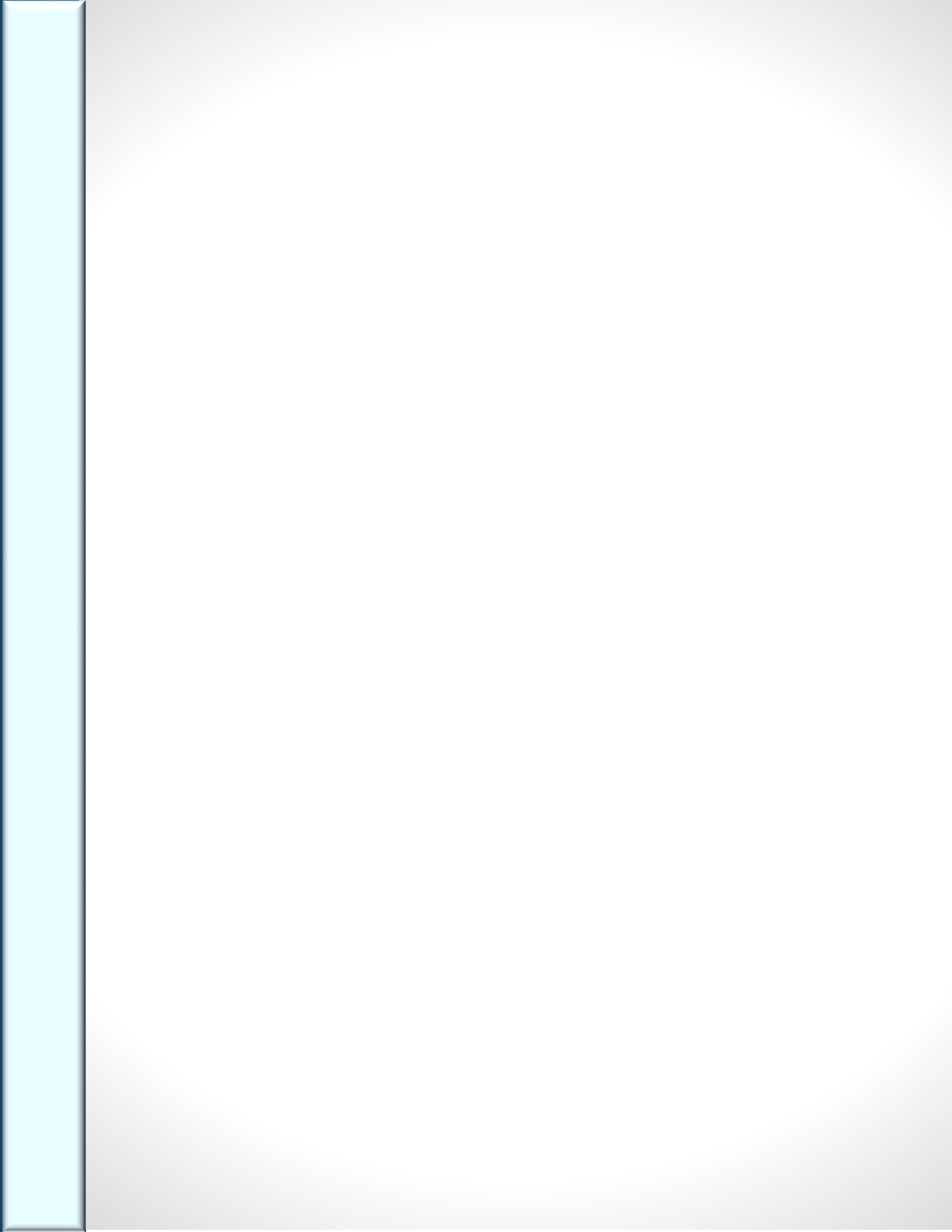


MSCHE Visiting Team
Final
February 6, 2017

Greatness by DESIGN



UVI Self-Study 2017





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Executive Summary

Overview of Chapters and Content

The following overview constructs a bridge for the readers of this self-study, who will either be versed in the Middle States Commission on Higher Education (MSCHE) [Standards for Accreditation and Requirements of Affiliation](#), or knowledgeable about all that is the University of the Virgin Islands (UVI) from strategic plan to management values. To support the readers, information from this page is duplicated at the beginning of each chapter on an unnumbered “blue page”. It is the University's firm belief that by the end of the 100 pages, the reader will know both entities, and will see that the successes and opportunities of UVI depict the thoughtful and exceptional achievement of the MSCHE standards. The reader should have access to a copy of the strategic plan *Pathways to Greatness* ([DR-002](#)), *UVI Documentation Road Map* ([DR-000](#)) and [Standards for Accreditation](#) for ease of reference.

Greatness by Design: UVI Self-Study 2017

Chapter One, **The Quest for Greatness**, opens with a quote from President David Hall at his inauguration ceremony, challenging the University community to dream with him. The chapter is an executive summary and introduction to the document, including an overview of the self-study process and the institution, as required in the [Self-Study: Creating a Useful Process and Report](#). While describing the physical aspects of the University campuses, the text refers to spreadsheets in the documentation road map that fulfill Standard 6, criteria 4, and describes newly built or renovated buildings. This section also discusses the University's initiatives that are mentioned throughout the self-study and which dictate the organization of the self-study, including:

- *Pathways to Greatness*, UVI's current strategic plan.
 - Goal 2A of *Pathways to Greatness* is introduced, because it has become THE declarative statement about the students we want to graduate.
- *Management Values* that were adopted by the University and are the foundation of the services and programs offered
- *UVINext*, an initiative to institutionalize assessment and effectiveness. The first phase of the initiative is introduced in this chapter along with its report and recommendations.

Chapter Two, **Defining Greatness: UVI's Mission and Goals**, is a description of the current strategic plan, its process and communication methods for disseminating the plan and goals. This chapter introduces the University's mission in fulfillment of Standard I. The remaining chapters of the document describe how the University is fulfilling its mission by achieving the goals of the strategic plan. Each performance goal and measurable objective within *Pathways to Greatness* is addressed in the document, along with the progress towards goal attainment, the assessment measures and impacts, and relevant resource and planning information.

Chapter Three, **Shared Governance: The Structure to Achieve the University Mission**, outlines the achievement of Standard VII within the University's shared governance structure. Shared governance is a central tenet of the University and a significant consideration in the 2016 Self-Study. This chapter describes the process and the shared governance constituencies. In the discussion of each entity, the chapter highlights surveys and results used to assess the satisfaction and performance of the constituent groups, and communication processes. Significant changes in the organizational structure since the 2012 Periodic Review Report are also discussed. The chapter ends with a description of leadership groups and their position within shared governance, including information about the *UVINext* Task Force and the implementation of the *UVINext* initiative.

Chapter Four, **Achieving the Core Mission: Student Success through Excellent Teaching & Innovative Research**, uses a significant part of UVI's mission as the subtitle. This makes the point that the University lives and breathes the mission in its daily operation. This chapter describes the achievement of both Standards III and IV because they work in harmony at UVI. The chapter is organized by the first three tenets of *Pathways to Greatness* Goal 2A: academically excellent, globally sensitive, entrepreneurially focused. For each student learning criterion and student support experience, assessment data are used to demonstrate why programs were implemented, how success is measured, and how continuing improvements are being made to enhance the programs

Chapter Five, **Emotionally and Spiritually Balanced: Creating a Secure, Ethical and Supportive Environment**, establishes UVI's process of achieving Standard II, within the fourth tenet of *Pathways to Greatness* Goal 2A: emotionally and spiritually balanced. The analysis draws on the policies and practices of the University, the investments supporting employees, and actions to ensure all University constituents feel valued in a secure and ethical environment.

Chapter Six, **Committed to Serving the World: Achieving the Rest of the Mission**, provides data and analysis on the impact of the University on the Territory and the wider Caribbean with the final tenet of *Pathways to Greatness* Goal 2A: committed to serving the world. This chapter is necessary to demonstrate achievement of the community engagement aspect of the UVI mission, and meets criteria of Standard I.

Chapter Seven, **Moving the Needle: UVI as a High Performance Institution**, describes the University's resources, and institutionalized planning and improvement processes consistent with requirements of Standard VI. This chapter examines how the University is supporting its own organizational development, fiscal responsibility, and modern environment within its “plan, resource, and assess” cycle.

Chapter Eight, **Performance Assessment and Continuous Improvement on the Pathway**, delineates the formal processes used by the University for institutional and educational effectiveness, consistent with Standards V and VI. This chapter brings into focus how goals are assessed, and the activities that close the loop. UVI strongly believes that the discussion of the goals in the earlier chapters demonstrates both assessment and process for continuous improvement. Chapter Eight concludes with a discussion of the ongoing implementation and institutionalization of *UVINext* processes.

Chapter Nine, **Transcending the Present Reality and Limitations**, takes its name from President David Hall's inaugural speech, quoted in the preamble to Chapter One, encouraging the institution to dream with him and thus transcend its reality and limitations. This closing chapter outlines the success of the University and the opportunities for continuous improvement. It also enumerates three recommendations that will be implemented during the next MSCHE accreditation cycle.

The diagram on the opposite page, under the umbrella of the University's mission, charts the chapter names within this document to the MSCHE standards, the Areas of Focus within *Pathways to Greatness*, and the *Seven Management Values*. It also denotes the overlap of the tenets from Goal 2A, *UVINext* phases, and identifies where each measurable objective of *Pathways to Greatness* is addressed.

Diagram of Self-Study document based on key components of the University mission





MSCHE Chapter Guide:

- Introduction
- Self-Study Process
- Standard VI.4

Chapter One The Quest for Greatness

"I am blessed to be the President of UVI and to build upon the wonderful foundation that my predecessors and so many others have constructed. Since the start of my presidency, I have asked the University of the Virgin Islands to dream with me; to set our sights on something that transcends our present reality and limitations. Therefore, the theme we have embraced for this inauguration and for my presidency is 'The Quest for Greatness!'."

—Dr. David Hall

Chapter One, entitled **The Quest for Greatness**, opens with a quote from President David Hall at his inauguration ceremony, that challenges the University community to dream with him. The chapter is an executive summary and introduction to the document, including an overview of the self-study process and the institution, as required in Self Study: Creating a Useful Process and Report. While describing the physical aspects of the University campuses, we refer to spreadsheets in the documentation road map that fulfill Standard 6, criteria 4, and describes newly built or renovated buildings. This section also describes the University initiatives that are mentioned throughout the Self-Study, and which are used to organize the Self-Study. The initiatives include:

- *Pathways to Greatness*, UVI's current strategic plan.
- Goal 2A of *Pathways to Greatness* is introduced because it has become THE declarative statement about the students we want to graduate.

"UVI will produce graduates who are academically excellent, globally sensitive, entrepreneurially focused, emotionally and spiritually balanced, and committed to serving the world."

—Pathways to Greatness, Goal 2A

- *Management Values* that were adopted by the University, and are the foundation of the services and programs offered by the University.
- *UVINext*, an initiative to institutionalize assessment and effectiveness. The first phase of the initiative is introduced in this chapter along with its report and recommendations.

David Hall took office as the fifth President of the University of the Virgin Islands (UVI) on August 1, 2009. At his inauguration ceremony, the President declared:

"I am blessed to be the President of UVI and to build upon the wonderful foundation that my predecessors and so many others have constructed. Since the start of my presidency, I have asked the University of the Virgin Islands to dream with me; to set our sights on something that transcends our present reality and limitations. Therefore, the theme we have embraced for this inauguration and for my presidency is 'The Quest for Greatness'."

About the Self-Study

The University of the Virgin Islands' decennial Self-Study is the opportunity to review the University's accomplishments. It is also the opportunity to use the process as a way to move forward – “to set our sights on something that transcends our present reality and limitations.” This self-study is part of an ongoing effort to implement activities that strengthen and improve the institution. The University embraces the persistent quest of Middle States Commission on Higher Education (MSCHE or Middle States) to make the self-study process representative of institutional initiatives and improvement, rather than a checklist of criteria. This allows UVI to demonstrate achievement of accreditation standards at the highest possible level. UVI can not only say with confidence, “Our students are well-served; our community is well-served” as indicated in the preamble to the Standards for Accreditation and Requirements of Affiliation, but it can also say that our students and our institution are progressing on the pathway to greatness. The University's version of this statement is:

"UVI will produce graduates who are academically excellent, globally sensitive, entrepreneurially focused, emotionally and spiritually balanced, and committed to serving the world."

--Pathways to Greatness, Goal 2A

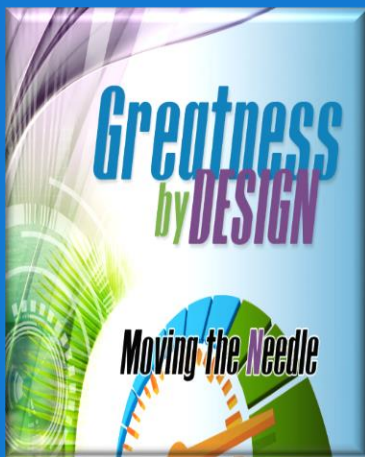
Through well-defined accomplishments and relevant activities – UVI is achieving GREATNESS BY DESIGN.

University Initiatives

This document demonstrates evidence of compliance with MSCHE standards based upon the progress and guidance of three important University initiatives that were launched as part of the quest for greatness. President Hall introduced *Seven Management Values* (MV or Management Values) to the University community during his 2009 University Convocation address. The Management Values were developed after conversations with University constituents about the challenges and needs, and were presented as a framework within which the University would deliver programs and services on its quest for greatness. The *Seven Management Values* ([DR-001](#)) are:

1. High performance institution with a focus on quality
2. Service oriented
3. Uncompromised integrity
4. Informed decision-making
5. Fiscal responsibility
6. Performance assessment
7. Emotional and spiritual health

Adherence to and support for the Management Values will be noted throughout this self-study by indicating MV1-7, referencing the list above. Using the framework of the *Seven Management Values* as the foundation, the President guided the UVI community through a university-wide process that completed the implementation of the former strategic plan, *Vision 2012*, and culminated with the development of the University's current strategic plan, *Strategic Plan 2017: Pathways to Greatness* (PTG, [DR-002](#)). PTG articulates UVI's aspirations and demonstrates compliance with MSCHE's accreditation standards. Throughout this document, when PTG performance goals are referenced, relevant discussions will elucidate how achievement of the referenced goals both moves the University closer to achieving its mission, as well as fulfills one or more aspects of MSCHE's Standards. *Pathways to Greatness* goals are abbreviated PTG:number for area of focus, letter for performance goal, number for measurable objective, i.e. (PTG:4D2).



Why GREATNESS BY DESIGN?

The Middle States Commission on Higher Education Re-Affirmation of Accreditation process at the University of the Virgin Islands is based on the concept that if the University is to achieve its strategic plan “*Pathways to Greatness*”, there needs to be a calculated and measurable effort. The Accreditation process provides the vehicle for the University to test its measurements and procedures. It is an opportunity to make sure that UVI is making progress “on purpose” and that every action moves the needle on the measurements.

