproof safe and will be erased upon completion of this research unless otherwise stated. The only individuals having access to the interviews will be the principle investigator and three faculty committee members. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.
Questions about the Study: If you have any questions about the study, you may contact Terren L. Dames or the faculty advisor, Dr. William Cutright, UNT Department of Counseling and Higher Education, at telephone number 940-565-2045.

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

Research Participants’ Rights: Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Mr. Terren L. Dames has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

_______________________________
Printed Name of Participant

_______________________________                                ____________
Signature of Participant                                     Date

For the Principal Investigator: I certify that I have reviewed the contents of this form with the participant signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

_______________________________                                ____________
Signature of Principal Investigator                             Date
APPENDIX C

THE COLLEGE OF THE BAHAMAS ACT 1974
CHAPTER 37.
COLLEGE OF THE BAHAMAS.

ARRANGEMENT OF SECTIONS.

Part I.
PRELIMINARY.

SECTION.
1. Short Title.
2. Interpretation.

Part II.
ESTABLISHMENT AND FUNCTIONS OF THE COLLEGE.

3. Establishment of College.
5. Functions of College.

Part III.
GOVERNMENT OF THE COLLEGE.

6. Principal.
7. Registrar directly responsible to the Principal.
9. Pension of persons transferred from the Public Service to the College.
10. Council to be subject to the directions of the Minister.
11. Fees and Charges.
12. Establishment of Academic Board.
13. Powers of the Board.
14. Meetings of the Board.
15. Discipline of Students.

Part IV.
FINANCIAL PROVISIONS.

16. Funds and Resources of the College.
17. Expenses payable out of the Consolidated Fund.
18. Power of Minister to control expenditure.
19. Control of expenditure of gifts of money.
20. Pensions and gratuities.
21. Transfer of certain property to the College.

SCHEDULE.
CHAPTER 37.
COLLEGE OF THE BAHAMAS.

An Act to provide for the establishment of an educational institution to be known as the College of The Bahamas and for the government control and administration thereof; and for matters connected therewith and incidental thereto.

[30th October 1974.]
[Commencement 19th December 1974.]

PART I.
PRELIMINARY.

1. This Act may be cited as the College of The Bahamas Act.

2. In this Act, unless the context otherwise requires—
   "Board" means the Academic Board of the College established by section 12;
   "College" means the College of The Bahamas established by section 3;
   "Council" means the Council of the College of The Bahamas established by section 8;
   "financial year" means—
     (a) in 1974, the period commencing on the date of the commencement of this Act and ending on the 31st day of December, 1974; and
     (b) thereafter, the period of twelve months ending on the 31st day of December;
   "functions" includes powers and duties;
   "Government" means the Government of The Bahamas;
   "Minister" means the Minister responsible for Education;
   "Principal" means the Principal of the College appointed under section 6;
   "public officer" shall have the meaning assigned thereto in the Pensions Act;
   "Registrar" means the Registrar of the College appointed under section 7.
PART II.

ESTABLISHMENT AND FUNCTIONS OF THE COLLEGE.

3.—(1) There shall be established an educational institution known as The College of The Bahamas.

(2) The College shall be a body corporate by the name of the College of The Bahamas with perpetual succession and a common seal, and shall, in that name, be capable of—

(a) suing and being sued;
(b) taking, purchasing or otherwise acquiring holding, charging and disposing of property, movable or immovable; and
(c) doing or performing all such other things or acts for the performance of its functions under, and for the furtherance of the provisions of, this Act which may lawfully be done or performed by a body corporate.

4.—(1) The common seal of the College shall be kept in such custody as the Council directs and shall not be used except upon the order of the Council.

(2) The common seal of the College shall be authenticated by the signatures of the Chairman of the Council or any other member of the Council duly authorised by the Council in that behalf, and of the Registrar.

(3) The common seal of the College when affixed to any document and duly authenticated under this section shall be judicially and officially noticed, and, unless and until the contrary is proved, any necessary order or authorisation of the Council under this section shall be presumed to have been duly given.

5. The functions of the College shall be—

(a) to provide a place of education, learning and research of a standard required and expected of a college of the highest standard;
(b) to secure the advancement of knowledge;
(c) to grant diplomas, certificates and other awards;
(d) to enter in any association or affiliation with universities, colleges or other institutions of learning, whether within The Bahamas or otherwise, as the College may deem necessary and appropriate.
PART III.
GOVERNMENT OF THE COLLEGE.

6.—(1) There shall be a Principal of the College who shall be appointed by the Council, with the prior approval in writing of the Minister.

(2) The Principal shall be the head of the College and shall generally supervise and direct the academic work of the College, the academic and administrative staff and other staff of the College. He shall also perform such other functions as may from time to time be assigned to him by the Council.

(3) The Principal may, with the prior approval of the Minister, be removed from office on the ground of misconduct, inefficiency or other good cause.

(4) Whenever the Principal is absent from The Bahamas or is for any reason unable to perform the functions of his office, the Council may appoint a person to act as Principal during such absence or inability.

7.—(1) There shall be a Registrar of the College who shall be appointed by the Council and who shall, under the direction of the Principal, be responsible for the administration of the College, including the administration of funds and other assets of the College.

(2) The Registrar shall be the Secretary to the Council and the Board.

8.—(1) There shall be a Council of the College.

(2) The government, control and administration of the College shall be vested in the Council.

(3) Without prejudice to the generality of subsection (2), the Council shall have power—

(a) to provide for the welfare of the students of the College;

(b) to control and superintend the property and policy of the College;

(c) to appoint such academic, administrative and other staff as appears to the Council to be necessary, on such terms and conditions (including salaries, allowances, other remuneration and disciplinary control) as the Council may determine;

(d) to receive, on behalf of the College, donations, grants or other money;
(e) subject to the prior approval of the Minister and to the provisions of section 12, to make regulations—

(i) to direct and regulate the administration of the College;

(ii) without prejudice to the generality of subparagraph (i), to direct and regulate the conduct, discipline and such other matters affecting the employment of members of the academic staff as the Council sees fit;

(iii) for the better carrying out of the provisions of this Act.

(4) The provisions of the Schedule shall have effect with respect to the constitution of the Council and otherwise in relation thereto.

9.—(1) Where any public officer holding a pensionable office under the Government, ceases to be the holder of such office by reason of his transfer with his consent to the service of the College and such person subsequently retires from the service of the College in such circumstances that, had he remained a public officer, he would have been eligible for pension under the provisions of the Pensions Act, then in any such case the following provisions of this section shall have effect.

(2) Any pension payable to any such person as is mentioned in subsection (1) by the College to whose service he has been transferred shall be calculated and granted to him in respect of his total service under the Government and with the College taken together and such service shall be reckoned as continuous for pension purposes.

(3) There shall be payable out of the Consolidated Fund upon the warrant of the Minister of Finance to the College as contribution to every pension paid in accordance with subsection (2), such amounts as would have been payable to the person concerned by way of pension under the Pensions Act, if such person had retired from the public service and if he had been granted a pension under the Pensions Act upon the date of his ceasing to be a public officer.

10.—(1) The Minister may give to the Council such directions as he thinks fit with respect to the exercise of its functions under this Act, either generally or in any particular case.
(2) In the exercise of its functions under this Act, the Council shall comply with any directions given by the Minister under subsection (1).

11.—(1) The Minister—

(a) shall fix fees and charges for courses of study, facilities and other services provided by the College;

(b) may reduce, waive or refund fees and charges so fixed generally or in any particular case or class of case.

(2) All fees and charges payable pursuant to subsection (1) shall be paid into the Consolidated Fund.

12.—(1) There shall be an Academic Board of the College which shall consist of—

(a) the Principal, who shall be the Chairman of the Board;

(b) the heads of such teaching departments as may be established within the College;

(c) the Librarian of the College;

(d) a student of the College selected in accordance with such procedure as the Principal may determine;

(e) three other persons selected by the Principal and appointed by the Council.

(2) The term of office of the members of the Board appointed otherwise than by office shall be two years, but any such member shall be eligible for re-appointment.

(3) If at a meeting of the Board the Chairman is absent, the members present may elect a Chairman from among their number to preside at that meeting.

13. Subject to the special or general directions of the Council, the board shall be responsible for the academic administration of the College and shall have the following functions—

(a) to provide for carrying out of curricula, instruction and education offered by the College;

(b) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the College;
(c) to consider and revise the courses of study, instruction and education in all departments of the College;

(d) to conduct examinations and to make rules for the award of diplomas and certificates;

(e) to make rules for the management and conduct of the library;

(f) to provide for the preparation and publication of a calendar;

(g) to regulate its own procedure and the conduct of its meetings.

Meetings of the Board.

14.—(1) The Board shall meet for the conduct of business at such times and in such places as it may provide or the Principal may require, not being less than three times during an academic year.

(2) The quorum at any meeting of the Board shall be one-half of the total number of the members of the Board.

(3) The Board may from time to time invite persons who are not members of the Council or the staff of the College to attend meetings of the Board for the purposes of giving advice to the Board.

Discipline of students.

15. The Principal shall have the power to exercise disciplinary control over students of the College and may, for the purposes of his power under this section, if he thinks fit, consult any committee appointed by him in that behalf from among the staff and the students of the College.

Part IV.

FINANCIAL PROVISIONS.

16. The funds and resources of the College shall consist of—

(a) such sums as may be voted for the purposes of the College by Parliament;

(b) all other sums or property which may in any manner become payable to or vested in the College in respect of any matter incidental to its functions.

17. All expenses incurred by the College under this Act shall be charged on and shall be paid out of the Consolidated Fund.
18. No expenditure shall be incurred by the College without the prior approval in writing of the Minister of Finance.

19. Where any gifts, donations, grants or other moneys are received by the Council, on behalf of the College, such gifts, donations, grants or other moneys shall be expended in such manner as the Minister of Finance may direct:

Provided that where a donor or grantor, as the case may be, has attached any stipulation to any such gift, donation or grant such stipulation shall be given effect to.

20. As soon as practicable after the commencement of this Act, the College shall, subject to the approval of the Minister of Finance, establish a scheme for the payment of pensions or gratuities to officers and servants of the College who retire from the service of the College, or otherwise cease to hold office by reason of age, or of infirmity of body or mind, or of the abolition of office.

21. All interests in and title to the movable property which immediately before the commencement of this Act was vested in the Treasurer and situated on the lands presently occupied by the C. R. Walker Technical College, The Bahamas Teachers’ College, and the San Salvador Teachers’ College, is, by virtue of this section and without further assurance transferred to and vested in the College.

SCHEDULE.

CONSTITUTION AND PROCEDURE OF THE COUNCIL.

1.—(1) The Council shall consist of nine members of whom—
(a) one shall be the Principal ex officio;
(b) one shall be a public officer from the Ministry of Education appointed by the Minister;
(c) six shall be appointed by the Minister acting in his discretion, after consultation with such economic or social bodies or associations from which he considers that such members should be selected;
(d) one shall be a student of the College selected in accordance with such procedure as the Principal may determine and appointed by the Minister.

(2) In the exercise of his powers of appointment under this paragraph the Minister shall ensure that, after the initial
constitution of the Council, the members of the Council shall not consist entirely of persons appointed to membership of the Council at the same time.

2. A member of the Council other than the Principal shall hold office for a period not exceeding three years, and shall be eligible for re-appointment.

3. The Minister shall appoint one of the members of the Council to be the Chairman thereof.

4.—(1) Any member of the Council, other than the Chairman, may at any time resign his office by instrument in writing addressed to the Minister and transmitted through the Chairman, and from the date of receipt by the Minister of such instrument such member shall cease to be a member of the Council.

(2) The Chairman may at any time resign his office by instrument in writing addressed to the Minister, and such resignation shall take effect as from the date of receipt by the Minister of such instrument.

5. The Minister may at any time revoke the appointment of any member of the Council.

6.—(1) If any vacancy occurs in the membership of the Council, such vacancy, shall be filled by the appointment of another member who shall, subject to the provisions of this Schedule, hold office for the remainder of the period for which the previous member was appointed, so however, that such appointment shall be made in the same manner and from the same category of persons, if any, as the appointment of the previous member.

(2) If the Minister is satisfied that the Chairman or any other member of the Council is unable to act, the Minister shall appoint any person to act in his place.

7. The names of all members of the Council as first constituted and every change in the membership thereof shall be published in the Gazette.

8. All documents, other than those required to be under seal, made by, and all decisions of, the Council may be signified under the hands of the Chairman, or any other member authorised to act in that behalf, and the Registrar.

9.—(1) The Council shall meet at least once every three months and at such other times as may be necessary or expedient for transaction of its business and such meetings shall be held at such places and times and on such days as the Council may determine.

(2) The Chairman shall preside at all meetings of the Council at which he is present and, in the case of the Chairman’s absence from any meeting, the members present and constituting a quorum shall elect a Chairman from among their number to preside at that meeting.

(3) A quorum of the Council shall be the minimum number constituting a majority of the total number of the Council.

(4) The decisions of the Council shall be by a majority of votes and, in addition to an original vote the Chairman or other person
presiding at a meeting shall have a casting vote in any case in which the voting is equal.

(5) Minutes in proper form of each meeting of the Council shall be kept by the Secretary to the Council and a copy of the minutes of every meeting shall be submitted to the Minister as soon as possible thereafter.
APPENDIX D

THE COLLEGE OF THE BAHAMAS ACT 1995
CHAPTER 48
COLLEGE OF THE BAHAMAS

ARRANGEMENT OF SECTIONS

SECTION

PART I
PRELIMINARY

1. Short title.

2. Interpretation.

PART II
ESTABLISHMENT AND FUNCTIONS OF THE COLLEGE

3. College of The Bahamas.


5. Functions of College.
PART III
GOVERNANCE OF THE COLLEGE

6. President.

7. Vice-Presidents.


9. Pension of persons transferred from public service to the College.

10. Minister may give directions to Council.

11. Discipline of students.

PART IV
FINANCIAL PROVISIONS

12. Funds and resources of the College.


14. Expenditure of gifts and grants.

15. Advances to the College.

16. Surplus funds.

17. Reserve Fund.

18. Balancing of revenue account, and surplus revenue.

19. Accounts and audit.

SCHEDULE - Constitution and Procedure of The Council.

CHAPTER 48
COLLEGE OF THE BAHAMAS

An Act to repeal the College of The Bahamas Act while providing for the continuity of the College as a statutory body corporate with greater autonomy and for matters incidental thereto.
PART I
PRELIMINARY

1. This Act may be cited as the College of The Bahamas Act, 1995.

2. In this Act-
   "Chairman" means the Chairman of the Council appointed by the Governor-General under this Act;
   "College" means the College of The Bahamas established by section 3;
   "Council" means the Council of the College established by section 8;
   "financial year" means-
   (a) in 1995, the period commencing on the date of the commencement of this Act and ending on the 31st day of August, 1995; and
   (b) thereafter, the period of twelve months ending on the 31st day of August;
   "Minister" means the Minister responsible for Education;
   "President" means the President of the College appointed under section 6;
   "public officer" has the meaning assigned there to in the Pensions Act;
   "Secretary" means the Secretary of the College appointed by the Council under this Act; and
   "Vice-President" means a Vice-President of the College appointed under section 7.

PART II
ESTABLISHMENT AND FUNCTIONS OF THE COLLEGE

3. The educational institution known as and existing as the College of The Bahamas immediately before the coming into operation of this Act is hereby continued as a body corporate by that name with perpetual succession and a common seal, and shall, in that name, be capable of-
   (a) suing and being sued;
   (b) taking, purchasing or otherwise acquiring, holding, charging and disposing of property, movable or immovable; and
   (c) doing or performing all such other things or acts for the performance of its functions under, and for the furtherance of this Act which may lawfully be
done or performed by a body corporate.