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In 2013, an initiative began to address program rationalization, to understand the impacts, costs, and revenues generated by each program and service at the University. This fulfills PTG:5A2, *to embed institutional assessment within the fabric of the University by developing a system of benchmarks and metrics*. The initiative took the progress made in institutional effectiveness discussed in the MSCHE Periodic Review Report 2012 (PRR or 2012 PRR, [DR-003](#)) and elevated institutional effectiveness into a University-wide commitment. The initiative, known as *UVINext*, began with a comprehensive and collaborative assessment of all academic and administrative programs and service units by external consultants and internal administrative and academic committees working independently. *UVINext* culminated with a report entitled, *UVINext: Academic Programs and Administrative Services Transformation* ([DR-004](#)), which includes a ranking of units and programs and a series of recommendations for improvement. The document will be referred to as *UVINext:2014*. The Board of Trustees (herein after, Board or BOT) placed each unit ranked in the lowest quartile on a “Strict Scrutiny List” for further review. The recommendations in the report were reviewed by the BOT. The BOT approved those recommendations that it determined appropriate for implementation and the *UVINext* Task Force was charged to review units on Strict Scrutiny and oversee the implementation of the approved recommendations ([DR-005](#)). The *UVINext* initiative, led by the *UVINext* Task Force, has become the centerpiece of the University's assessment and is described throughout the self-study, as it sets the path for continuous improvement and becomes a catalyst to refine current processes and procedures.

It is against the backdrop of *Pathways to Greatness*, the *Seven Management Values*, and *UVINext* that the University undertook this decennial GREATNESS BY DESIGN Self-Study. Text and discussions address specific MSCHE standards and criteria throughout the Self-Study document. Many of the standards are addressed by the documents referred to or listed in the narrative from the **Documentation Road Map** ([DR-000](#)). These documents are numbered **DR-Number** and are active links to access documents. Each document is listed in the road map by standard in this three-digit number format. There are also references throughout the Self-Study when information from the Self-Study is necessary to provide evidence for the verification of compliance report, i.e. (Requirement of Affiliation,#). The completed Verification of Compliance with Accreditation Relevant Federal Regulations Institutional Report is in the documentation road map ([DR-144](#)).

Self-Study Outcomes

The Self-Study was designed to address four specific outcomes that would move the institution along the pathway to greatness. The most important of these is to demonstrate how the University of the Virgin Islands achieves the Middle States standards for accreditation as it pursues its mission. Outcome four from UVI Self-Study Design ([DR-006](#)) promotes continuous improvement with a focus on “honoring our past and creating our future,” thereby assuring the reaffirmation of accreditation. The other three outcomes described in this design document include:

Outcome 1: While building upon a culture of continuous improvement, identify processes to improve data collection and recommend strategies that will improve the use of the data to better inform University decisions. These strategies will become the measurements for the next strategic plan.

Based on the analysis in this document and feedback from the MSCHE team visit, a recommended set of data dashboards will be created to demonstrate the adherence to each of the MSCHE standards. These dashboards will take into consideration the University's current Key Performance Indicators (KPI's, [DR-007](#)) and lessons learned from the previous strategic planning process (described in chapters two and seven), and will provide both the justification for the activities to be implemented in the next strategic plan, and the benchmarks to monitor success. The University's Board will approve what will become the final measurements. This process will support the University as it moves to annual reports to MSCHE by enforcing the use of accreditation standards as part of daily operations.

Outcome 2: Create operational plans to embed the processes and concepts of *UVINext* into each University Component and Department that will allow them to engage in effectively measuring and monitoring academic programs and administrative services.

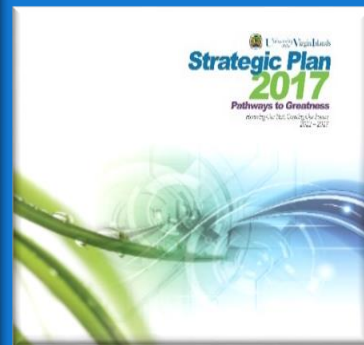
The self-study process made it clear that the University needs to better align its processes, resources and committees to more effectively demonstrate the achievement of MSCHE standards. This process will require *corresponding links between accreditation, strategic planning, resource allocation, organizational effectiveness and performance assessment* as required in PTG:5F. This document, called UVI ASPIRE ([DR-008](#)), will be presented to University constituents for input, and in its current form, is in the documentation road map. The implementation and expansion of UVI ASPIRE is discussed in Recommendation One in Chapter Nine.

Outcome 3: As the institution rapidly moves towards the completion of *Pathways to Greatness*, the self-study process will provide insight into actions and initiatives that will become the foundation for the next strategic plan.

The development of the self-study document and its analysis revealed several potential improvements in the University processes and operations. Three of these have been developed as recommendations for the Self-Study and the remaining opportunities will serve as the foundation for the strategic plan that will succeed *Pathways to Greatness*. These are discussed in Chapter Nine. The BOT extended PTG to 2018 to accommodate this schedule and the use of the self-study process as the foundation for UVI's next strategic plan ([DR-009](#)). Chapter Nine discusses a proposed framework for this plan.

Self-Study Process

UVI's President led the development of the self-study and tasked the university's Institutional Effectiveness and Assessment Advisory Board (IEAAB), chartered in 2009 ([DR-010](#)), to provide oversight for the Self-Study project and the Self-Study Initiative Steering Committee (SSI or Steering Committee). The IEAAB was also tasked with vetting the three institutional recommendations submitted in this self-study, taking into consideration feedback and priorities from all constituencies. The Vice Provost for Research and Public Service and an Associate Professor of Education, on the Albert A. Sheen Campus, were appointed Co-Chairs of the SSI by the President in October 2014. As requested by MSCHE, chairpersons for each of the seven (7) Middle States standards were added to the Steering Committee in February 2015 after deliberation with IEAAB. The first task of the SSI was to develop the Self-Study Design. The design was approved by MSCHE in August of 2015. The chairperson for each standard brought

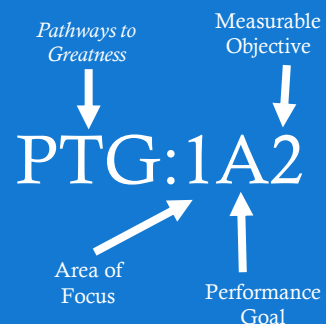


Pathways to Greatness

Pathways to Greatness (PTG) is the current strategic plan for the University of the Virgin Islands. The plan provides the road map for the operations and achievements of UVI.

There are six areas of strategic focus, identified by numbers 1-6. Each of these areas is divided into individual performance goals delineated by capital letters. The performance goals, where necessary, are further divided into measurable objectives, noted as number.

The citation of these goals throughout the self-study document appears:



together sub-committee members to develop a report on its standard in September 2015. An editor for the Self-Study was appointed in 2015 and a content editor was added in summer 2016 to ensure that deadlines in the Self-Study Design were met. The University's Internal Auditor was added to the steering committee to lead the completion of the Verification of Compliance with Accreditation Relevant Federal Regulations Institutional Report, or Compliance Report, and to develop the separate requirement, including the compliance information required in Standard II.8a-d. The Vice President for Information Services and Institutional Assessment served as Editor-In-Chief of the self-study and assisted the Co-Chairs in conducting the business of the SSI. The institutional research staff, rounded out the steering committee and were responsible for the development and finalization of the documentation road map and verification of data.

The SSI subcommittee chairs led the development of material to support UVI's compliance with each standard. Each subcommittee developed an outline of its standard (due November 24, 2015) and then two drafts of each standard (due February 22 and April 22, 2016, respectively). The IEAAB and SSI Co-Chairs reviewed each draft and provided feedback. The University constituents, through presentation at two University Town Hall meetings (February 2015 and March 2016) also provided input. The SSI Co-Chairs consolidated subcommittee reports into a full draft, organized around University initiatives and mission-centered University achievements. This re-organized draft was presented to IEAAB for feedback on June 10, 2016. During summer 2016, data analysis within the document was reviewed and verified by institutional research staff, and editing continued to unify the document, remove duplication and maximize content impact. A review draft was presented to the President's Cabinet (the Cabinet will be defined in Chapter Three) on July 20, 2016 with revisions finalized during retreats on September 13 (all day) and 30, 2016 (half-day). The Steering Committee monitored changes in the document and continued to provide feedback during the Cabinet review. An updated draft was sent to the IEAAB and SSI on October 7, 2016 during a joint meeting, which also initiated the process to select recommendations for inclusion in the document. Feedback was then used to prepare a draft for the MSCHE Team Chair on October 17th. An additional town hall meeting was held on October 20, 2016 to present the document to University constituents, including meetings with students on each campus. Feedback and input from these groups, including the finalized recommendations from IEAAB, and the MSCHE Team Chair were used to complete a draft that was submitted to the UVI Board of Trustees on December 14, 2016 for final approval by the BOT January 19, 2017. This living document will receive further revisions and refinements until its delivery to the MSCHE Visiting Team on or about February 6, 2017, for their March 19-22, 2017 site visit.

History and Description of University of the Virgin Islands

Founded in 1962, UVI is a public, liberal arts institution located in the United States Virgin Islands. The United States Congress awarded UVI land-grant status in 1972. In 1986, the College of the Virgin Islands (CVI) was renamed the University of the Virgin Islands to reflect the growth and diversification of its academic curricula, community and regional services, and research programs. That same year, the United States Congress named UVI one of America's Historically Black Colleges and Universities (HBCU). UVI, therefore, holds the distinction of being the only HBCU outside of the continental United States.

As of fall 2016, the University offers more than fifty (50) academic programs including four (4) undergraduate certificate programs and four (4) special programs; thirty-eight (38) undergraduate, and eleven (11) graduate degree programs, including a doctoral program, through five (5) colleges and schools. Through a Board resolution in June of 2011 ([DR-145](#)), the University also established twelve (12) academic minors. UVI began its quest to open an accredited School of Medicine (UVISOM) in 2014. As of fall 2016, 2,416 students were enrolled across all University programs.

UVI operates as a one University with two campuses and multiple instructional sites. The campuses are equal parts of a whole, and each plays an important role in achieving the University's mission and supporting the culture of the Territory. There are campuses on the islands of St. Croix (STX) and St. Thomas (STT), with instructional sites on St. John (STJ) and Sint Maarten in the Lesser Antilles. Each of these sites and physical structures provides adequate space to realize the University's educational goals. Most UVI programs have presence on both campuses. These programs and places are described within this Self-Study in more detail as they relate to meeting MSCHE standards.

The 388-acre *St. Thomas Campus* is located three miles west of the town of Charlotte Amalie, overlooking John Brewers Bay on the island of St. Thomas. In addition to the buildings described in [DR-011](#), this campus includes the Herman E. Moore Golf Course, Brewers Bay beach, tennis courts and a basketball court for student use as part of athletic and recreation programs. On St. Thomas, but off of the main campus, are the offices for the Virgin Islands Small Business Development Center (VI-SBDC) and the Etelman House Observatory, which is operated by the College of Science and Mathematics (CSM). Of specific note on the St. Thomas Campus is the addition of a 100-bed residential facility, West Hall, which was completed in 2012 and has been at capacity since its opening. Additionally, there were several notable renovation projects completed between 2011 and 2016, specifically: ADA compliance renovation project of upper and lower campus (2011); renovations of the Social Science building which upgraded 13 faculty offices (2013); \$1.5M renovation of the Reichhold Center for the Arts that includes ADA compliance is in process (2015-2016) ; renovations to the Dining Pavilion to improve the students' dining experience; renovations to Penha House to house the WUVI radio station; and facilities upgrade, additional research facility and extension of the dock, and a new boat launch slip at the MacLean Science Center. In addition, construction is underway on a School of Medicine Classroom Building.

The 130-acre *Albert A. Sheen Campus* (AAS) is located at Estate Golden Grove, midway between the towns of Christiansted and Frederiksted, on the island of St. Croix. In addition to the buildings and square footage listed in [DR-012](#), behind the Student Center are outdoor basketball, volleyball and tennis courts, and soccer fields used for physical education classes, intramural athletics and recreation, which were established in 2012. Also on St. Croix, but off of the main campus, are the offices of the VI-SBDC, Center for Community Engagement and Life-long Learning (UVICELL), and the Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD). Of particular note on the AAS Campus is the UVI Research and Technology Park (RTPark) building which houses the College of Science and Mathematics and its faculty offices, classrooms and laboratories since fall 2013. This relocation satisfied the critical need for space for the science programs. In addition, planning is underway for construction of a School of Medicine Simulation Center.

The *St. John Academic Center (STJAC)* is located on the island of St. John and provides classroom and library services to support academic programs ([DR-013](#)). The Center shares space with the V.I. Department of Planning and Natural Resources. While faculty are primarily on the two campuses, the Academic Center allows students on St. John to attend classes when they are offered via videoconference, significantly reducing the commute, that includes a ferry ride, and ground transportation to the St. Thomas campus. Although the Center serves fewer than 30 students per year, it provides an important outreach to meet the educational needs of St. John. The St. John Academic Center opened in 2010, and was developed through the allocation of part of a five-year Title III Grant. The University also maintains the *Virgin Islands Environmental Resource Station (VIERS)* on St. John, and offices for the Cooperative Extension Services (CES) in Cruz Bay. Both are described in more detail in Chapter Six.

In fall 2015, UVI revamped its relationship with the University of St. Martin (USM) by offering undergraduate and graduate education and business courses to UVI students on the USM campus on Sint Maarten. The agreement, titled *UVI at USM*, is part of a strategic effort to expand opportunities for more individuals to have access to a UVI program of study and degree and to increase University revenues ([DR-014](#)). It also fulfills PTG:3C to *strengthen partnerships* with Caribbean neighbors. *UVI at USM* offers St. Martin/Sint Maarten neighbors the same quality education offered at all UVI locations. Courses are taught by UVI faculty either online or on site in St. Martin. In spring 2017, *UVI at USM* is serving 41 students.

As the only public institution and only accredited institution of higher education in the U.S. Virgin Islands, UVI has community and external engagement as a priority, and views this engagement as central to academic excellence and student learning.

UVI's size enhances its ability to offer a wide array of programs and services, while continuing to provide a personal, meaningful experience for its students.



MSCHE Chapter Guide:

- Standard I

Chapter Two Defining Greatness: UVI's Mission and Goals

MISSION: The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service.

VISION: The University of the Virgin Islands will be an exceptional U.S. institution of higher education in the Caribbean dedicated to student success, committed to excellence, and pledged to enhancing the social and economic transformation of the U.S. Virgin Islands.

CORE VALUES:

- **Students First.** Students are our most important stakeholders. We value student-centered learning and a campus climate that promotes school spirit. We believe putting students first bolsters enrollment and retention, and responding effectively to student needs promotes satisfaction and commitment to the University.
- **Learning and Scholarship.** We value learning and scholarship for our students, our employees and the community. We recognize the importance of personal growth and seek to continuously learn as an organization while being responsive to our changing environment.
- **Excellence.** We value excellence in all we do. We are committed to upholding high academic standards and providing a nurturing and supportive educational environment. We continuously seek opportunities for improvement.
- **Teamwork.** Teamwork and accountability are essential to achieving institutional goals and objectives. We promote the growth and development of faculty and staff through ongoing training and professional activities. We advocate high standards of performance for students, faculty and staff while creating a supportive environment that encourages individual and group success.
- **Collegiality and Shared Governance.** We believe that students, faculty and staff are partners with the administration in decision-making. We believe students, faculty and staff stakeholders should be active participants in any proposed institutional change.
- **Inclusiveness of Ideas.** We value mutual respect for everyone, expressed through fairness and equitable treatment. We embrace multiculturalism and recognize the unique contributions of all people. We value open communication and the candid exchange of thoughts and opinions.
- **Principled Leadership.** We believe optimal results are best achieved by collaborating with employees to solve problems and reach solutions. We advocate planning and joint goal setting to advance the mission and vision of the University.
- **Supporting Our Community.** As members of the University, we have a shared responsibility to support our local community through enthusiastic, responsible service. We value our University and encourage the active participation of everyone through cooperation and communication.
- **Effective Use of Technology.** We view technology as a tool to enhance teaching and learning and to improve the effectiveness of our educational and administrative processes.
- **Equitable Reward System.** We support a performance-based system that recognizes and values the contributions of all employees. We value equal opportunity and upward mobility for everyone.

Chapter Two, **Defining Greatness: UVI's Mission and Goals**, describes the current strategic plan, its process and communication about the plan and goals. This chapter introduces the University mission in fulfillment of Standard I. The remaining chapters describe how the University is fulfilling its mission by achieving strategic plan goals. Each performance goal and measurable objective within *Pathways to Greatness* is addressed in the self-study, with highlights pertaining to progress on goals, assessment measures and impacts, and relevant resource and planning information.

UVI is mission-centric in focus. The University is guided by a clearly defined mission, operationalized through its strategic plan, *Pathways to Greatness*, which underscores the institution's commitment to shared governance and continuous improvement. The goals in PTG provide the institution with measurable, demonstrable metrics to document mission achievement. The progress towards achieving the goals of the strategic plan defines the role of the University. This confluence demonstrates the University's achievement of the MSCHE standard I and Requirement of Affiliations, 7.

Pathways to Greatness Plan Development

The University of the Virgin Islands embraces a collaborative approach to strategic planning, which is evidenced in the guiding principles that governed the Planning Task Force (PTF), a constituency-based group that led the development of *Pathways to Greatness*, and will guide the development of the next strategic plan. UVI's vision, mission and core values were examined by the PTF and were found to align with expectations and aspirations of internal and external constituencies. The BOT re-affirmed the mission and vision through its approval of *Pathways to Greatness*. Both vision and mission will be reviewed again before a new strategic plan is completed in fall 2018. The planning process for the University, including the guiding principles, is described in more detail in Chapter Seven.

Development of PTG ([DR-015](#)) began with a Planning Retreat in October 2010 ([DR-016](#)). The PTF comprises representatives from all internal and external stakeholders, including faculty, staff, students, administrators, alumni, Virgin Islands education personnel, and the general public. The challenges described in the PRR 2012 served as the foundation for the development of PTG. In addition, several unachieved initiatives from *Vision 2012*, to include the accreditation of three Schools, were rolled into the new plan ([DR-017](#)). Following administrative review and input, the draft strategic plan was approved by the Board of Trustees in June 2012. *Pathways to Greatness* was officially launched ([DR-018](#)) in fall 2012. In October of 2012, the administration held public meetings on St. Thomas, St. Croix and St. John to present the new strategic plan.

Measures of success of PTG objectives are linked to data derived from various student assessment tools. The University implemented the use of **Noel-Levitz** Student Satisfaction Inventory in 2005 and the National Survey of Student Engagement (**NSSE**) in 2003. With baselines in these years, the surveys are administered to all students on a two or three-year cycle. Survey results were available to inform the PTG planning process with significant data to identify the needs of the University and a method to assess its success. The **UVI Senior Exit Survey** was developed internally by the Office of Institutional Research and Planning in collaboration with the Eastern Caribbean Center (ECC) in 2011. The survey is administered each spring to seniors receiving bachelor degrees. The survey questions focus not only on the level of academic engagement and student satisfaction with services, but on the student's UVI experience. Institutional research staff conducts the distribution of the survey instrument to all graduands and collects the completed response forms that are sent to the ECC for analysis. ECC publishes an annual report of the results that is presented to Cabinet before being made available to the UVI community. All three of these assessments are referred to throughout this document and results are in the [DR-178](#). Many measures of the success of PTG include improvement in these numbers.

Each PTG objective is aligned with a measurable outcome and a due date. One of the major assessment tools to track PTG success is the University's KPI's, used since 2004 to measure the health of the institution and inform decision-making. In 2013, the KPI's became the measurable outcomes in *Pathways to Greatness* when the BOT decided which KPIs would be reported at Board meetings.

The PTG performance goals, organized around six areas of focus, are realistic, appropriate to higher education, and consistent with the University's mission. These areas of focus with primary correspondence to the *Seven Management Values* are listed below. Management Values, however, overlap many of the areas described:

- **Academic Quality and Excellence** – includes focusing on faculty development, scholarship, student learning and assessment, program review and development (including the aspiration to develop a medical school), and is consistent with the Management Value for a high performance institution with emphasis on quality (MV1). This area of focus addresses the core of the UVI mission.
- **Student Development and Success** – emphasizes broad student extracurricular experiences, opportunities for student research, increased access to academic and personal advising/counseling, and increased use of data

collection for informed decision-making in developing recruitment and retention strategies. These services are undertaken in a manner that supports the service-oriented Management Value (MV2), recognizing students as the ultimate customers. This area of focus addresses the core of the UVI mission.

- **Community Engagement & Globalization** – addresses the vision of UVI as a comprehensive community resource and a leader for regional development and addresses the “embracing the lives of the people of the U.S. Virgin Islands and the wider Caribbean” section of the UVI mission.
- **Modern and Safe University Environment** – recognizes threats and opportunities of the millennial era and ensures that institutional resources, facilities and policies create a safe, ethical and supportive environment including spiritual and emotional health (MV7) and uncompromised integrity (MV3).
- **Organizational and Human Development** – includes strategies to strengthen and expand capacity of UVI personnel for assuming greater leadership and administrative roles to achieve effective shared governance. This area encompasses performance assessment (MV6), spiritual and emotional health (MV7) as well as uncompromised integrity (MV3) for developing the institution's moral compass.
- **Fiscal Sustainability and Growth** – builds institutional resource capacity to achieve goals, maintain financial viability, and establish realistic revenue generating strategies for fiscal stability (MV5) and informed decision-making (MV4).

Communication & Plan Implementation

Effective communication is critical in encouraging a culture of greatness. The inclusiveness of the strategic planning process facilitated communication of the mission and goals of PTG throughout the University. Once the strategic direction was set by the PTF and approved by the President and the BOT, Cabinet and other leadership meetings, were used to communicate the strategic direction of the University and define each employee's role in achieving UVI's mission and goals. This process and the committees will be described in detail in Chapter Three.

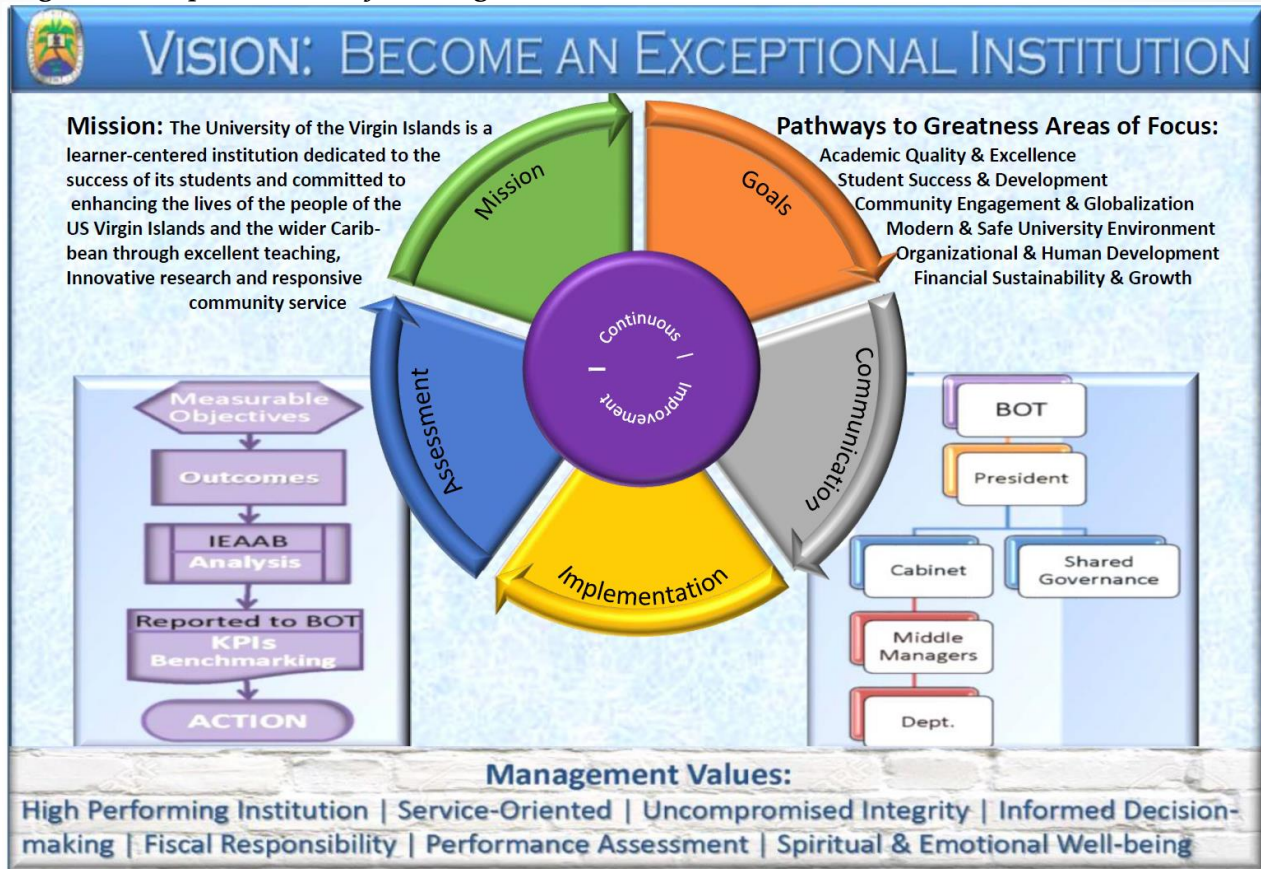
Communication processes can always be more effective, and UVI continues to improve, test, re-test, and enhance its strategies. The communication moves through the hierarchy of the academic leadership, deans and directors. Though time-consuming, the process has been effective in its efforts to communicate PTG recommendations and policy review. Although feedback and responses from constituents may lag, the variety of communication options, described in Chapter Three, aids in effectively spreading the message on issues such as the draft strategic plan, revised student code of conduct, and presidential goals, to name a few.

Figure 1 identifies the conceptual elements that operationalize achievement of the institutional mission and vision. It presents the strategic progression from planning process through implementation to assessment.



Moving the Needle

Figure 1. Conceptual Elements of Achieving UVI's Mission



Keep the Needle Moving on Goals

The University made significant improvements in strategic planning by enhancing measurements, integrating resources, and aligning goals with University needs and ambitions. In fact, it has accomplished nearly all of the goals it set for itself from *Pathways to Greatness*. The accomplishments of the University, that are described in this Self-Study, are truly transformational for UVI.

The approach of the next strategic planning, and the analysis reviewed in this Self-Study, highlights areas of need that should be reflected in the University's 2018 strategic initiatives. *Pathways to Greatness* is very ambitious, and, even in challenging financial times, it was altered very little. The opportunity exists to provide more focus in the next strategic plan, and bring constituents together to share in all aspects of success. In fact, the next plan should integrate and build on accomplishments from PTG with more refined goals that ensure measurement, analysis and knowledge management are fully implemented. The University needs to demonstrate that not only were the goals accomplished, but that the results of the goals impacted the University in specific ways according to its plan, and the outcomes were substantial. This will mean refinements in the data that are used to set the goals, the selection of specific measurements that answer the question, "so what?", and a refinement of processes that captures, analyzes and learns from each of the strategic results.

To keep the needle moving, **measurement, analysis, knowledge management and results** need to be addressed with appropriate, specific and impactful goals that are focused on the precise needs of the University.

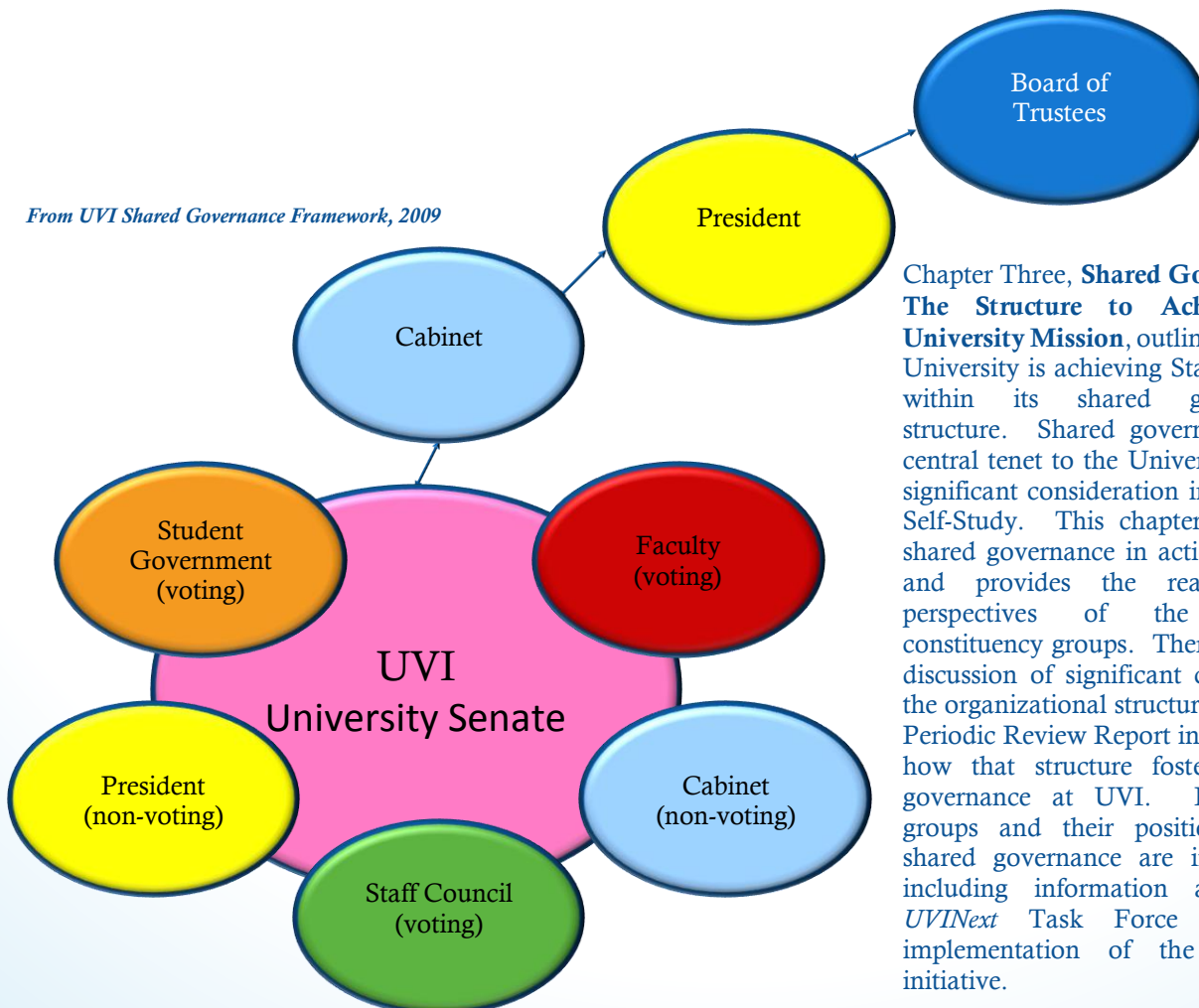


MSCHE Chapter Guide:

- Standard VII
- Standard II

Chapter Three Shared Governance: The Structure to Achieve the University Mission

From UVI Shared Governance Framework, 2009



Chapter Three, **Shared Governance: The Structure to Achieve the University Mission**, outlines how the University is achieving Standard VII within its shared governance structure. Shared governance is a central tenet to the University and a significant consideration in the 2016 Self-Study. This chapter describes shared governance in action at UVI and provides the reader with perspectives of the various constituency groups. There is also a discussion of significant changes in the organizational structure since the Periodic Review Report in 2012, and how that structure fosters shared governance at UVI. Leadership groups and their position within shared governance are introduced, including information about the *UVINext* Task Force and the implementation of the *UVINext* initiative.