4. (1) The common seal of the College shall be kept in such custody as the Council directs and shall not be used except upon the order of the Council.

(2) The common seal of the College shall be authenticated by the signatures of the Chairman of the Council or any other member of the Council duly authorised by the Council in that behalf, and of the Secretary.

(3) The common seal of the College when affixed to any document and duly authenticated under this section shall be judicially and officially noticed, and, unless and until the contrary is proved, any necessary order or authorisation of the Council under this section shall be presumed to have been duly given.

5. The functions of the College shall be-
(a) to provide instruction, conduct research and disseminate knowledge of a standard required and expected of a college of the highest standard in the Liberal and Creative Arts, the Sciences, Technology and other branches of learning in an environment which fosters academic freedom;
(b) to confer degrees and grant diplomas, certificates and other awards and honours as are usually conferred by similar institutions; and
(c) to enter in any association or affiliation with universities, colleges or other institutions of learning, whether within The Bahamas or otherwise, as the College may deem necessary and appropriate.

PART III
GOVERNANCE OF THE COLLEGE

6. (1) There shall be a President of the College who shall be appointed by the Council, with the prior approval of the Minister.

(2) The President shall be the head of the College and shall generally supervise and direct the academic work of the College, the academic and administrative staff and other staff of the College, and shall also perform such other functions as may from time to time be assigned to him by the Council.

(3) The Council may, with the prior approval of the Minister, remove the President from office on the ground of misconduct, inefficiency or other good cause.

7. (1) There shall be an Executive Vice-President of the College, a Vice-President for Financial Affairs and such other Vice Presidents as the Council may determine, such Vice-Presidents shall be appointed by the Council.
(2) The Vice-Presidents shall, under the direction of the President, be responsible for the general administration of the College, including academic affairs; financial affairs and institutional development of the College, and such other duties as may be assigned to the Vice Presidents by the President or the Council.

(3) Whenever the President is absent from The Bahamas or is for any reason unable to perform the functions of his office, or whenever there is a vacancy in the office of President, the Executive Vice-President shall exercise and perform the functions of the President.

8. (1) There shall be a Council of the College.

(2) The general direction and control of the College shall be vested in the Council.

(3) Without prejudice to the generality of subsection (2), the Council shall have power-

(a) to provide for the welfare of the students of the College;
(b) to control and superintend the property and policies of the College;
(c) to appoint such faculty, administrative and other staff as appears to the Council to be necessary, on such terms and conditions (including salaries, allowances, other remuneration and disciplinary control) as the Council may determine;
(d) to accept, deposit, or act as trustees or managers of, any property of the College or any legacy, endowment, bequest or gift to the College for purposes of education or research or otherwise in furtherance of the work of the College and to invest any funds representing such property, legacy, endowment, bequest or gift, if not immediately required in such security as the Council may deem fit;
(e) to determine the programmes and courses of study to be pursued in the College;
(f) to confer academic degrees and honours;
(g) to grant sabbatical and other leave;
(h) to fix fees and charges for courses of study, facilities and other services provided by the College and to reduce, waive or refund fees and charges so fixed, generally or in any particular case or class of case; and
(i) to make regulations-
(j) to direct and regulate the administration of the College;

(ii) without prejudice to the generality of subparagraph (i), to direct and regulate the conduct; discipline and such other matters affecting the employment of members of the faculty and other staff;
(iii) for the better carrying out of the provisions of this Act.

(4) The Schedule shall have effect with respect to the constitution of the Council and otherwise in relation thereto.

9. (1) Where any public officer holding a pensionable office under the Government, ceases to be the holder of such office by reason of his transfer with his consent to the service of the College and such person subsequently retires from the service of the College in such circumstances that, had he remained a public officer, he would have been eligible for pension under the Pensions Act, then in any such case subsections (2) and (3) of this section shall have effect.

(2) Any pension payable to any such person as is mentioned in subsection (1) by the College to whose service he has been transferred shall be calculated and granted to him in respect of his total service under the Government and with the College taken together and such service shall be reckoned as continuous for pension purposes.

(3) There shall be payable out of the Consolidated Fund upon the warrant of the Minister of Finance to the College as a contribution to every pension paid in accordance with subsection (2), such amounts as would have been payable to the person concerned by way of pension under the Pensions Act, if such person had retired from the public service and if he had been granted a pension under the Pensions Act upon the date of his ceasing to be a public officer.

10. The Minister may give general directions as to the policy to be followed by the Council concerning the administration of the College, as appear to the Minister to be requisite in the public interest, and which directions the Council shall give effect to, but such directions shall not apply to-

(a) the appointment, termination of appointment, promotion or discipline of any member of the faculty, administration or other staff of the College, other than the President; and

(b) the admission of any particular student to the College or the evaluation, discipline, academic promotion, certification, or awards to students of the College.

11. The President may exercise disciplinary control over students of the College and may, for the purposes of his power under this section, if he thinks fit, consult any committee appointed by him in that behalf from among the faculty and the students of the College.

PART IV
FINANCIAL PROVISIONS
12. The funds and resources of the College shall consist of-
(a) such sums as may be voted for the purposes of the College by Parliament;
(b) all fees and charges payable to the College pursuant to section 8(3)(h);
(c) all other sums or property which may in any manner become payable to or vested in the College in respect of any matter incidental to its functions.

13. (1) All moneys received by the College pursuant to section 12(a), (b) and (c) shall be deposited into an account (to be known as “the General Account”) to be maintained by the College with such bank or banks as the Council may determine.

(2) The Vice-President for Financial Affairs shall keep in respect of the General Account, two separate accounts-
(a) an account to be known as "the General Current Account" in which shall be recorded all deposits into and withdrawals from the General Account for application towards defraying current expenditure; and
(b) an account to be known as "the General Capital Account", in which shall be recorded all deposits into and withdrawals from the General Account for application towards defraying capital expenditure.

14. (1) Subject to subsection (2), where any gift, grant or other property is received by the Council on behalf of the College, the College shall inform the Minister of the receipt of that gift, grant or other property and that gift, grant or other property shall be utilised in such manner as the Council may determine.

(2) Where a stipulation has been attached to any such gift, grant or other property such stipulation shall be given effect.

15. (1) Subject to subsection (2), the Minister of Finance may, at the request of the Council make advances for the purpose of enabling the College to defray expenditure properly chargeable to the capital account, including provision of working capital.

(2) No advance shall be made under this section unless prior approval thereof has been signified by the House of Assembly in accordance with section 17 of the Financial Administration and Audit Act.

16. At the end of each financial year, any moneys standing to the credit of the College and not required for any current purpose shall, after consultation with the Minister of Finance, be carried to the reserve fund established under section 17.
17. (1) The College shall establish a reserve fund.

(2) The management of the said fund, the sums to be carried from time to time to the credit thereof, and the application thereof, shall be as the Council may determine, but no part of the fund shall be applied otherwise than for the purposes of the College.

18. (1) It shall be the duty of the College so to discharge its functions as to ensure that its revenues are not less than sufficient to meet all sums properly chargeable to its revenue account (including, without prejudice to the generality of that expression, provisions in respect of its obligations under section 16 and this section) taking one year with another.

(2) Any excess of the revenue of the College for any financial year over the sums properly chargeable to its revenue account for that year (including the provisions referred to in subsection (1)) shall be applied by the College for such purposes as the Council may determine.

(3) The College shall prepare for each new financial year an annual budget of revenue and expenditure which shall be submitted at least two months prior to first day of July.

19. (1) The College shall keep proper accounts and other records in relation thereto, and shall prepare in respect of each financial year a statement of accounts.

(2) The accounts of the College for each financial year shall be audited by an auditor to be appointed by the Council.

(3) Three months after the end of each financial year the College shall submit a copy of the audited accounts to the Minister together with a copy of any report made by the auditor.

(4) The Minister shall lay a copy of every such audited accounts before each House of Parliament, together with a copy of any report made by the auditors on the accounts.

SCHEDULE

CONSTITUTION AND PROCEDURE OF THE COUNCIL

1. (1) The Council shall consist of eleven members appointed by the Governor-General of whom-

(a) one shall be the President ex-officio;

(b) two shall be public officers, one of whom may be an officer from the Ministry of Education;

(c) one shall be a student of the College selected in accordance with such
procedure as may be determined by the student government body;
(d) one shall be a faculty member of the College, selected in accordance with
such procedure as may be determined by the faculty union;
(e) one shall be the President of the Alumni Association of the College; and
(f) Five shall be persons representing Trade Unions, financial, industrial,
commercial, or other institutions and professional organizations and
members of the general public.

(2) In the exercise of his powers of appointment under this paragraph the
Governor-General shall ensure that, after the initial constitution of the
Council, the members of the Council shall not consist entirely of persons
appointed to membership of the Council at the same time.

2. A member of the Council other than the President shall hold office for
a period not exceeding three years, and shall not be eligible for re-
appointment after two consecutive terms.

3. The Governor-General shall appoint one of the members of the
Council to be the Chairman thereof.

4. Any member of the Council may at any time resign his office by
instrument in writing addressed to the Governor-General and from the date of
receipt by the Governor-General of such instrument such member shall
cease to be a member of the Council.

5. There shall be a Secretary of the Council who shall be appointed by
the Council, and who shall perform such functions at such remuneration and
upon such terms and conditions as the Council may determine.

6. Where the Governor-General is satisfied that a member of the
Council-
(a) has been absent from meetings longer than three consecutive months
without the permission of the Council;
(b) has become bankrupt or made arrangements with his creditors;
(c) is incapacitated by physical or mental illness; or
(d) is otherwise unable or unfit to discharge the functions of a member of the
Council,
the Governor-General may declare his office as a member of the Council to
be vacant and shall notify the fact in such manner as the Governor-General
thinks fit, and thereupon that office shall become vacant.

7. (1) If any vacancy occurs in the membership of the Council, such
vacancy, shall be filled by the appointment of another member who shall, subject to the provisions of this Schedule, hold office for the remainder of the period for which the previous member was appointed, so however, that such appointment shall be made in the same manner and from the same category of persons, if any, as the appointment of the previous member.

(2) If the Governor-General is satisfied that the Chairman or any other member of the Council is unable to act, the Governor-General shall appoint any person to act in his place.

8. The names of all members of the Council as first constituted and every change in the membership thereof shall be published in the Gazette.

9. All documents, other than those required to be under seal, made by, and all decisions of, the Council may be signified under the hands of the Chairman, or any other member authorised to act in that behalf, and the Secretary.

10. (1) The Council shall meet at least once each month and at such other times as may be necessary or expedient for transaction of its business and such meetings shall be held at such places and times and on such days as the Council may determine.

(2) The Chairman shall preside at all meetings of the Council at which he is present and, in the case of the Chairman’s absence from any meeting, the members present and constituting a quorum shall elect a Chairman from among their member to preside at that meeting.

(3) A quorum of the Council shall be the minimum number constituting a majority of the total number of the Council.

(4) The decisions of the Council shall be by a majority of votes and, in addition to an original vote the Chairman or other person presiding at a meeting shall have a casting vote in any case in which the voting is equal.

(5) Minutes in proper form of each meeting of the Council shall be kept by the Secretary and a copy of the minutes of every meeting shall be submitted to the Minister within fourteen days after the meeting.

11. The council shall submit to the Minister an annual report on the work of the College on or before the 31st day of December in each year.

12. No member of the Council shall be personally liable for any act or default of the Council done or omitted to be done in good faith in the course of the operation of the College.

http://laws.bahamas.gov.bs/statutes/statute_CHAPTER_48.html
APPENDIX E

NON-GOVERNMENTAL TERTIARY INSTITUTIONS
<table>
<thead>
<tr>
<th>NO.</th>
<th>INSTITUTION</th>
<th>COURSES OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access Bible College</td>
<td><strong>AA &amp; BA:</strong> Bible and Theology, Christian Counselling, Christian Education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B.A.:</strong> Christian Business Management, General Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MA.:</strong> Theological Studies, Christian Education, Christian Counselling.</td>
</tr>
<tr>
<td>2</td>
<td>Assemblies of God Bible College</td>
<td>Certificates and Diploma in Biblical and Theological Studies and in Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Associate degree:</strong> Bible Theology</td>
</tr>
<tr>
<td>3</td>
<td>Atlantic College</td>
<td><strong>Associate degrees</strong> in affiliation with Shaw University – Criminal Justice, Human Services, Public Administration, Business Administration, (Office Technology, Computer Information Technology, Financial Services, Business Management, Accounting Technology).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bachelor degrees</strong> offered by Shaw in a 2+2 arrangement with Atlantic: Bible, Counselling, Christian Education, Theology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Eleuthera:</strong> AA Accounts, Business Administration, Computer Science, Mathematics, Psychology, Statistics.</td>
</tr>
<tr>
<td>4</td>
<td>Bahamas Adult Study Centre</td>
<td>The Bahamas High School Equivalency Programme</td>
</tr>
<tr>
<td>5</td>
<td>Bahamas Automobile Training Centre</td>
<td>Auto mechanics</td>
</tr>
<tr>
<td>6</td>
<td>Bahamas Stenotype &amp; Commercial</td>
<td>Court Reporting &amp; Speed Building</td>
</tr>
<tr>
<td>No.</td>
<td>Institute Name</td>
<td>Programs and Services</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Bahamas Baptist Community College</td>
<td>College Preparatory Programme&lt;br&gt;&lt;strong&gt;Associate degrees:&lt;/strong&gt;&lt;br&gt;Humanities, Social Sciences, Natural Sciences and Secretarial Studies Divisions&lt;br&gt;&lt;strong&gt;Eleuthera: A.A.:&lt;/strong&gt; Business Administration&lt;br&gt;&lt;strong&gt;Andros:&lt;/strong&gt; College Preparatory Courses</td>
</tr>
<tr>
<td>8</td>
<td>Biz Jet Business Centre</td>
<td>Computer Skills Training</td>
</tr>
<tr>
<td>9</td>
<td>Computer Education Centre</td>
<td>Computer Skills Training Courses</td>
</tr>
<tr>
<td>10</td>
<td>Computer Education Limited</td>
<td>Computer Education, Accounting, GCE &amp; RSA Courses.</td>
</tr>
<tr>
<td>11</td>
<td>Computer Services &amp; Training Limited</td>
<td>Pitman, BGCSE, Certificates, Diploma in Computer Skills and office related training.</td>
</tr>
<tr>
<td>12</td>
<td>Consultant and Specialized Services in Science Education</td>
<td>Consultancies and services to institutions and individuals in science based on specific needs.</td>
</tr>
<tr>
<td>14</td>
<td>Cyber Technology International</td>
<td>Computer Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td><strong>Institution</strong></td>
<td>Courses Offered</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td><strong>Future Net</strong></td>
<td>Computer Training including courses leading to Microsoft and A + Certificates,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet training and related consulting services.</td>
</tr>
<tr>
<td>17</td>
<td><strong>Galilee College</strong></td>
<td>Certificate courses in Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood Education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Diploma</strong> – Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Associate degrees</strong> in Accounting,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Adm., Communications, Computer Science, Economics, Finance, Psychology,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Adm., Secretarial Science, Preparation for CPA, CMA - (Certified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Accounting), CPM- (Corporate Financial Management).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>AA</strong>: Early Childhood Education.</td>
</tr>
<tr>
<td>18</td>
<td><strong>Grosvernor Academy</strong></td>
<td>Certificate in Creole, ESL, French, German, Spanish, Italian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non Certificate: Calligraphy, tie-dying, German, Spanish, Italian.</td>
</tr>
<tr>
<td>19</td>
<td><strong>Grand Bahama Business</strong></td>
<td>Commercial Courses</td>
</tr>
<tr>
<td>20</td>
<td><strong>Academy</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td><strong>Heartwood Training Centre</strong></td>
<td>Basic Skills in Counselling</td>
</tr>
<tr>
<td>21</td>
<td><strong>Henderson College</strong></td>
<td>Doll Making, Children’s Clothing, Industrial Sewing.</td>
</tr>
<tr>
<td></td>
<td>of Industry, Design and Craft</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td><strong>Institute for Higher</strong></td>
<td>Education for Ministry (EFM), Computer</td>
</tr>
<tr>
<td>22</td>
<td><strong>Learning in Engineering</strong></td>
<td>Aided Drafting (CAD and Geographical Information Systems (GIS)).</td>
</tr>
<tr>
<td>22</td>
<td><strong>&amp; Technology</strong></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td><strong>Institute of Business</strong></td>
<td>Typing, Shorthand, English, Accounting,</td>
</tr>
<tr>
<td>23</td>
<td><strong>and Commerce</strong></td>
<td>Mathematics, Spanish and Law.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>AA</strong>: Paralegal Studies</td>
</tr>
<tr>
<td></td>
<td>Institution Name</td>
<td>Services</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>24</td>
<td>International Language Resources Academy</td>
<td>Certificates at beginners, Intermediate and Advanced Levels, in Creole, ESL, French, German, Spanish &amp; Italian. Non-certificate course in Calligraphy, Tie-dying.</td>
</tr>
<tr>
<td>25</td>
<td>John Bull Business Centre</td>
<td>Computer Education including summer day camps</td>
</tr>
<tr>
<td>26</td>
<td>Karinya’s Spanish Corner</td>
<td>Tutorial Centre for Spanish.</td>
</tr>
<tr>
<td>27</td>
<td>KNS Nail, Tutoring &amp; Supplies</td>
<td>Sculptured Nails</td>
</tr>
<tr>
<td>29</td>
<td>M &amp; M Training Management &amp; Consultancy</td>
<td>Certificate level courses, Upgrading, professional development courses.</td>
</tr>
<tr>
<td>31</td>
<td>National Casino and Bar tendering School</td>
<td>Gaming.</td>
</tr>
<tr>
<td>32</td>
<td>Nova</td>
<td>Bachelor degrees in</td>
</tr>
</tbody>
</table>
| Southeastern University | Teacher Education, Professional Management: Grand Bahama  
New Providence: as above and MBA  
Andros – BA Teacher Education  
New Providence: **Master’s degree in Human Resource Management**  
Grand Bahama: **Bachelor of Science degree** |
APPENDIX F