Shared governance at UVI is designed to foster a sense of empowerment, partnership, and a vested interest in successful outcomes of institutional policy and implementation decisions. UVI's shared governance engages stakeholders early in most processes, with that involvement resulting in key institutional policies that carry the imprint of all constituency groups. Some policy areas include: mission, strategic direction, and hiring processes for administrators, faculty and staff; budgeting and expending funds; construction of buildings; academic programs, including degrees, courses, admission, and graduation; promotion, tenure, and salary increments; athletics programs; student matters; research, grants, and contracts; parking, security, and other services; and public relations. The University of the Virgin Islands is governed and administered in a manner that enables it to realize its mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. (Requirement of Affiliation,12)

The 1962 enabling legislation directed the formation of a governing board with responsibility for oversight of the University's administrative leadership. The scope of control and accountability for decision-making are outlined in Title 17, Chapters 33 and 35, of the Virgin Islands Code (V.I.C, [DR-019](#)). The Board of Trustees oversees the general affairs and the budgetary processes of the University. The body approves and recommends the appropriate framework for University operations, ensuring a sound structure for shared governance, stakeholder participation, effective communication and continuous assessment.

Governance: Board of Trustees

The Board of Trustees (BOT), listed in [DR-020](#), comprises 17 voting trustees: nine (9) members who are appointed by the Governor and approved by the Legislature; two (2) members who are elected by the Board; three (3) members representing faculty, students, and alumni; and three (3) ex-officio members: Commissioner, Virgin Islands Department of Education; Chair, Virgin Islands Board of Education; and President, UVI. The faculty trustee must be elected from the teaching faculty. [DR-021](#) shows current BOT composition and related Trustee occupations, to demonstrate independence and expertise of the body. The 1962 legislation defines the extent of control vested within the Board for managing the University's operations and finances.

The Bylaws of the University of the Virgin Islands ([DR-022](#)), (herein after referred to as Bylaws) most recently amended and approved on March 5, 2016, delineate the frequency and organization of Board meetings. The Board meets three times a year: March, June and October. The Bylaws delineate the roles of the executive members of the Board, the standing and special committees and committee membership. According to Title 17 V.I.C, Section 456, sub-section "c", the BOT is authorized to delegate, to the UVI President, its representation as well as the exercise of the powers and responsibilities conferred upon the Board by Title 17. Pursuant to Section 457(a), the President is the chief executive officer of the institution, which gives the President autonomy for day-to-day operations, and ensures Board support for the President's position. The Bylaws outline the roles of institutional stakeholders, including the composition of the University faculty and staff, and the documents that govern their appointments, conditions of work, rights and responsibilities.

The BOT's responsibility for operations is delineated in Section IV of the Board of Trustees Manual (or BOT Manual, [DR-023](#)). In addition, the BOT is required to approve the Faculty Policy Manual (FPM, [DR-024](#)) according to Section 10.1 of the FPM. These documents are described later in this chapter. The Board's responsibility for policy-level approval is operationalized through its actions relative to academic quality, planning, and the fiscal well-being of the institution.

The BOT Manual, last updated in 2013, is a procedures manual for Board operations, and explicates the Bylaws. It defines the University's programs and organizational structure, and summarizes Trustee responsibilities for ensuring effective governance throughout the institution. The BOT is supported by a full-time administrative liaison that reports jointly to the Board and the President.

There are eight (8) Standing Committees made up of Board members, with each committee supported by a staff liaison appointed by the President. The Audit Committee and the Development Committee include members who are not Trustees. According to the Bylaws, "The standing committees of the Board shall be the Executive Committee; the Academic, Research and Student Affairs Committee (ARSA); the Planning Committee; the Audit Committee; the Buildings and Grounds Committee (B&G); the Development Committee; the Finance and Budget Committee; and the Governance Committee." As set forth in Article IV, Section 1, thereof, "The

President shall serve ex-officio as the Secretary of the Board” and as such, shall serve as an ex-officio member of all standing committees of the Board” pursuant to Section 4(b) of that article. (Amended by BOT on February 21, 2004, March 12, 2005, March 14, 2009, October 29, 2011, October 26, 2013 and March 5, 2016).

Although not reflected in the current revision of BOT Manual, the Committee on Trustees, which functions as the accountability arm of the Board, was renamed the Governance Committee by resolution approved at the October 28, 2013 Board meeting. Article IV Section I of the Bylaws was amended to assign the Governance Committee responsibilities that include performance review of incumbent trustees and Board members who are eligible for re-election, and review of overall effectiveness of the Board, as a collective. An earlier BOT resolution (June 2012) instituted the tool ([DR-025](#)) and process for Board assessment. The most recent Board assessment was conducted in 2013 ([DR-027](#)).

The Audit Committee was added in 2010 to develop and implement an Audit Charter ([DR-150](#)) and appoint an Internal Auditor to establish a program of compliance and oversight over all operations of the University. As part of the authority established within the Audit Committee Charter and the Internal Audit Charter, the Internal Auditor is tasked with operating a Fraud, Waste and Abuse Hotline. In March of 2011, a Fraud Policy ([DR-151](#)) was developed and approved by the Board of Trustees which formalized the responsibility of the Internal Auditor to investigate reported instances of fraud, waste, or abuse. As a result, the duties of the internal-audit office were expanded to include a Hotline for reporting. The processes in this Office support the standards of ethics and integrity demanded by the Board, by providing a mechanism to monitor the ethical climate of the University.

The BOT’s primary fiduciary responsibilities are achieved through the Audit and the Finance & Budget Committees. Deliberations from these committees are added to either the Consent or Action Agendas of the BOT meetings for review and approval by the full Board. This includes the approval of the institutional budget and all audit reports. Generally, items on the Consent Agenda do not rise to discussion at Board meetings. However, any Trustee may request that a Consent Agenda item be moved to the action agenda for active discussion.

In general, frequency and openness of communication from the Board of Trustees has been consistent and adheres to the communication plan in the BOT Manual. The communication plan is delineated in the BOT Manual, Chapter IV Section C. To ensure consistency in communication, guidelines in the BOT Manual regulate communication by Board leadership and committees, both internally and externally.

The Board of Trustees conducts its business during regular meetings, with special meetings scheduled, as needed. Regular meetings of Board are alternated between the two campuses. The minutes of regular and special meetings of the Board in Regular Sessions, and resolutions adopted by the Board, are posted publicly on UVI web site. The Regular Sessions of meetings of the Board are open to the public. Presence at Executive Sessions of meetings of the BOT is limited to Board members and support staff who are needed. The BOT communications plan requires the University President and the Provost/Vice President of Academic Affairs to report regularly on University achievements, through individual reports ([DR-026](#)) and the KPI’s.

Article VI, Section 1(a) of the Bylaws allows the Executive Committee to act for the Board between Board meetings, in the event of emergencies requiring Board action. The Executive Committee then reports to the Board at its next meeting on all actions taken, and the Board must ratify or revoke the actions, during that meeting.

Notices of upcoming meetings of the Board are communicated to Board members by email, and are posted on the UVI website and in the UVI libraries for the University constituents. In addition, press releases are issued for the general public. While the communication plan is successful, comments in the 2013 BOT assessment documents indicate the amount of time available to Trustees to review documents for adequate oversight can be challenging ([DR-027](#)). According to BOT member evaluations, the lack of timely review of materials results from the increasing number of BOT meetings and the need for more timely delivery of documents to the committees.

The Board of Trustees Statement of Expectations ([DR-028](#)), updated in 2009, assures Trustee accountability for decision-making, governance, integrity in serving the public interest, and other standards to which individual Trustees are to adhere. These include the expectation that Trustees are to be well-informed in order to facilitate

active and productive participation in the work of the committees and general meetings. The BOT has membership in the Association of Governing Boards of Universities & Colleges (AGB). The BOT Chair, several Trustees, and the BOT Liaison attend the annual meetings of AGB. Trustees receive regular communication and training from the organization and consult its resources regularly for best practices in higher education governance. New Trustees receive Board orientation for familiarization with roles and the need to avoid interference with, or influence on, day-to-day operations of the institution.

The AGB training provides important information and guidance to Board members and is an ongoing endeavor. In 2015 the BOT received a grant from AGB to provide training to its members ([DR-029](#)). A Board Retreat was held in March 2016 that focused on the Board becoming a High Performing Board, as defined by AGB. At the Retreat, the Board developed a list of actions to complete during FY2016. Another Retreat was held on September 9, 2016. The action plan developed at the Retreat included:

- 1) Periodic Academic Review must be approved by the Board (link to #8 – under article Habits of Highly Effective Boards) – This was approved by the BOT in June 2016;
- 2) Explore the development of additional minimum requirements for graduation-this will be addressed via ARSA;
- 3) Develop board mentorship program – completed and approved at June 2016 Board Meeting. Implementation will begin in September with assignments of mentors;
- 4) Planning ahead for leadership continuity – being worked on via Governance Committee; and
- 5) Updating assessment of Emergency Preparedness Plans and Processes – this is being addressed via Planning Committee. The plan is addressed more fully in Chapter Five.

Standards of ethical conduct, rules for communicating, and responsibility for sound governance are inherent in the roles of the collective and individual Board Trustees. Trustees are required to complete and submit a notarized Conflict of Interest & Disclosure Policy statement ([DR-030](#)) annually, disclosing financial interests, as defined in the Policy. University employees must submit a similar statement, described in Chapter Five. Board members do not receive stipends for their work with the University. (Requirement of Affiliation,13)

The University is an independent instrumentality ([DR-031](#)) of the Government of the Virgin Islands (GVI). This ensures stable leadership of the University during changing political landscapes that follow scheduled public sector elections.

Trustee evaluations of the Board’s performance suggest that most members are satisfied with the ability of the body to execute its duties effectively. The responses collected from 13 respondents are included in [DR-032](#). Twelve of the 13 respondents in 2015 indicated having a clear understanding of the University’s financial condition. Previous BOT assessment results (2010 – 2013) indicated the fiscal condition of the University as an area of concern. The assessment also shows concerns about the capacity of individual Trustees being underutilized.

Record keeping and dissemination of the BOT operations and actions for public knowledge is an important function. Over the past year and a half, there has been a concerted effort to ensure that all Board approved actions and resolutions are on the website and updated in a timely manner. In the past, some BOT resolutions required an interested party to check both meeting minutes and/or the Board of Trustees Resolutions and Policies ([DR-033](#)) page on the website to determine if a resolution was approved.

The Office of the BOT is committed to effective record management to meet legal standards, preserve its history, optimize the use of space, and minimize the cost of record retention. The Document Retention, Archival and Disposal Policy ([DR-034](#)) was developed to provide a system for complying with document retention laws; to ensure that the Office of the Board of Trustees retains important documents in a systemic way and minimizes the cost of retaining such documents; to protect the organization against allegations of selective document destruction; and to provide for routine destruction of non-business related, superfluous and outdated documents. This policy applies to printed and electronic documents housed in the Office of the BOT.

Operations: Executive and Administrative Leadership

President

The Bylaws identify the President, Provost, Vice-Presidents and Internal Auditor as the corporate officers of the University. The President is the chief executive officer, and the Vice-President for Administration and Finance

is the corporate Secretary/Treasurer of the University. The Bylaws define the scope of the President's duties and the authority of the Board of Trustees to appoint, review, and remove the President. The Office of the President is held by David Hall, SJD, who was appointed in 2009. The President's qualifications and work experience detailed in [DR-035](#), prepare him to meet the requirements of the job defined in the Bylaws. The BOT evaluates the President annually. In addition, the BOT hired a consultant to complete a Comprehensive Presidential Assessment at the beginning of year four (2012) of the President's first five-year contract. To complete the assessment, the consultant met with various University entities and made a recommendation to the Board regarding contract renewal.

Perhaps the most profound evidence of the impact of the President is his receipt of the Thurgood Marshall College Fund's (TMCF) Educational Leadership Award in 2015. The TMCF Education Leadership Award is the highest individual award presented annually to a president of an HBCU who has demonstrated outstanding business, academic and visionary leadership through effective management of her/his institution.

"Dr. Hall is one of the hardest-working, steadfast leaders in the HBCU community," said Johnny C. Taylor, Jr., TMCF president and CEO. "There are few higher education executives who have the ability to lead with vision – always seeking cutting-edge solutions and creating a vibrant 21st century HBCU." Taylor continued, "Dr. Hall is one of those rarities..."

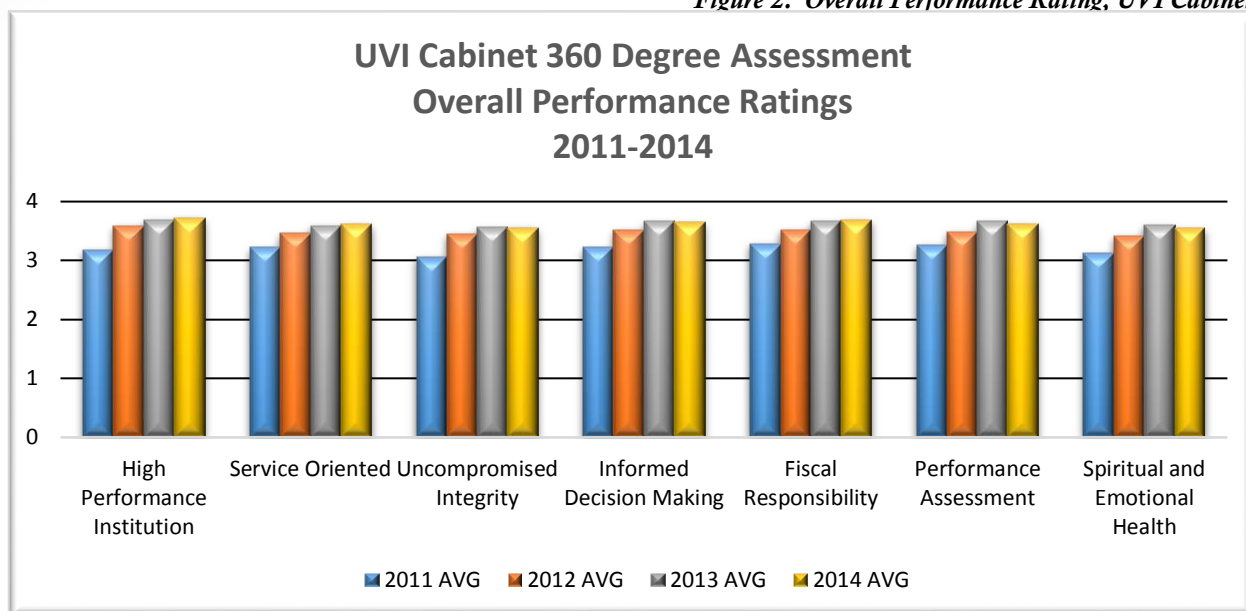
Cabinet

The President's Cabinet comprises the President's direct reports and others at the discretion of the President, as described in the University of the Virgin Islands Undergraduate Catalog (UVI Catalog) 2016-2018 ([DR-036](#)). Ten persons currently serve on the Cabinet to assist the Chief Executive Officer in fulfilling the institution's mission. The composition and size of the Cabinet adequately represent the number of components within the University as well as key areas for which ongoing direct communication with the President and his direct reports help ensure timely and consistent attention to areas impacting all constituency groups. The President or component heads periodically invite persons from within or outside the University to present items of importance to the institution. The University's Bylaws give the Board power to remove any University officer for cause, through resolution adopted by a majority vote of the Board, notwithstanding the President's authority to appoint and remove the Vice Presidents and Provost. The duties of the other corporate officers, including the Vice President for Administration and Finance and the Internal Auditor, are explained in the Bylaws. Job descriptions, ([DR-037](#)) listed on the President's web page, define the qualifications of administrators within the Cabinet. Individual member credentials are outlined in [DR-038](#), demonstrating qualifications and experience consistent with UVI's mission and each individual's functional role. The graphic representation of the University's governance hierarchy and structure is depicted by the University's organizational chart ([DR-039](#)). The organizational chart is publicly available on the University's website, and is updated regularly by Human Resources (HR).

The President conducts annual evaluations of the Cabinet members and approves contract renewals. Performance assessment requirements for Cabinet members are defined by the Human Resources Policy Manual (HR Manual, [DR-040](#)). Since 2011, the executive arm of the University has instituted 360-degree evaluations as a means of receiving feedback from stakeholders at every level of the University on the effectiveness of cabinet leadership and their compliance with the *Seven Management Values*. The selected evaluators receive an email invitation from Dipolar Pty Limited, a software development company that was founded in Sydney, Australia. The 47 item survey, uses proprietary Web Survey Creator product that keeps each evaluator's responses private; the analyses are returned to the respective Cabinet member and President. Items are rated on a four-option, Likert scale, from *strongly disagree*, to *strongly agree*. Each item can also be answered as not applicable. Evaluators include Cabinet members' direct reports, the President, selected customers, and all other Cabinet members. The 360-degree evaluations were conducted annually until 2014, and are now conducted every other year. The 2016 surveys were administered in August.

Figure 2 demonstrates the improvement in the aggregated performance of the Cabinet on the 360-degree evaluations from 2011 to 2014. The chart represents the performance on a four-point scale. The continued improvement in Management Value 3, uncompromised integrity, demonstrates the importance of maintaining and monitoring an ethical environment at the University.

Figure 2. Overall Performance Rating, UVI Cabinet



Administrative components are managed by Vice Presidents, who report to the University President, or Vice Provosts, who report to the Provost, but meet with the President regularly. The policies and procedures for operations developed through the various shared governance bodies are approved by the President’s Cabinet and policies are ultimately approved by the BOT. The allocation of human resources is done at the Cabinet level, with the President making final decisions concerning the creation of new positions. **Table 1** provides information on employee separation and faculty and staff retention rates for FY2013 through FY2015. In PTG:5B, the University set a goal of a 5% increase in employee retention. Because of the size of both the staff and the faculty, the percentages in **Table 1** should be interpreted carefully, since a change of one or two persons could result in spikes in percentages, either upward or downward. Yet, the trend in Table 1 suggests that additional work is needed to meet PTG:5B. Since exit surveys are conducted to determine reasons for employee separation, moving forward, the institution will carefully review these data to determine targeted interventions to address employee retention. Survey data of the exit surveys is in the documentation road map and is being used to provide insight on strategies to achieve the goal (DR-152).

To support employees more effectively, significant progress has been made in updating the HR Manual. Initially revised and approved in 2012, the BOT subsequently approved amendments for Section 14.01 FILLING VACANCIES at the June 2016 Board meeting (DR-153). The amendments to Section 14.01 ensure clarity for personnel administration, conditions of work, and employee regulations.

Table 1. Employee Separation FY2013-2015

Fiscal Year	2013	2014	2015
Full Time Staff who left UVI	35	31	38
Full Time Faculty who left UVI	5	15	12
Staff Retention Rate % (FT)	93	94	90
Faculty Retention Rate % (FT)	96	86	89

Source: UVI HR

Recruitment and hiring advertisements encourage applications from a range of persons with different backgrounds and perspectives. Rules about hiring and search committees require each hiring manager to recognize and accept responsibility and contribute to the efforts to maintain the University’s workforce diversity, and collaborate with the Human Resources Office to comply with equal employment opportunity, affirmative action requirement, and consider internal movement (i.e. transfers) when developing an effective and appropriate search strategy. The PeopleAdmin electronic talent management system was implemented in 2008.

This tool and the Banner enterprise system for personnel and financial management bring together technology and expertise to support HR management for the University.

The overall performance evaluation process defined in the HR Manual is sound, as it allows for discussion of strengths, areas needing improvement, and a development plan to address deficiencies. Middle managers will participate in an ongoing 360-degree process as part of their evaluation beginning in 2016. Academic Deans also participate in 360 evaluations prior to contract renewal, but the data is not captured in the aggregate. Benchmark data in a 2012 pilot for managers shows performance comparable to that of the Cabinet. Cabinet members are responsible for ensuring that all faculty and staff at the University undergo an annual evaluation process. This aids assessment of University performance, adherence to the *Seven Management Values* and the completion of University goals. In FY2015-2016, only 23% of staff evaluations were reported in PeopleAdmin, with the balance either done on paper or not completed. The goal is for 100% of staff evaluations to be completed using the PeopleAdmin tool, which accommodates both goal driven and narrative driven evaluations. Faculty evaluation is discussed in Chapter Four. The faculty and staff constituencies will be discussed in more detail later in this chapter. The HR Manual also addresses separation and employee discipline.

Executive & Administrative Communication with Constituents

The President and the Cabinet hold periodic town hall forums to inform constituents about major issues affecting the institution. In addition to the Self-Study town hall meetings previously mentioned, forums were held in February 2016 to apprise students of factors impacting tuition costs at the institution. The President also meets monthly with Student Government Association (SGA) officers on each campus to provide updates and hear concerns from the student body. The Provost attends faculty meetings, and interacts regularly with faculty leadership through the Faculty Executive Committee (FEC). Vice-Presidents are encouraged to meet frequently with their staff and direct reports. These meetings facilitate the University communication activities as described in Chapter Two.

The University’s main website, which was redesigned in 2013 ([DR-041](#)) to improve access and communication, and weekly public relations announcements are vehicles for the President and Cabinet to augment meeting communications with the UVI community. These tools are also used for the University community to share success stories and achievements, and to distribute pertinent information to internal and external constituents.

Table 2. Website Traffic Increase

Academic Year	WEBSITE TRAFFIC		% Change
	Before Website Redesign 2013	After Website Redesign 2014	
Page views	2,115,594	2,495,597	17.96%
Unique Page views	1,605,010	1,983,467	23.58%

PTG:3F2 calls for a 15% increase in the number of visits to the website. **Table 2** demonstrates this achievement.

Currently, the mobile friendly website receives more than 7,000 hits daily from more than 840 visitors. The site has more than 6,300 webpages and more than 4,000 PDFs. The site is continuously updated by more than 60 website content contributors across the University.

Since 2010, the University has used a centralized campus portal to enhance communications and provide access to software applications. Most UVI announcements are passed through the portal using its targeted messaging feature. Groupings exist for employees, faculty, staff, students and further subdivisions by gender, campus and other criteria. This allows messages to be sent easily to specific groups. Messages may be accessed through direct login into the portal or mobile app or dissemination through email. Although the number of messages being sent using the portal has been consistent throughout its life cycle, the number of people who access messages has grown significantly. The portal now records 50,000 sessions on a monthly basis. At the beginning of the launch, the average was just over 200 sessions per month ([DR-042](#)).

Launched in June 2013, the UVI Mobile App facilitates access to many UVI services from mobile devices. Using the App, faculty, staff, and students perform many functions including, listening to WUVI (UVI’s radio station), reading or sending broadcast messages, viewing events on the University calendar, and following University Facebook posts. Course registration data, grades and campus maps important to students are also in the App.

Additionally, newsletters and other brochures are distributed to increase community awareness of UVI operations. The Public Relations Office (PRO) is the steward of the positive public image of UVI in the Territory and around the world. The PRO has increased the number of stories and advertisements occurring in regional and local media outlets by 143 percent, when comparing Fiscal Year 2011-2012 (baseline) and Fiscal Year 2014-2015 as depicted in **Table 3**.

Academic Year	2012	2015	Percent of Change
News Clips & Ads	976	1325	35%
Releases Media Alerts BB Releases	156	125	-19%
National News clips	0	1294	
National Distribution	0	9	
Total	1132	2753	143%

This fulfills PTG:3F1 requiring a 10% increase in the number of stories and advertisements occurring in regional and local media outlets.

Informed Decision-Making: Constituencies in Action

The President, Cabinet and BOT believe students, faculty and staff are partners with the administration in decision-making on issues that impact the University and its ability to achieve its mission. “The University is committed to a system of shared governance and believes that students, faculty and staff should actively participate in the process” (FPM, p.5). Students also have been increasingly involved in the decision-making process. As noted earlier, the Board of Trustees includes student, faculty, and alumni representatives. The University has implemented its shared governance plan with a structure that represents the key stakeholders -- faculty, administration, staff and students. This fosters a climate of respect among students, faculty, staff and administration from a range of diverse backgrounds, ideas, and perspectives. Figure 3 below show the conceptual diagram of UVI’s shared governance process. Each of the groups are defined within the Self-Study.

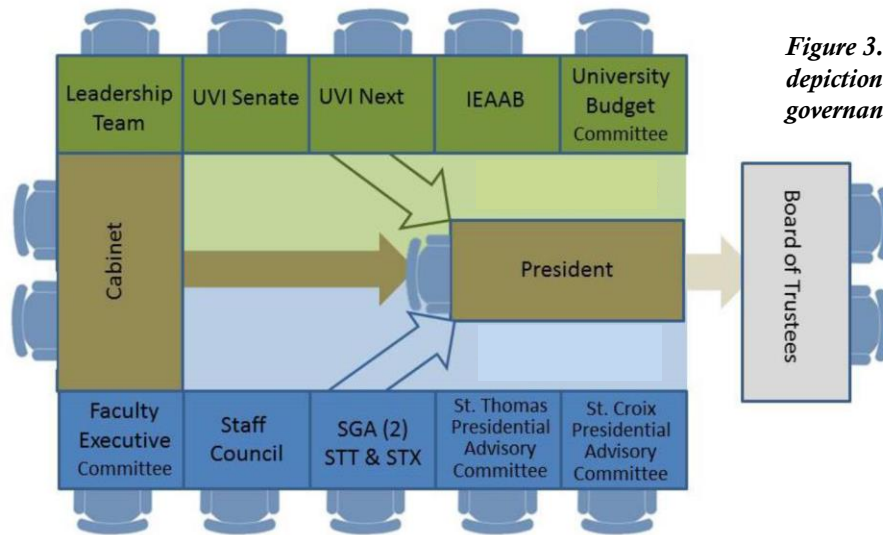


Figure 3. Conceptual depiction of UVI shared-governance process

- **Faculty and Faculty Executive Committee (FEC):** Represents Teaching, Research and Library Faculty
- **Staff and Staff Council:** Represents Regular, Professional and Administrative Staff
- **Students and SGA (2 - STT & STX):** Each SGA represents all Students on respective campus
- **St. Thomas Presidential Advisory Committee (TPAC):** Represents campus specific issues and activities
- **St. Croix Presidential Advisory Committee (CPAC):** Represents campus specific issues and activities

- **Leadership Team:** Provides feedback on Presidential goals
- **UVI Senate:** Allow constituents to provide input on university policy and projects
- **UVINext:** Assess all programs and departments on 5-year cycle
- **IEAAB:** Monitors assessment, accreditation, strategic planning
- **University Budget Committee (UBC):** Provide input on budget allocation, raises, resource utilization

Leadership Groups

In keeping with Management Value 4, informed decision-making, the *St. Croix Presidential Advisory Council (CPAC)* and the *St. Thomas Presidential Advisory Council (TPAC)* provide a platform for each campus community to explore, collectively, innovative solutions to campus-specific needs in areas such as student life, school spirit, process improvement, quality of life, and special events. There is representation from all University constituents, students, faculty, staff, and administrators on each Council ([DR-043](#)). The bodies also function as an administrative tool for communicating with constituents.

The *Leadership Team* was developed as an inclusive approach to soliciting ideas from leaders at various levels of the University and is an important vehicle for feedback to support informed decision-making. The team includes representation from the faculty executive committee and staff council, UVI Senate, Deans, Student Government (SGA) officers from both campuses, Cabinet, the Executive Director of the UVI Research and Technology Park, Human Resources Director, and the Executive Director of the Center for Student Success. The group participates in the formulation of the annual Presidential Goals and offers insights on general administrative matters. The Leadership Team meets bi-annually and participates in training on shared governance and leadership annually ([DR-044](#)).

The *UVINext Task Force*, discussed previously, now comprises the University President (Chair), Vice President for Administration and Finance, Vice President for Information Services and Institutional Assessment, Provost, Vice Provost for Research and Public Service, and Chairs of UVI Staff Council and Faculty. Over two academic years, the Task Force finalized processes and fully assessed each of the 33 units on the *UVINext* Strict Scrutiny List. The Task Force developed recommendations for improvement based on its deliberations. These recommendations were approved by the Board in June 2015 and June 2016. The Task Force also developed an ongoing process for institutional effectiveness that fulfills a recommendation from the *UVINext:2014* report. This process, detailed in Chapter Eight, recognizes the *UVINext* Task Force as the leading body for ongoing assessment ([DR-045](#)).

The *Institutional Effectiveness and Assessment Advisory Board (IEAAB)*, as discussed earlier, provides leadership for the Self-Study Initiative Steering Committee and previous assessment oversight. It is currently the documented vehicle through which implementation of institutional assessment is being monitored. Early on, the University recognized and embraced the value and impact on decision-making that the institution could achieve from meaningful assessment activities. This recognition and the challenges with early efforts to implement effective assessment across the University were reported in the 2012 PRR. At the time of that report, the IEAAB was already established, but the institution struggled to achieve consistent, institution-wide application of assessment policy. The Provost and Faculty Chair were named Co-Chairs of the IEAAB as a means of further aligning and integrating academic and institutional assessment. The IEAAB membership ([DR-154](#)) comprises the Cabinet, department heads, student representatives, staff representatives, and faculty representatives selected from among the respective constituency groups/schools and colleges.