MINISTERS OF EDUCATION AND PERMANENT SECRETARIES 1964 – 2010
Ministers Of Education Past and Present:

1964-2010

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hon. Godfrey Kelly</td>
<td>1964-1967</td>
</tr>
<tr>
<td>Hon. A.D Hanna</td>
<td>1967-1968</td>
</tr>
<tr>
<td>Hon. Carlton Francis</td>
<td>1970-1975</td>
</tr>
<tr>
<td>Hon. Livingston Coakley</td>
<td>1975-1982</td>
</tr>
<tr>
<td>Hon. Darrel Rolle</td>
<td>1982-1984</td>
</tr>
<tr>
<td>Hon. Paul L Adderley</td>
<td>1984-1990</td>
</tr>
<tr>
<td>Hon. C.A. Smith</td>
<td>1992-1994</td>
</tr>
<tr>
<td>Hon. Ivy Dumont</td>
<td>1995-2001</td>
</tr>
<tr>
<td>Hon. Dion Foulkes</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Hon. Alfred Sears</td>
<td>2002-2007</td>
</tr>
<tr>
<td>Hon. Carl W. Bethel</td>
<td>2007-2009</td>
</tr>
<tr>
<td>Hon. T. Desmond Bannister</td>
<td>2009-Present</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Mr. David Lang</td>
<td>1964-1966</td>
</tr>
<tr>
<td>Mr. A.A McGreig</td>
<td>1966-1967</td>
</tr>
<tr>
<td>Mr. Rodney Bain</td>
<td>1967-1968</td>
</tr>
<tr>
<td>Sir B. Marwick</td>
<td>1968-1971</td>
</tr>
<tr>
<td>Mr. Hugh Sands</td>
<td>1971-1973</td>
</tr>
<tr>
<td>Mr. Baltron Bethel</td>
<td>1974-1977</td>
</tr>
<tr>
<td>Mr. Hugh Walkine</td>
<td>1977-1980</td>
</tr>
<tr>
<td>Mr. Luther Smith</td>
<td>1990-1993</td>
</tr>
<tr>
<td>Mr. Basil O’Brien</td>
<td>1993-1995</td>
</tr>
<tr>
<td>Mr. Wendal E Major</td>
<td>1995-1996</td>
</tr>
<tr>
<td>Mrs. Anita Bernard</td>
<td>1996-1998</td>
</tr>
<tr>
<td>Mrs. Wilamae Salkey</td>
<td>1998-2001</td>
</tr>
<tr>
<td>Mr. Creswell Stirrup</td>
<td>2001-2007</td>
</tr>
<tr>
<td>Mrs. Elma Garraway</td>
<td>2007- Present</td>
</tr>
</tbody>
</table>
APPENDIX G

FORMER PRINCIPALS AND PRESIDENTS OF THE COLLEGE OF THE BAHAMAS
1st President
Dr. Keva Bethel
1995—1998
4th Principal
1983—1995

2nd President
Dr. Leon Higgs
1998—2002

3rd President
Dr. Rodney Smith
2002—2005

4th President
Janyne Hodder
2006—2010
This is a transition from the title of principal with the Act of 1974 to president with the Act of 1995. The first principal of the College was Dr. John Knowles to the far left. The second principal was Dr. Bacchus second from the left. The third principal was Dr. Jacob Bynoe; and fourth principal was Dr. Keva Bethel. Dr. Keva Bethel eventually became the first president of the College.
APPENDIX H

ACADEMIC STRUCTURE OF THE COLLEGE
**Academic Structure**

The degree programs of The College are administered through eight academic units, including an institute and seven schools. Six of the latter are organized into three Faculties, each faculty headed by an academic dean. The academic units are

- School of Business
- Culinary and Hospitality Management Institute

**Faculty of Liberal and Fine Arts**

- School of Communication and Creative Arts
- School of English Studies

**Faculty of Pure and Applied Sciences**

- School of Nursing and Allied Health Professions
- School of Sciences and Technology

**Faculty of Social and Educational Studies**

- School of Education
- School of Social Sciences

**International Languages and Cultures Institute**

Another instructional unit within the ambit of the Office of Academic Affairs is the International Languages and Cultures Institute (ILCI), one of The College's responses to meeting community
needs occasioned by the demands of an increasingly globalised community. ILCI offers quality instruction in selected world languages and other language services. The Institute holds as a priority the promotion of intercultural communication and awareness for students, business professionals, the Government and other special groups within The Bahamas and the region.
APPENDIX I

TUITION AND FEES
Tuition and Fees

Fees

Every person admitted into a programme of study leading to a bachelor degree, associate degree, diploma, certificate, or other award of The College shall pay fees and other prescribed charges. Fees are payable in cash, by money order or certified cheque made payable to 'The College of The Bahamas'. Credit cards may be accepted subject to a small service charge.

NOTE: Students are responsible for paying all tuition and fees on or before the last day of registration. Fees are subject to change without notice.

Tuition

Tuition is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Lower Level Courses</th>
<th>Upper Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahamians</td>
<td>B$100 per credit</td>
<td>B$150 per credit</td>
</tr>
<tr>
<td>International Students</td>
<td>B$200 per credit</td>
<td>B$200 per credit</td>
</tr>
</tbody>
</table>

An additional laboratory, tutorial, studio or other fee may be attached to specific courses to cover related expenses such as the cost of materials, supplies, field trips, etc. Such fees are specified in course outlines approved by the Academic Board. Unless otherwise indicated, they must be paid at the time of registration.