The *University Budget Committee (UBC)* is an important part of the resource allocation process and makes recommendations for funding, budget review and areas of fiscal concern. UBC is co-chaired by the Provost and Vice President for Administration and Finance. Annually, the Budget Committee has two tasks: the distribution or reduction in resource allocation through Budget Hearings, and the overall review of unit budgets. The UBC comprises the following members, with staggered terms of one year (2 representatives) and two years (1 representative); 3 faculty, student, staff elected by their constituent groups and 3 administrators selected by the President and the UVI Senate Chair ([DR-046](#)).

Students

The SGA is an active stakeholder within the University Community and its operations are sustained by the Deans of Student Affairs on each campus. The structure for UVI student governance is outlined in the SGA Handbook ([DR-047](#)). All undergraduate students pay a mandatory Student Association fee and are eligible to participate in all activities of the SGA. SGA officers receive a stipend for their work. Through SGA, students are represented on the BOT, UVI Senate, and University standing committees such as the Leadership Team and IEAAB. The governing body of SGA consists of its executive body, executive cabinet, and legislative body or student council.

The executive body consists of the elected officials (President, Vice-President, and Treasurer), as well as the Secretary who is appointed by the SGA President. The executive cabinet includes all members of the executive body, and chairpersons of the seven (7) standing committees: Black Heritage, Elections, Food, Grievance, Publications, Queens, Social and Cultural, and Sports. Each committee is supported by a UVI faculty/staff advisor. The SGA President is responsible for and has the ultimate decision in appointing all chairpersons for SGA standing committees in consultation with other executive members, and the Directors of Student Activities on each campus.

The legislative body, or student council, comprises three (3) elected members from each class (freshman, sophomore, junior, senior). The Student Council is convened by the SGA vice president. The [SGA Handbook](#) simply states that the legislative body has legislative powers. However, these powers are not defined specifically, but are inherent in the outlined duties of the student executive body. The [SGA Handbook](#) functions as a procedures manual for the organization. It defines duties and expectations of the SGA executive body and SGA standing committees.

The Student Code of Conduct ([DR-048](#)) also provides guidance to SGA on responsibilities and the development of an ethical environment. It encourages positive student development and the creation of an atmosphere that supports the University's mission and is conducive to learning and excellence. The Code explains students' rights and responsibilities within the UVI community and outlines the process for addressing disciplinary matters. In April 2012, the Cabinet, having reviewed the Student Code of Conduct, and forwarded the document to the UVI Senate for feedback. Recommendations received were incorporated into the draft. In May 2012, the Academic, Research and Student Affairs Committee of the Board approved the document with additional amendments. The resolution adopted by the BOT to approve the revised Student Code of Conduct became effective in June 2012 ([DR-155](#)).

Staff

The Staff Council was formed in 2007, and its bylaws approved June 2007. The Staff Council Bylaws ([DR-049](#)) define the roles and relationships of all categories of staff represented on the Council. Membership on Staff Council includes regular, professional and administrative employees, from which 13 persons are elected as officers of the Staff Council. Staff Council excludes all faculty classifications, students and work-study employees. Nine members of the Committee are elected to form the Executive Committee. The remaining four (4) are the chairs of the standing committees, including the Communications Committee, Human Resources Committee, Elections/Nominations Committee, and Membership Committee. The bylaws define the roles and charges. Staff Council members select representatives for institution-wide employment search committees and various University ad hoc committees and initiatives. Town hall meetings of staff with the President on topics such as compensation, hiring practices, and financial policies are scheduled regularly. Staff Council provides input for operations such as human resources policy development and the University Budget Committee. The Council also initiates policies and requests for consideration by the Cabinet and President.

Administratively, the processes for shared participation are well established. The challenge comes in deploying Staff Council members in the various leadership positions of the Council. The lack of participation at the leadership level could be reflective of workload in departments, lack of interest of members, or lack of understanding of the Council's purpose. Although the causes for lack of widespread staff participation are unknown, it limits the development of discussion items and Council business because contributions over the long term are coming from the same persons. The continuation and expansion of the Staff Council is a growth area for the University.

The Communication Plan for Staff Council includes emails from the Chair to announce meetings and to share documents. Staff Council Executive Committee meetings are held as needed. Annual general membership meetings are not held regularly. The last general membership meeting was held October 2015.

In 2010, a comprehensive survey of staff satisfaction was performed to gauge the staff's level of satisfaction with operations of the University ([DR-050](#)). The survey instrument was distributed electronically from the Human Resources Office, and the data analysis and the preparation of the written report were carried out by the Eastern Caribbean Center. The instrument comprises 32 items relating to staff satisfaction, and these were reduced to 9 broad strata covering all the items. The group of items that received the highest level of satisfaction was one labelled "interpersonal relations and supervision," and included having a good working relationship with co-

workers, respectful treatment by, and moral support from supervisors. The second highest endorsements were related to job security and satisfaction and consisted of seven items, including great feelings of accomplishment in job performance, job security, and being given chances to be creative.

The least satisfying aspect of the job to staff concerned compensation and promotion. There was high agreement that the policy of awarding raises was not satisfying, that the promotion policy was not effective, and that three out of four staff members claimed dissatisfaction with the pay they received for the amount of work that they did. Based on the findings, the President made salary increases a high priority and in 2010 granted a \$1,000 across the board raise to all UVI employees. This was the first raise since 2007. In 2014, the President and the BOT allocated \$1,000 one-time bonuses from the University's quasi-endowment, to employees who had not been promoted in the previous six months. To address issues from the staff survey more effectively, PTG:5B supported the *administration of a CompData Systems compensation study to provide comparative salary information*. This study, led by an ad hoc work group, included updating job descriptions. The ad hoc work group's findings supported the development of a revised payplan. This revised payplan was used to provide employee salary adjustments in December of 2016. The salary increase strategies, including the development of a 'living-wage' minimum for University employees, were vetted through the shared governance process and approved by the Executive Committee of the Board of Trustees on November 18, 2016 ([DR-051](#)).

The Career Advancement Policy (CAP, [DR-052](#)) was introduced in October 2014 as a result of feedback from Staff Council and PTG:5E, *Develop a cadre of professionals with the ability to serve numerous capacities across the University*. CAP is a comprehensive plan to provide career development opportunities for staff, administrators, librarians and research faculty. This policy was developed to help retain qualified personnel, provide compensation incentives, and advancement opportunities and to provide a transparent process for these kinds of promotions. While there has been some success with the policy in granting raises, the number of promotions in the two years after CAP is still slightly less than the number of promotions in the two years before CAP. A follow-up staff survey is being planned for the future to assess the progress on these benchmarks.

Faculty

The "Faculty" is a deliberative body consisting of all UVI full-time faculty members, including teaching, research, library, and extension faculty. The Faculty deliberative body is governed by Faculty Bylaws ([DR-053](#)), which were approved by the Board of Trustees (as an appendix to the FPM) in 1984. The Faculty Executive Committee ([DR-054](#)) is elected by the Faculty according to established terms for each executive position. The FEC is drafting revisions to the Faculty Bylaws, to be submitted to the Faculty during fall 2016 for discussion and approval, then to the Provost, President, and BOT. Standing committees of the Faculty are the FEC, Committee on Committees, University Curriculum Committee, Grievance Committee, General Education Committee, Graduate Council, and University Promotion and Tenure Committee. Faculty standing committees whose members are selected by the Committee on Committees include the: Academic Standards, Academic Technology and Library, Admissions, Athletics, and Scholarship Committees. Also, faculty members volunteer to serve on the following University standing committees that are composed of both faculty and staff: Charter Day Committee, St. Thomas Campus Commencement Committee, and Albert A. Sheen Campus Commencement Committee. In addition, University operations benefit from contributions of various ad hoc committees that investigate and review special issues, challenges, and opportunities. Proposed changes to the curriculum must be approved by one or more of the following bodies, depending on the degree of change: University Curriculum Committee (undergraduate only) or Graduate Council (graduate only), the Faculty, Provost, President, and/or BOT. The greater the change, the more approvals are required. The Curriculum process is described in greater detail in Chapter Four.

The FPM addresses the terms and conditions of employment of individual faculty members. The current FPM was approved by the BOT in 2009, prior to the 2012 PRR, satisfying the 2006 Self-Study recommendation. Although previous versions of the FPM addressed only teaching faculty, an ad hoc Faculty Integration Committee has worked for several years to make recommendations concerning the rights and roles of other faculty positions. This is the expected outcome of PTG:1C *Complete the integration of teaching, research, library, and extension faculty*. Librarians (who are long time voting members of faculty), extension, research and teaching faculty have composed the UVI faculty since 2009. In 2011, the Ad Hoc Committee for the Integration of Faculty was charged with recommending policies and practices for faculty to achieve the integration recommended in 2009. The specific areas to be addressed included: 1) establishment of definitions that encompass all faculty, 2) establishment of one University-wide evaluation system that will be used for all faculty, and 3) establishment of

joint appointments. Work began in spring 2012, concluding with a report in 2014 that recommended faculty definitions, drafted a single evaluation instrument, and suggested guidelines for managing joint appointments ([DR-055](#)). The document has been discussed at a meeting of the faculty body. Until this work is complete, library, extension and research faculty are governed by the HR Manual.

The teaching faculty is a collective bargaining unit represented by the local chapter of the American Association of University Professors (AAUP). Teaching faculty contracts are for 9-months, while non-teaching faculty are for 12 months. Non-teaching faculty are currently not organized into any other collective bargaining unit. The AAUP collective bargaining unit and the administration have been negotiating for several years toward achieving the first Collective Bargaining Agreement (CBA), which would supersede the [FPM](#) for the teaching faculty.

Monitoring the needs and issues of faculty is important for the success of the University. A limited faculty satisfaction survey was conducted in 2008, and its items were noted for their narrow focus on the contents of the FPM. A broad-based survey was commissioned by the President in 2010 ([DR-056](#)). A set of 32 response items made up the instrument. The psychometric properties of the scale confirm that the instrument was both construct and content valid. The five most satisfying items endorsed by the faculty were: a good relationship with co-workers, a variety of tasks on the job that keeps one productive, a greater degree of inclusiveness and transparency (within the year of the survey), great feelings of accomplishment at the job, and the tuition remission policy. The faculty were largely united in their identification of the three least satisfying aspects of their job: dissatisfaction with salary levels, lack of fair and equitable practice of compensation, and dissatisfaction with adequate time to conduct research. A follow-up survey for faculty is expected for the future to compare these benchmarks.

University of the Virgin Islands Senate

The University Senate structure was approved May 2009 through a Board of Trustees resolution. The Senate Bylaws ([DR-057](#)) define the membership, roles, responsibilities, and structure for conducting business. The voting membership of the Senate originates from the Staff Council, Faculty, and Student Government Association. The Shared Governance Framework ([DR-058](#)) approved by BOT in 2009, defines the University's approach to achieve the shared governance value referred to in the 2006 Self-Study Report. The principles outlined in the Shared Governance Framework integrate four of the 10 core values of the University: teamwork, collegiality and shared governance, inclusiveness of ideas, and principled leadership. The Senate considers a wide variety of issues important to the University and makes recommendations directly to the UVI President. The various constituency groups, such as the Faculty, Staff Council and Student Government Associations, play a critical role in reviewing, debating, and scrutinizing policies before they are voted on by the University Senate. The Senate comprises twelve (12) elected representatives, four from each of the three UVI stakeholder groups (faculty, staff, and students). The President and Cabinet serve as non-voting members.

Organizational Structure and Changes since PRR

There have been several changes in the organizational structure of the University since the 2012 PRR.

The elevation of student affairs to Cabinet level, and the continuing focus on strengthening this organizational entity are critical factors for achieving the "student success" portion of the University mission. A model introduced in 2005 with Campus Executive Administrators (CEA) on each campus overseeing student affairs, campus facilities/security and operations did not deliver the necessary boost to address the student affairs or campus operations needs of the University in a balanced and consistent manner. The student affairs staff expressed concerns that their needs and perspectives were not being appropriately represented at the Cabinet level. Additionally, there was duplication of effort between the CEA and the Directors of Student Affairs. In an email from the President, the University community was asked to provide feedback on the Campus Executive Administrator position. The President also convened a Town Hall on both campuses to discuss a reorganization of the positions. This feedback led the President to submit a proposal, in June 2012, which the BOT approved to remove the CEA positions on both campuses. The result produced Deans of Student Affairs under the Office of the Provost for each campus, and Directors of Campus Operations for each campus under the Vice President for Administration and Finance ([DR-059](#)). All four of these positions were added as ex-officio to Cabinet ensuring that concerns of students and campuses were heard at the highest levels. In 2014, upon the retirement of the Director of Campus Operations on St. Thomas, the Administration and Finance component was restructured to eliminate the position and consolidate business and fiscal affairs units on that campus under a

new position of Associate Vice President for Business and Fiscal Affairs. Under the consolidated structure on the St. Thomas campus, physical plant and security units, which previously reported to the Director of Campus Operations, now report directly to the Vice President for Administration and Finance. The Vice President of Administration and Finance now represents these entities on the President’s Cabinet ([DR-060](#)).

More recently, the University’s organizational structure has been impacted by recommendations from the *UVINext:2014* Report. Two of the recommendations pointed to the need to reorganize the President’s Office and for the creation of a position that would generate more strategic revenue for the University ([DR-061](#)). Based on the *UVINext:2014* Report and the President’s recommendations, the following administrative organizational changes were made to the President’s Office and the Cabinet.

- The Executive Assistant to the President and Chief of Staff positions in the Office of the President were eliminated, and replaced by a Director of Presidential Operations. This new position combined many of the functions of the previous positions for effectively coordinating activities in the President’s Office.
- To create an entrepreneurial culture within the University, and to generate alternative streams of revenue, the Special Assistant to the President position was eliminated and replaced by a Vice President for Business Development and Innovation. This new role was empowered and expected to create and implement new revenue generating activities and expand the output of existing income producing operations.
- The responsibilities of institutional assessment were merged with the Chief Information Officer’s position responsible for libraries and technology, creating the position of Vice President of Information Services and Institutional Assessment. This office is now responsible for spearheading efforts around re-affirmation of accreditation, strategic planning, the KPI’s, and Institutional Research, in addition to technology and libraries.
- The Director of Campus Operations for the AAS Campus and Deans of Student Affairs were elevated from ex-officio to full voting members of Cabinet.

Pending Changes

Another recommendation from the *UVINext:2014* Report was to examine the reporting lines of the various Centers and Institutes, and after examination, to place them under the auspices of the appropriate School or College to improve alignment with the academic initiatives that impact teaching and research excellence as described in the University’s mission. Additionally, the *UVINext* Task Force recommended that each existing and new/proposed Center create a Center Charter outlining its mission and funding source. The Task Force also required the Centers to increase revenues back to the University, to address

PTG:6B, *increasing the revenues of centers and institutes by 15%*. The Centers will be re-evaluated every three years for sustainability and relevance. (See [DR-062](#) for Center Charter template). **Table 4** shows the Centers that will be housed within identified Schools and Colleges. The proposed changes were approved by the BOT in June 2016 and an implementation plan was required of each Center and College ([DR-157](#)).

Center	House within School or College
Caribbean Exploratory Research Center (CERC)	School of Nursing
Center for Marine and Environmental Studies (CMES)	College of Science and Mathematics
Small Business Development Center (VI-SBDC)	School of Business
Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD)	School of Education
Caribbean Writer	College of Liberal Arts and Social Sciences

Another recommendation from the *UVINext:2014* Report required the *UVINext* Task Force to reduce the number of direct reports to the Provost. The Office of the Provost presented a revised organizational chart ([DR-063](#)) to meet this recommendation. This re-structuring will consolidate functions and be phased in as key vacancies arise. These changes will be cost neutral. In addition to the new organizational structure, there will be greater budgetary accountability for those areas whose reporting lines remain within the Office of the Provost. Beginning in fiscal year 2016-2017, Schools and Colleges will be given budgetary oversight and responsibility for overloads and part-time faculty. All other academic budgetary areas are already under the purview of the academic deans.

The *UVINext* Task Force also recommended merging the Cooperative Extension Service (CES) and the Agricultural Experiment Station (AES). This recommendation was approved by the BOT in June 2016 noting that, as a Land Grant institution, UVI needs to maximize the resources in these areas to position the University more effectively for the development of an academic degree program in agriculture. The Dean/Director of this combined area would initially report to the Vice Provost for Research and Community Engagement (as shown

under the reorganization of the Office of the Provost). However, once substantial agricultural degree programs are developed, the Dean/Director would report directly to the Provost.

Keep the Needle Moving on Leadership, Governance and Administration

To inform decision-making, consistent with Management Value 4, the University has implemented several committees since 2009 to enhance the communication across the campuses and to fully implement shared-governance. While the structure is sound and gives constituents multiple avenues to interact with the processes, there are opportunities for continued growth and maturity in the University's shared governance systems. As indicated previously, the participation in staff council is low and the University Senate could dramatically increase its impact on the University. This may require re-engineering of University business processes. Changes should include review of the committees and their structure to both streamline and improve the workflow. Redundancy between *UVINext* and IEAAB, and the UBC could be eliminated through improved alignment with other planning processes. Additionally, there is still room to enhance the student participation, especially under the auspices of developing an entrepreneurial culture and leadership development. The goal would be to improve efficiency without diminishing the student, staff and faculty access to the President. The University has the opportunity to improve **operational efficiencies and focus**, as well as, continue to build leadership capabilities within the University.





MSCHE Chapter Guide:

- Standard III
- Standard IV

Chapter Four Achieving the Core Mission: Student Success through Excellent Teaching & Innovative Research

MISSION:

*The University of the Virgin Islands is a learner-centered institution dedicated to the **success of its students** and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through **excellent teaching, innovative research, and responsive community service***

*“UVI will produce graduates who are **academically excellent, globally sensitive, entrepreneurially focused, emotionally and spiritually balanced, and committed to serving the world.**”*

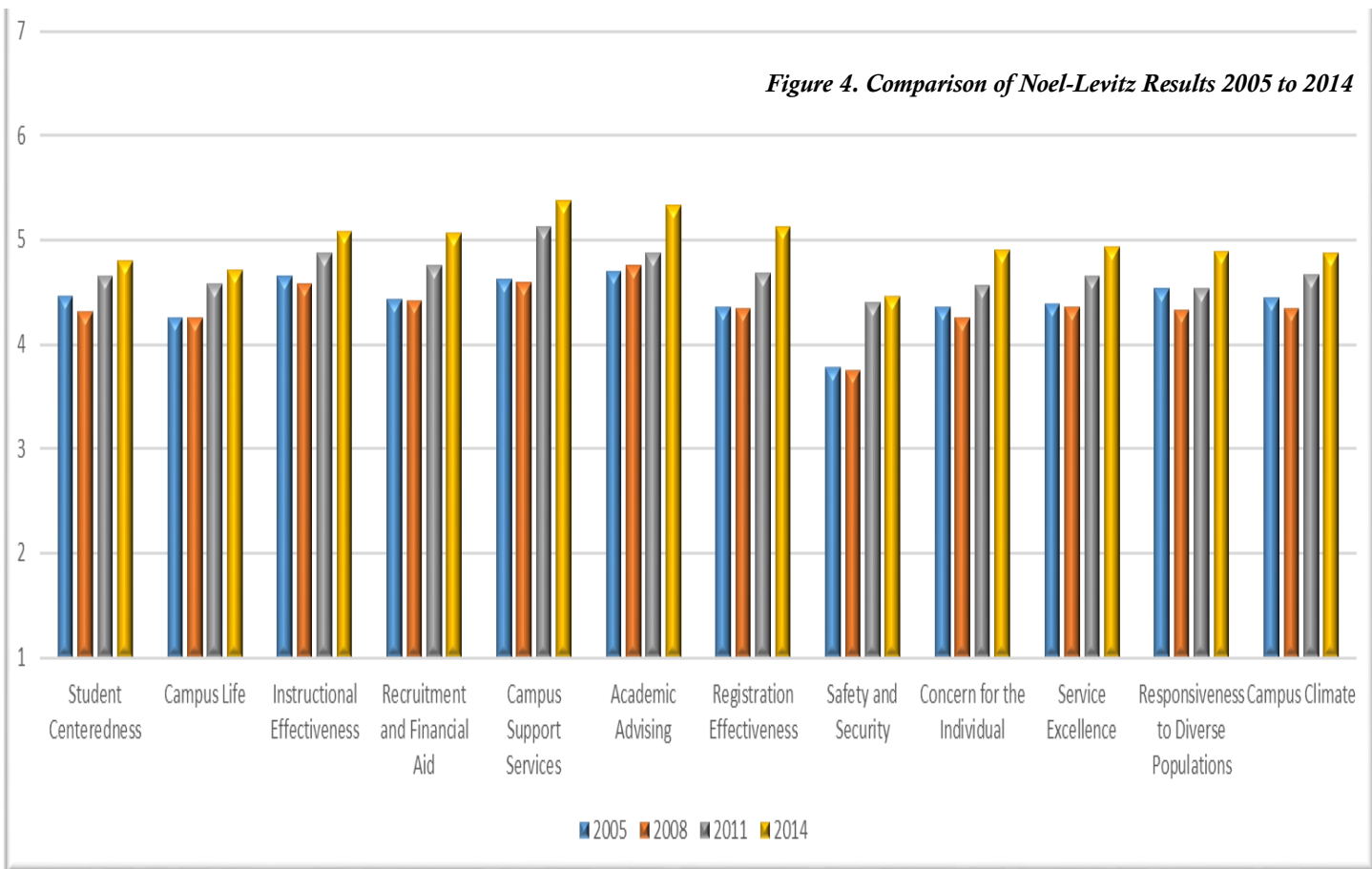
--Pathways to Greatness, Goal 2A

Chapter Four, **Achieving the Core Mission: Student Success through Excellent Teaching & Innovative Research**, uses a significant part of UVI’s mission as the subtitle. This makes the point that the University lives and breathes the mission in its daily operation. This chapter describes the achievement of both Standards III and IV, since they work in harmony at UVI. The chapter is organized by the first three tenets of *Pathways to Greatness* Goal 2A: academically excellent, globally sensitive, entrepreneurially focused. For each student learning criterion and student support experience, assessment data are used to demonstrate why programs were implemented, how success is measured, and continuing improvements made to enhance the programs.

UVI's mission and vision are defined through a focus on students, and recognize that high student satisfaction and success are the true measures of the effectiveness of the University. *Pathways to Greatness* focuses on initiatives to achieve the University's mission. The areas of focus: *Academic Quality and Excellence* and *Student Development and Success* mirror Standards III and IV in the MSCHE Standards for Accreditation. PTG goals support scholarly inquiry and creative activity in a manner consistent with the level of the University. PTG initiatives push UVI faculty and students to meet rigorous academic standards through adherence to required faculty qualifications, increased scholarship requirements, and student academic preparation aligned with national standards met by peers.

Nationally, the Noel-Levitz Student Satisfaction Inventory is one of the most recognized instruments for capturing students' satisfaction levels. Comparison of UVI's Noel-Levitz baseline data from 2005 through the 2014 provides demonstrable evidence of increased satisfaction in all 12 areas. **Figure 4**, below, provide a visual representation that the students are responding to the actions of the University to improve both learning and support activities.

Over time, survey results have informed strategic actions that integrate the student-centered mission within its core programs. Of significant note, 498 UVI students completed the 2014 survey online rather than in paper format, and results were reported in Student Satisfaction Inventory 2014 ([DR-064](#)).



Academically Excellent: The Student Learning Experience

Academic excellence should be determined by the student learning experiences that are categorized by rigor and coherence in courses within the field of study, as well as general education requirements. Student retention, persistence, completion and success are supported by a professional and qualified faculty. A successful student experience relies on a variety of processes operating effectively at the administrative and faculty levels within

the institution. The conceptual diagram shown in **Figure 5** below, graphically represents sub-sections of academic excellence, and the relationship between these sections. The diagram depicts a progressive cycle, which continually strengthens the University's ability to improve student learning experiences.

Programs

The foundation of the cycle is the design of programs that are coherent and promote synthesis of learning. The assessment component provides feedback into a new cycle of program design. Throughout the cycle depicted in **Figure 5**, the criteria can be divided into faculty-centered activities (purple) in which faculty play a primary role, and administration-centered activities (blue) in which administration plays the primary role in delivery of the student learning experience (green). The usefulness of this classification lies in evaluation of the alignment of an activity to deliver criteria and the location of primacy within UVI to engender optimal outcomes.

Program design creates a coherent student learning experience that promotes the synthesis of learning and achievement of academic excellence. Coherence implies a *learning progression* which is integrated into a program that builds from topic to topic to bring students to higher levels of understanding. *Synthesis of learning* implies the desired outcomes achieved while students build higher level skills as they progress through their programs of study. The following are key components for ensuring coherent learning progression:

- Curriculum design process managed by experienced faculty in their field who understand the required learning outcomes/goals for a program.
- Stated learning outcomes and goals for a program.
- Reflection of the learning progression through prerequisite requirements and the selection of appropriate topical coverage.
- Reinforcement of the learning progression through published program paradigms or course sequence documents.

The following details the UVI processes and the application of the concepts above demonstrating the achievement of Requirement of Affiliation, 9.

At UVI, faculty lead the curriculum development process. Under section 2.i. (General Principles) of the FPM, sub-section 2.i.c. states "The faculty bears primary responsibility for curriculum, student assessment, grades and certification of graduates." This is further reinforced by the curriculum development process (**Figure 6**) which begins at the academic department level and progresses through required stages to ensure that curriculum is vetted in the early stages by faculty.

Figure 6. Curriculum Development Process at UVI

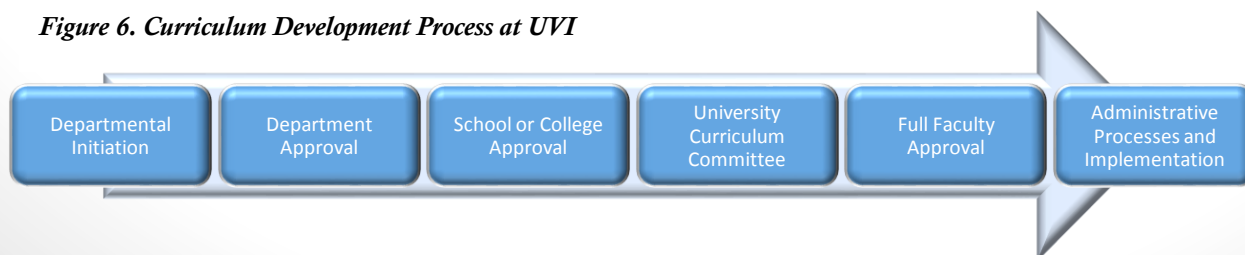
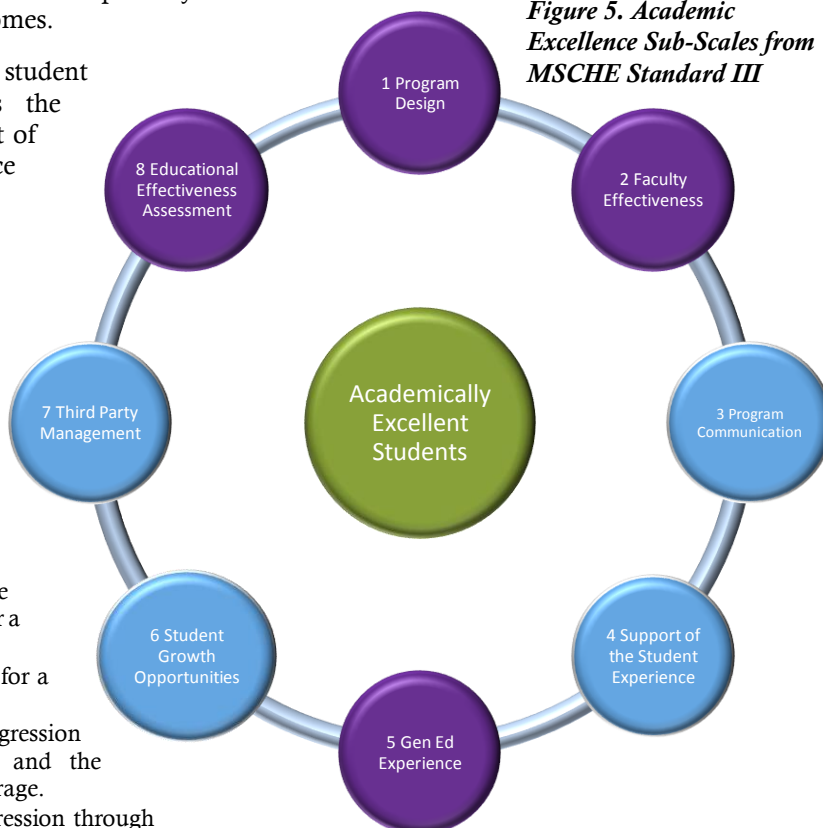


Figure 5. Academic Excellence Sub-Scales from MSCHE Standard III



Faculty from all Schools and Colleges participate on the University's Curriculum Committee, while only faculty from Schools and Colleges with graduate programs serve on the Graduate Council. Additionally, library faculty also serve on the Graduate Council. The Curriculum Committee has written standards ([DR-065](#)) for curriculum proposals to ensure that all aspects of the proposed changes comply with common standards for coherent delivery, and that learning progression is present in all programs of study. Synthesis of learning is evidenced by the following key components:

- The existence of learning outcomes/goals for each program
- Assessment data of the learning outcomes/goals
- Evidence of higher level skills through the inclusion of upper class requirements in each program that requires evaluation and/or synthesis of various ideas (junior/senior seminars; internships; student teaching, etc.).

The intent of the institution's curriculum development process is further captured in this quote from NSSE's website:

“Deep approaches to learning get at the underlying meaning of an issue, not just surface knowledge, emphasizing a commitment to understanding and reflecting on relationships between pieces of information rather than rote memorization. Such learning involves applying knowledge to real life situations and successfully integrating previous learning.”

On the four items that constitute the higher-order of learning engagement indicator from the NSSE (2014-15)-- *Emphasis of coursework on applying facts, theories, or methods to practical problems or new situations; analyzing an idea, experience, or line of reasoning in depth by examining its parts; evaluating a point of view, decision, or information source; forming a new idea or understanding from various pieces of information--* between 74 to 83% of UVI freshmen and 80 to 86% of seniors responded “very much” or “quite a bit” regarding how their coursework emphasized these items.