Did you know that you are eligible for the Bahamian tuition rate?
Students that qualify must meet the following criteria:

1. A student who demonstrates to the satisfaction of The Registrar that he/she is among the following shall pay tuition and fees at the Bahamian rate:

1.1. A Bahamian citizen, a person currently married to a Bahamian citizen, the child of a Bahamian citizen;

1.2. A permanent resident with the right to work in The Bahamas, a person currently married to a permanent resident with the right to work in The Bahamas; the child, or adult child under the age of 25 years, of a permanent resident with the right to work in The Bahamas;

1.3. A person who has completed six (6) consecutive years of secondary education in The Bahamas;

1.4. A person who is employed by the Government of The Bahamas; a person who is currently married to a person who is employed by the Government of The Bahamas, a child, or adult child under the age of 25 years, of a permanent resident with the right to work in The Bahamas;

2. All others will pay international student tuition and fees.
Please view the complete Policy by clicking on the link:

> Policy with Respect to Differential Tuition and Fees

Audit of Courses

Students wishing to audit courses pay the same tuition and fees as students who register for credit.

Non-Credit College Courses

College Prep and Pre-Tech courses are assessed at a rate of $300.00 per course; the Student Development Seminar is assessed at a rate of $75.00.

Non-Credit General Interest Courses

From time to time non-credit general interest courses are offered through The Centre for Continuing Education and Extension Services (CEES). Fees for these courses are determined on the basis of related expenses.

Schedule of Fees

Application Service Fee

A non-refundable $40.00 application service fee is charged for processing a student's first application for admission. Students reapplying for admission following withdrawal or suspension are also required to pay this fee. An additional fee of $10.00 is charged to all late applicants.

Orientation Fee

All new students pay a non-refundable orientation fee of $50.00 upon registration.
Registration Fees

Student Activity Fee
This non-refundable fee provides funds for Student Government and Clubs and is payable at the time of official registration.

Full-time students: $50.00 per semester
Part-time students: $25.00 per semester

Student Services Fee
This one-time, non-refundable fee of $25.00 covers the cost of providing each student with a student identification card.

Accident Insurance Fee
The Accident Insurance fee of $25.00 is mandatory for all students. It is paid annually at the time of the student's first registration for the academic year.

Technology Fee
This mandatory, non-refundable fee covers computer and Internet access, College Libraries and their related services.

$100.00 (per Semester)
$50.00 (per Summer Session)

Security Deposit
A refundable security deposit of $100.00 for Bahamians and $200.00 for non-Bahamians is payable by students in all programmes (with the exception of CEES programmes) at the time of first registration.
**Housing Deposit**

A $400.00 one-time, refundable housing deposit is required for all students, including scholarship recipients, who apply for College housing. The deposit remains on file as long as the student matriculates at The College and is refunded following the last semester of the student's occupancy of College housing, provided the student: 1) checks out of College housing officially; 2) turns in his/her room key; 3) ensures that the assigned living space is clean; and 4) ensures that there are no deductions for public area damage, defacement, or missing fixtures and/or furnishings.

**SUMMARY OF FEES**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>Late Application Charge</td>
<td>$10.00</td>
</tr>
<tr>
<td>Orientation</td>
<td>$50.00</td>
</tr>
<tr>
<td>Student Activity Fee (full-time students)</td>
<td>$50.00 per semester</td>
</tr>
<tr>
<td>Student Activity Fee (part-time students)</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>Student Services Fee (ID card)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Accident Insurance Fee</td>
<td>$25.00 (per year)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100.00 (per semester)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$50.00 (per summer session)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$150.00 (per registration)</td>
</tr>
<tr>
<td>Drop/Add Fee</td>
<td>$20.00 (per application)</td>
</tr>
<tr>
<td>Service</td>
<td>Fee</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Extraordinary Sitting of Final Examination</td>
<td>$75.00 (per course)</td>
</tr>
<tr>
<td>Graduate Programme Administrative Fee</td>
<td>$150.00 (per semester)</td>
</tr>
<tr>
<td>LLB Administrative Fee</td>
<td>$500.00 (per semester)</td>
</tr>
<tr>
<td>Challenge Examination</td>
<td>$75.00 (per examination)</td>
</tr>
<tr>
<td>Food Preparation Lab Fee</td>
<td>$180.00</td>
</tr>
<tr>
<td>Food Service Lab Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Internship Fee</td>
<td>$400.00</td>
</tr>
<tr>
<td>Technological Service Fee</td>
<td>$100.00 (per semester)</td>
</tr>
<tr>
<td>Final Grade Appeal Fee</td>
<td>$100.00 (per appeal)</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$5.00 (per copy)</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Letter Request Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Science Lab Fee</td>
<td>$50.00 - $75.00</td>
</tr>
<tr>
<td>Art Lab Fee</td>
<td>$50.00 - $75.00</td>
</tr>
<tr>
<td>Housing Deposit</td>
<td>$400.00</td>
</tr>
<tr>
<td>Dormitory Fee</td>
<td>$400.00 (per semester)</td>
</tr>
</tbody>
</table>

**Refund Policy**

A full refund of tuition fees will be made if a course for which a student has registered is cancelled by the institution. In other instances, the following will apply provided that the
student complies with withdrawal regulations by completing the requisite forms and submitting them to the relevant office. (See 'Dropping a Course or Withdrawing'.)

**Fall and Spring Semesters**

Before first scheduled class  90% refund
During first week of class  75% refund
During second week of class 50% refund
Withdrawal thereafter         NIL

**Summer Sessions**

Before first scheduled class 90% refund
By third day of class         75% refund
By fourth day of class        50% refund
Withdrawal thereafter         NIL

Refunds of additional course fees will be made on the basis of the tuition fee refund schedule.

**Deferred Payment Plan**

The Deferred Payment Plan is available for tuition only. Fees must be paid in full.

**Terms of Installment Payment Agreement**

The Deferred Payment Plan is available to students who:

- Are not indebted to College for charges/fees.
- Have maintained a previously satisfactory College credit record.
- Have registered for (12) or more credits.
Facility/Service Fee

$50.00 per Semester

Initial Payment

- 60% of the TUITION for current semester.
- Payment in full of any outstanding tuition and fees.

Subsequent Payment

- The 40% deferred balance of tuition is due in two monthly installments:
  
  Fall Semester: The last working day of September and the last working day of October.
  
  Spring Semester: The last working day of January and the last working day of February.

Penalty Fee

A $50.00 penalty fee will be charged each month on all late payments of outstanding tuition.

Prepayment Fee

There is no prepayment penalty.

Application Forms

A separate application and agreement is required for each Semester this Plan is used.

Students wishing to access the Deferred Payment Plan must apply to the Business Office using the prescribed application and agreement form.

Debts to The College

Permission to register for succeeding semesters will be withheld from any student who is indebted to COB until the debt is paid or arrangements have been made for payment and a proper clearance issued by the Business Office. In the case of non-returned library books and
materials, non-payment of rents or registration fees, or any other indebtedness, The College will not grant a degree, diploma, certificate or other award and will withhold grades, transcripts, registration privileges or any combination of these from any student or former student properly charged with the possession of library books or other materials or with other indebtedness, when such books or materials are not returned or when payment is not made.

Source: www.cob.edu.bs
APPENDIX J

SCHOOLS AND INSTITUTES PRESENTLY AT THE COLLEGE OF THE BAHAMAS
Faculty of Liberal & Fine Arts

School of Communication & Creative Arts (SCCA)

School of English Studies (SES)

Faculty of Social & Educational Studies

School of Education (SEDC)

School of Social Sciences (SOSC)

Faculty of Pure & Applied Sciences

School of Nursing & Allied Health Professions (SNAHP)

School of Sciences & Technology (SST)

School of Business (SBUS)

Culinary & Hospitality Management Institute (CHMI)

Continuing Education & Extension Services (CEES)

International Languages & Cultures Institute (ILCI)

Faculty of Liberal and Fine Arts

Dean: Earla Carey-Baines, B.A, M.A., Ph.D.
School of Communication and Creative Arts (SCCA)

S-Block (S7), Oakes Field Campus
Chair: Pamela Stubbs-Collins, B.A., M.A.

The School of Communication and Creative Arts (SCCA) brings together a group of related disciplines: art, foreign languages, journalism, communication and music. SCCA offers a wide range of courses that gives students access to a wealth of ideas and approaches to thought and culture. The School offers Associate of Arts Degree programmes in Art, French, Spanish, Mass Communication and Music and Certificate programmes in Art, French, Spanish and Music. It also offers 300- and 400-level courses in Art, French, Spanish and Music for students in the Bachelor of Education Degree programmes.

As a result of the Foreign Language General Education requirement, students complete two semesters of Spanish, French or Haitian Creole. Students develop proficiency in speaking and writing the language as well as a better understanding of related cultures. In addition, students are encouraged to participate in summer programmes in French- and Spanish-speaking countries.

Colour of Harmony

Organised by the Department of Visual and Performing Arts, the annual Colour of Harmony, held in April of each year, showcases the talents of Art and Music majors and recognises a significant contributor to the development of the arts in The Bahamas through the presentation of the E. Clement Bethel Award. Usually held under the patronage of the Governor General of
The Commonwealth of The Bahamas, the event begins with a concert featuring the College of The Bahamas Concert Band and Choir and musical selections by individual students. The official opening of an exhibition of the works of Art students follows the concert.

**Foreign Languages Day**

Held at the Oakes Field Campus during Spring Semester and organised by the Foreign Languages Department, this event promotes foreign languages by showcasing the diversity of the French, Spanish and Haitian Creole cultures. It also provides an opportunity for foreign language students to use the target language outside of the formal classroom environment. The event is a fun-filled one with food, games, songs and dances.

**School of English Studies (SES)**

A-Block (A97), Oakes Field Campus

Chair: Marjorie Brookes-Jones, Ph.D.

The School of English Studies prepares students for communication within the changing cultural and social landscapes of The Bahamas, the region and the world and to interpret those landscapes critically and tolerantly. To this end, English majors are exposed to a broad intellectual foundation in language, literature and cultural studies while they strengthen their abilities to express ideas in clear, accurate prose. In addition to studying classics of British and American literature and the broad frame of western and non-western thought that are the standards of English programmes, majors read Bahamian, Caribbean and African and African American literature, making connections with diasporic writings as a whole.
The School offers a Bachelor of Arts Degree in English and also provides the courses necessary to satisfy the College's General Education Literacy and Humanities requirements.

**Basil H. Johnson Scholarship**  The Basil H. Johnson Scholarship is available to new students enroling in the BA in English programme. Donated by the Johnson family, the four-year scholarship is named in honour of the late Basil L. Johnson. A well-known Bahamian, Basil L. Johnson championed the right of every Bahamian to read and write and remained firm in his belief that education has the ability to empower people.

**Anatol Rodgers Memorial Lecture Series**  Thanks to a generous donation from the Rodgers family, the School of English Studies hosts the Anatol Rodgers Memorial Lecture Series every year. This Series provides an opportunity for members of the College and the wider community to interact with noted literary and linguistic scholars. It is named in honour of the late Anatol Rodgers who contributed to the development of education in The Bahamas from 1933-1975 and who was the third Bahamian and first female Principal of The Government High School (1971-1975). Although she taught a variety of subjects during her professional life, Mrs. Rodgers's first love was English.

**Free Speech Project**  This initiative introduces students to reasoned discussions of pressing national issues. Students also participate in speech, debating and essay competitions.
Tamarind

Published every fall by SES, Tamarind, is an annual journal that showcases the creative writing and art work of College of The Bahamas students and alumni. Submission deadline, in any given year, is January 31. Submissions are reviewed by SES faculty.

Faculty of Social and Educational Studies

School of Education (SEDC)

Michael H. Eldon Complex (Room 307)

Oakes Field Campus

Acting Dean: Brenda Cleare, Ed.D.

Chair: Beulah Farquharson

The School of Education prepares teachers at all grade levels. Programmes offered by this School emphasize competency in methodology and proficiency in content. The School works in close partnership with the Ministry of Education, Youth, Sports and Culture to meet national needs.

Students wishing to pursue Bachelor of Education degree programmes are encouraged to contact the Ministry to determine eligibility for Grants offered by the Government of The Bahamas.
School of Social Sciences (SOSC)

Michael H Eldon Complex (Room 308)

Oakes Field Campus

Acting Dean: Earla Carey-Baines, B.A, M.A., Ph.D.

Chair: Shane Brennen

The School of Social Sciences (SOSC) brings together a group of related disciplines: law and criminal justice, sociology, history, psychology, public administration, social work, theology and religious studies. The School offers a range of courses that give students access to a wealth of ideas and approaches to thought, human behaviour and interaction through its bachelor and associate degrees. It also offers a Bachelor of Laws (LLB) Degree programme in association with the University of the West Indies.

As a result of the General Education requirement, students complete 6 credits of Social Science courses which include 3 upper (300 and 400) level credits and 3 lower (100 and 200) level credits.

Faculty of Pure and Applied Sciences
Dean: Brenda Cleare, Ed.D.

School of Nursing and Allied Health Professions (SNAHP) Grosvenor Close Campus

Chair: Patricia Miller-Brown, RN, RM, BSN, MSN

The School of Nursing and Allied Health Professions prepares nurses and health care practitioners for work in medical and health care facilities. The School works in close partnership with the Ministry of Health and Social Development and the Nursing Council of the Commonwealth of The Bahamas to meet national health care needs.

Students wishing to enroll in programmes offered by this School are encouraged to contact the Ministry to determine eligibility for grants offered by the Government of The Bahamas.

School of Sciences and Technology (SST)

G-Block (G1) Oakes Field Campus

Chair: Carlton Watson

The School of Sciences and Technology (SST) brings together a group of related disciplines: agriculture, architecture, biology, chemistry, mathematics, physics, engineering technology and others. SST offers students a wide range of programmes leading to bachelor and associate
degrees. The School also offers a pre-technology programme.

As a result of the General Education Numeracy requirement, all degrees have mathematics component, which is offered through this School. Additionally, all students must complete 6 credits of Natural Science courses which include 3 upper (300 and 400) level credits and 3 lower (100 and 200) level credits.

**School of Business (SBUS)**

B-Block, Oakes Field Campus

Chair: Remelda Moxey

The School of Business offers a broad range of programmes in the dynamic fields of business administration. At the Oakes Field Campus, the programmes of study lead to the Bachelor in Business Administration Degree and are designed to prepare students to assume responsible positions in business and governmental organisations, or to pursue post graduate degrees, whether locally or overseas. The Northern Bahamas Campus offers the Bachelor in Business Administration in Accounting and Management as well as an Associate of Arts in Computer Information Systems. Additionally, at the Family Island Centres, an Associate of Arts in Business and a Certificate in Business Administration are available, but are subject to demand.

**Culinary & Hospitality Management Institute (CHMI)**
Oakes Field Campus

Executive Director: Lincoln Marshall, Ph.D.

The Culinary and Hospitality Management Institute (CHMI) is a centre of excellence for culinary and hospitality management studies in the region. The Institute prepares skilled and knowledgeable individuals in response to national and international human resource needs of hospitality, tourism and allied industries. It offers basic, professional and academic programmes and opportunities through quality vocational and technical training, professional development and research.

Through strategic industry partnerships, CHMI has achieved a number of critical ends, including:

- The creation of more flexible programme offerings;
- Enhanced accessibility for a diverse student population;
- The creation of a regionally and internationally renowned centre of excellence in the culinary and hospitality arena;
- Improved avenues for faculty research and exchanges with institutes of comparable quality; and
- The establishment of a consistent revenue stream.

CHMI courses of study lead to degrees and certificates.
CEES

Continuing Education & Extension Services (CEES)

Oakes Field Campus, Moss Road

Director: Christina Nwosa

Administered through the Centre for Continuing Education and Extension Services, the Continuing Education programme has been established to develop innovative educational opportunities that meet the needs of the community. Professional opportunities of special interest to business and industry, such as industry-specific professional certifications, are provided, as well as academic upgrading for traditional age students and personal development courses.

CEES offers a wide variety of courses throughout The Bahamas. The courses fall into four major categories:

- Personal Development
  (Non-credit courses and programmes)
- Professional and paraprofessional development
  (Certification programmes)
• Academic Upgrading

(Preparation for college-level degrees)

• Family Island and Distance Education

CEES has centres on Abaco, Andros, Eleuthera, Exuma and Grand Bahama.

Click here for more information...

International Languages & Cultures Institute

Director: Irene Moss, B.A., M.Ed., Ph.D.

The International Languages & Cultures Institute provides language instruction in selected world languages and promotes intercultural communication and awareness for students, business professionals, the government and other special groups within The Bahamas and the region.

There are 6912 living languages in our world...

...and each one can unlock the door to a new culture, a new literature, another history, a new cuisine, another people, new business, new friends.

The Institute provides instruction in Spanish, French, German, Haitian Creole, Mandarin Chinese, and English as a Second Language, and also offers tailored language programmes to meet the special needs of companies and other groups.
APPENDIX K
THE STRUCTURE OF THE GOVERNMENT OF THE BAHAMAS
An Introduction to an Overview of the Structure of the Government of The Commonwealth of The Bahamas

(Source: www.bahamas.gov.bs the Official Website of the Government of the Bahamas)

The Constitution of the Bahamas is based on the Westminster Model; Her Majesty Queen Elizabeth II, The Executive Branch, The Legislative Branch, and Judicial Branch.

Bahamas Government Structure

- **Office of the Governor General**
- **Executive Branch**
  - Office of the Prime Minister
  - Cabinet Ministers
- **Legislative Branch**
  - House of Assembly
  - Members of Parliament
  - Senate
- **Judiciary**
  - Supreme Court Justices
  - Registrars
  - Magistrates
Office of the Governor General

As a member of the Commonwealth of Nations The Bahamas recognizes Her Majesty Queen Elizabeth II as Head of State. The Governor-General is Her Majesty's representative in The Bahamas and constitutes a symbol of the nation's unity.

The Executive Branch

The Cabinet constitutes the executive branch and has general direction and control of the Government of The Bahamas. It is necessary, under the Constitution, for the Cabinet to comprise at least nine Ministers inclusive of the Prime Minister and Attorney General.

All Ministers are Members of Parliament either the House of Assembly or the Senate. The number of Ministers from the Senate is limited to three. In addition the Prime Minister and the Minister of Finance are required to be members of the House of Assembly. The functions of the Cabinet entail the final determination of government policy, control of government activities and coordination of government Ministries and Departments. The Cabinet meets at least once per week to consider various issues.

The Legislative Branch

Members of Parliament

Parliament constitutes the Legislative branch of The Bahamas, which consist of a Senate and a House of Assembly. Subject to the provisions of the Constitution, Parliament may make laws for the peace, order and good government of the Bahamas. The Parliament of the
Bahamas is bicameral (Consisting of two chambers) with an appointed Senate and an elected House of Assembly. Her Majesty the Queen, represented by the Governor General is also a part of The Bahamas Parliament. The First meeting of Parliament (General Assembly) took place on 29th September 1729 and was made up of twenty-four members representing the Islands of New Providence, Eleuthera and Harbour Island. The Parliament is mandated by Article 52(1) of the Constitution to make laws for the peace, order and good government of the Bahamas. The Constitution authorizes Parliament to make laws by passing Bills. The Constitution also empowers Parliament to:

- Determine the privileges, immunities and powers of the Senate and House of Assembly.
- Alter or amend any of the provisions of the constitution.
- Regulate its own procedures by making rules of procedure.
- Prescribe the officers that are to constitute the personal staff of the Governor-General.
- Prescribe the number of Justices of the Supreme Court and Court of Appeal.
- Approve the Government's budget.

In addition to its constitutional functions Parliament maintains oversight of Government's financial matters through the Public Accounts Committee. Parliament is the forum where public policy and matters of national importance are debated.

**The Senate**

The Senate consists of sixteen members known as "Senators", who are appointed by the Governor-General by instrument under the Public Seal in accordance with the provisions of this Article.
The Breakdown of Officials is as follows:

- 8 - from the Ruling Party
- 4 - from the Opposition Party
- 4 - appointed by the Governor General on the advice of the Prime Minister in consultation with the Leader of the Opposition

**House of Assembly**

The House of Assembly consist of thirty-eight members or such greater number of members as may be specified by an Order made by the Governor-General in accordance with the provisions of Article 70 of the Constitution. The members of the House are known as "Members of Parliament" who are elected by Bahamian voters. Presently there are forty Members of Parliament. Thirty-five (35) for the governing party; the Free National Movement, four (4) for the Opposition Party; the Progressive Liberal Party and one (1) for the Coalition for Democratic Reform.

**The Judiciary**

The basis of the Bahamian Law and legal system is the English Common Law tradition. Justices of the Supreme Court, Registrars and Magistrates are appointed by The Governor-General acting on the advice of the Judicial and Legal Services Commission. The Judicial and Legal Services Commission comprises five persons with the Chief Justice as Chairman. The Chief Justice and the Justices of the Court of Appeal are appointed by the Governor-General on the recommendation of the Prime Minister after consultation with the Leader of the Opposition.
Once appointed, the salaries and other terms of appointment of the Chief Justice, Justices of Appeal and Justices of the Supreme Court cannot be altered to their disadvantage. Justices of the Supreme Court can serve until he or she attains the age of sixty-five (65) years and where agreed may serve until the age of sixty-seven (67). Justices of Appeal can serve until he or she attains the age of sixty-eight (68) years and where agreed may serve until the age of seventy (70) years.

The Law of the Bahamas makes provisions for the appointment of twelve (12) Justices appointed to the Bench of the Supreme Court, this is inclusive of the Chief Justice. Judicial Authority is vested in the Judicature which comprises the Supreme Court and the Court of Appeal with such jurisdiction, powers and authority as may be conferred on these Courts respectively by the Constitution or any other law.

For a more detailed description and Outline of the Structure, Constitution and other information

Please visit the Official website for

The Government of The Commonwealth of The Bahamas

www.bahamas.gov.bs
CATALOG OF SPECIAL REFERENCES

Interviews


Government Documents


Nassau, Bahamas: Government of the Bahamas.

**College of the Bahamas Documents**


University of the West Indies (1999). The college of the Bahamas. Nassau, Bahamas: College of the Bahamas
REFERENCES


College of the Bahamas (n.d.). *College to university, no country should outsource the higher education of its citizens: Strategic plan 2009—2019*. Retrieved October 20, 2009, from the College of the Bahamas Web site:

[http://www.cob.edu.bs/Administration/StrategicPlan.pdf](http://www.cob.edu.bs/Administration/StrategicPlan.pdf)


[http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/Zonta0408jmh.pdf](http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/Zonta0408jmh.pdf)


Hodder, J. (2008, August 18 a.). *Focus 2009—2008: President address faculty and staff*. Faculty and staff seminar. Retrieved October 29, 2009, from


http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/RegistrationRemarksJMH022008.pdf


http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/Commencement07_President%20JMHodder.pdf

Hodder, J. (2007, May 9 c.). *Building the University of the Bahamas: Notes for remarks to the members of the Rotary East Club*. Retrieved November 1, 2009, from

http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/ RotaryClub0507jmhmh.pdf

Hodder, J. (2007 f.). *Notes for remarks at the signing of a memorandum of agreement between the University of Rhode Island and the College of the Bahamas*. Retrieved November 2, 2009, from [http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/COB_URI_Agreement0207JMH.pdf](http://www.cob.edu.bs/Administration/PresidentsPage/DOCS/COB_URI_Agreement0207JMH.pdf)


Tewarie, B. (2009). Concept paper for the development of a CARICOM strategic plan for tertiary education services in the CARICOM single market and economy. Trinidad & Tobago: University of the West Indies.