The other NSSE engagement indicator, *Reflective and Integrative Learning*, is composed of seven items and measure: *the importance of combining ideas from different courses when completing assignments; connecting student's learning to societal problems or issues; including diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments; examining the strengths and weaknesses of the student's own views on a topic or issue; trying to better understand someone else's views by imagining how an issue looks from his or her perspective; learning something that changed the way a student understands an issue or concept; connecting ideas from courses to student's prior experiences and knowledge.* Between 55 to 85 percent of the freshmen and 50 to 86 percent of the seniors responded that they engage in these learning activities “often” or “very often”. Overall, UVI's engagement indicators outperform institutional and aspirational peers.

As part of the continuous improvement process, UVI uses various curriculum mapping processes ([DR-066](#)) to assess individual courses and program level learning outcomes. This Program Review process is described in Chapter Eight.

Professional Accreditations

One of the most significant measures of the strength of programs at UVI is the professional accreditation achieved by the schools. These accreditation processes are included in the full discussion of assessment in Chapter Eight. Both the data generated from the accreditation processes and the results of the processes form an important part of the University's program review. Since the last MSCHE decennial review, all three professional schools at UVI have been accredited. This fulfills PTG:1H1, PTG:1H2, and PTG:1H3.



The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners awarded the University of the Virgin Islands School of Business (SOB) initial accreditation of its business programs ([DR-067](#)). Established in 1988, ACBSP is the only organization offering specialized business accreditation for all degree levels, associate, baccalaureate, and doctoral. ACBSP accreditation certifies that the teaching and learning processes within the business programs offered at the University of the Virgin Islands meet the rigorous educational standards established by the accrediting body.

The Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) programs offered within the School of Nursing are accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission ([DR-068](#)). The BSN program is accredited through 2019; and the ASN through December 2017, at which time this program will be closed.



Most recently, the University of the Virgin Islands School of Education (SOE) was awarded accreditation by the National Council for Accreditation of Teacher Education (NCATE, [DR-069](#)). This indicates that the School of Education and its programs meet rigorous standards set



forth by the professional education community, according to a prepared statement from the Council for the Accreditation of Educator Preparation in May 2016. Both the U.S. Department of Education and the Council for Higher Education Accreditation recognize NCATE as a professional accrediting body for teacher preparation. The SOE's undergraduate program was granted accreditation prior to the accreditation of its Graduate Program.

Academic Opportunities

The programs of study at UVI are described clearly in the UVI Catalog and other official publications of the University in a way that students are able to understand and follow. In addition, there are sufficient learning opportunities and resources to support both the programs of study and the student's academic progress. These opportunities are described below and articulated in the UVI Catalog.

Certificate Programs

The University offers both certificate and degree program options. The UVI Catalog documents that non-matriculated students may use certificate program credits, depending on prerequisite information, as a stepping stone to begin their higher education careers. Moreover, degree seeking students may enhance their preparation by obtaining a certificate. Each of the certificate programs are designed with university-level courses.

Minors

In its commitment to supporting the intellectual and professional development of the workforce of the U. S. Virgin Islands and in achievement of an objective of *Vision 2012*, UVI established academic minors consistent with best practices. Minors are available in Caribbean Cultural Studies in fulfillment of PTG:3I2, Communication, Fine Arts, Mathematics, Political Science, Psychology, Sociology, English, and Spanish. Additionally, UVI's Title III Grant provided funding for development of minors in Computational Science, Environmental Science, and Health Science, as a part of larger project objectives in these departments.

Links to Other Universities and Colleges

UVI has Memoranda of Understanding (MOU) with several institutions to provide a pathway to a variety of fields and experiences beyond those currently available at UVI. Examples of these agreements are outlined below, and other MOU's are listed in [DR-070](#).

UVI has a long-standing MOU with Boston University (BU) as a member of their Early Medical School Selection Program. UVI students, through a rigorous and highly selective process that includes interviews with BU's Medical School faculty, are accepted into the BU program during their sophomore year at UVI. These students have GPA's well above 3.0 and have taken a wide range of science courses including one full year of general and organic chemistry, and one year of physics, prior to beginning the senior year at BU. Once accepted, students complete a summer program at BU as a rising junior; then complete their junior year at UVI; followed by a summer program at BU as a rising senior, and completion of their senior year at BU. Students still need to take the MCAT, and must apply to the BU School of Medicine (BUSM) for admission. However, the successful completion of the courses at UVI and at BU, with a GPA of 3.0 or better, ensures admittance to BUSM. UVI students are accepted to this program annually, four in 2013; two in 2014; and one in 2015.

UVI also provides a pathway to an engineering degree through dual degree MOU's with Columbia University, University of Florida, University of South Florida, and the University of South Carolina. Students complete approximately three years at UVI, including all the UVI general education requirements for the Bachelor of Science, and courses in mathematics, science and computer science. Students are required to maintain

appropriate GPA's (3.25 for Columbia and 3.0 for the remaining partners) for automatic admission into the respective engineering programs. While at the partner institution, students take engineering courses in their chosen fields for approximately two years. At the completion of course work for the engineering degree, the students receive a Bachelor of Science in Applied Mathematics from UVI and the appropriate engineering degree from the partner institution. Approximately 15 students study at partner institutions (Columbia, University of Florida, University of South Florida, and the University of South Carolina) annually.

Graduate Programs

At the graduate level, UVI provides growth opportunities for research, scholarship, and independent thinking through curriculum design and program specification. Graduate Programs are listed in the University of the Virgin Islands Graduate Bulletin ([DR-071](#)) online. All graduate programs at UVI have a thesis option with two of the programs requiring a thesis. Students pursuing the Master of Arts in Mathematics for Secondary Teachers must complete a major paper based on classroom "action research". Students pursuing the Master of Marine and Environmental Science must also complete a thesis. Research Events & Conferences, Research Centers & Institutes/Student Research Opportunities, and Research & Outreach Programs are listed in [DR-072](#).

Administration of the graduate programs is facilitated by the Graduate Council, one of the standing committees of the Faculty. This Council approves all graduate programs at the University and facilitates curriculum changes and updates. Accreditation for graduate programs are facilitated through the affiliated College or School. Currently, the graduate programs in teacher education and business administration are accredited through NCATE and ACBSP, respectively.

UVI's First Ph.D. Program

Through a process outlined by an ad hoc planning group, and utilizing institutional partnerships, UVI recently developed a Ph.D. in Creative Leadership for Innovation and Change to expand learning options for UVI students ([DR-073](#)). This program was designed to be trans-disciplinary, with core courses plus an 18-credit specialization track (totaling 60 credits). The courses are delivered in a hybrid model, with a required residency period, plus online asynchronous and synchronous sessions. UVI's School of Education developed a track in Educational Leadership. Through MOU's with Buffalo State University and Fielding Graduate University, students are able to pursue a track in Creative Leadership for Change (Buffalo State) or Human and Organizational Development (Fielding Graduate University). Concurrently, students may obtain a graduate certificate at the partner institution while completing requirements for the UVI Ph.D. The third-party contracts for these agreements are in the documentation road map. Persons choosing a track from the partner institution are able to complete those requirements at UVI, provided the track cohort has 12 or more students. For fewer than 12 enrollees, travel to the respective institution for the required residency period will be necessary. This program fulfills PTG:1M: *Develop and Implement UVI's first Ph.D. Program*. The program is designed to be self-sufficient, with the expectation of revenue generation to support University initiatives. The assessment plan for this program is currently in process and will be linked to the stated program objectives. The first Ph.D. cohort included 51 registrants from 120 applicants.

School of Medicine

The goal of the UVI School of Medicine (UVISOM) project ([DR-074](#)) is to develop a high-quality medical education program that relies heavily on the use of innovative teaching techniques, educational technology and community care training that produces knowledgeable and caring physicians committed to helping the U.S. Virgin Islands' communities. This transformative endeavor for the V.I. and the University presents an opportunity for the Territory to establish the only English-speaking medical school in the Caribbean accredited by the Liaison Committee on Medical Education (LCME), the group that accredits medical schools in the United States (including Puerto Rico) and Canada. LCME-accreditation will ensure that UVI develops a high quality medical school that operates according to the highest academic standards. UVI received a \$30 million gift commitment, contingent on LCME accreditation, to help in establishing a state-of-the-art, Territory-wide medical school. The gift, on behalf of New Generation Power and its Chairman, Dr. Chirinjeev Kathuria, will serve as a major part of the foundation funding for the medical school. In April 2014, the UVI Board of Trustees voted unanimously to allow the President to commence the development phase for the UVISOM in partnership with the Territory's two hospitals – The Roy Lester Schneider Hospital, operating under the umbrella of The Schneider Regional Medical Center on St. Thomas and the Governor Juan F. Luis Hospital & Medical Center on St. Croix.

The preliminary stage of the LCME accreditation process began two years ago in keeping with PTG:1J, *To develop a feasibility study for a medical school*. As part of this process, UVI accepted the challenge to secure a substantial amount of private funding to strengthen the Institution's application. The initial application for accreditation was denied in fall 2015 – a fairly common occurrence in this rigorous process. It is typical for the process of establishing and accrediting a new medical school to take five years or more. UVI's leadership, based on the urgency of the territory's health care needs, and the desire to support clinical care resources in the U.S. Virgin Islands, decided to expedite this process. The UVISOM development is still moving more rapidly than the typical timeline. The University anticipates reapplying for LCME accreditation when sufficient funding has been secured. Construction on two buildings to support the medical school has already begun, and all of the application material, with the exception of the financial section, is ready for re-submission.

Other New Programs

PTG:1B identifies the need to continue adding programs to meet changing student needs. The goal to add *five new graduate and undergraduate programs* was achieved and others were updated to meet both University and territorial needs. Of particular note is the development of the Bachelor of Business Administration program in Information Systems and Technology (IST), approved by the BOT in June 2013, to provide undergraduate students with a flexible curriculum that is easily adjusted to reflect current and future computing trends. The proposed IST program arose from both internal and external forces directly relating to tertiary Information Technology educational needs within the University and throughout the region. In addition to the program and degree expansion described above, six other new programs have been added:

- Bachelor of Business Administration – Accounting
- Bachelor of Business Administration – Management
- Master of Accounting
- Executive Master of Business Administration
- Master of Arts in Educational Leadership
- Master of Arts in School Counseling and Guidance

Online Programs

The University seeks to utilize online education as a method for better supporting students by providing additional options for studies. PTG:1K1 sets a target of a *10% increase in online courses* and PTG:1K2, *the addition of at least three online degrees*. UVI exceeded the goal of adding online courses through a comprehensive faculty development effort for online teaching organized through the Office of the Provost (**Table 5**). Three faculty cohorts, representing each College and School, were trained in online teaching, including instructional design of online courses. These faculty formed a focus group for online teaching, and were provided with one credit of released-time or overload remuneration for participating, provided that they each developed a course to be taught online, and were prepared to offer that course in the summer following their semester long spring faculty development activity. The faculty were also instrumental in the development of policies for online teaching, which were subsequently updated and adopted by the full faculty body in December 2015 (**DR-075**). The offering of an online undergraduate degree would necessitate offering a full complement of general education courses. The University is in the early planning stages of offering many general education courses online through additional faculty training or external partnerships. UVI anticipates that these online degree programs could generate a significant increase in revenue.

Academic Year	2013	2016	% increase or decrease
Number of Online Courses	74	111	50%
Number of Online Sections	104	204	96%

Faculty

(This section addresses Requirement of Affiliation, 15).

Promotion and Tenure

Within each School and College, a committee focused on retention, promotion, and tenure of faculty has been established since November 2008, as specified in the Faculty Policy Manual. Each College and School determines the composition of the unit's Retention, Promotion and Tenure (RPT) committee. As dictated by the

Faculty Policy Manual, annual peer evaluations begin with the Department Chair who provides a detailed evaluation to the Dean who makes a summary evaluation, with the final evaluation by the RPT. For promotion, the process is followed by a review from the University Promotion and Tenure Committee, and the President. For tenure, the recommendation then goes to the Board of Trustees, which makes the final determination. This process is detailed in the FPM. Concerning tenure and ensuring a fair process, the FPM indicates in section 5.iv: “Faculty evaluation maps to the fundamental principle of attracting and retaining outstanding faculty and provides a framework for the faculty development.” Evaluations help faculty attain promotion and tenure and promote dialog on activities essential to the University’s fulfillment of its mission.

Prior to the adoption of the 2008 FPM, there were caps on the overall number of tenure track lines available at the University, and within each academic unit. The goal was to have no more than 60% tenured faculty at the institution. Recognizing the difficulty in recruiting faculty, the University implemented a process whereby faculty members completed the tenure process, although not yet in tenure-track positions. If the review received a rating of excellent, the faculty would be retained in a non-tenure line to await transfer into a tenured slot, should one become available through attrition. With the adoption of the 2008 FPM which eliminated tenure caps, the University identified another process to award tenure to eligible persons in non-tenure lines.

Tenure track lines are still loosely aligned with the historical tenure practice. However, advertisements for new tenure track lines are primarily in areas where recruitment and retention of qualified faculty are difficult. The University recruits nationally and internationally to select faculty who hold terminal degrees and/or relevant qualifications in their areas of instruction. Almost all positions are advertised in the Chronicle of Higher Education, as well as various online venues, including HigherEdJobs.com. In addition, each academic area advertises through relevant discipline-specific media. Faculty members who teach at the graduate level at UVI are expected to have a terminal degree in the area in which they teach.

Performance

Faculty performance is reviewed annually as an important safeguard ensuring that UVI provides high quality, successful student learning experiences. The criteria for faculty evaluation are clearly outlined in the FPM. The RPT committee of each College and School, in consultation with the respective Dean and faculty, have the flexibility of developing more tailored criteria, based on the broad evaluation sections outlined in the FPM. An example of one such rubric used by the School of Business is included in [DR-076](#). This evaluation impacts tenure eligibility, as well as compensation, in the case of promotion decisions.

Each faculty member submits an annual Record of Activities (ROA), which addresses key areas outlined in the faculty policy manual. Tenured, full professors submit an ROA once every three years, as required by the FPM. Areas of review include teaching effectiveness, professional competence and achievement, contribution to school/discipline, contribution to the University, contribution to the community, and potential for continued productivity. Performance objectives for the next review period are included in the ROA. Consistent with Section 5 of the FPM, an annual ROA is required for all full-time teaching faculty members.

Part-time and adjunct faculty are evaluated solely on teaching by the respective Chairs. Chairs may get input from other full-time faculty in the event the Chair is unable to observe the faculty member’s teaching. These evaluations are informal.

In addition to the ROA process, UVI utilizes three-year Professional Development Plans (PDP) for all faculty. Consistent with FPM, Section 5.xvi, a PDP is written by each faculty in consultation with the Department Chair and reviewed or updated annually along with the ROA. These plans address each faculty member’s long-term goals for the broad areas of teaching effectiveness, professional achievement, and service. At the end of the three-year PDP, faculty submit a three-year self-evaluation as part of the annual evaluation process. There are varying compliance levels with the use of professional development plans, with some Colleges/Schools having 100% compliance. Schools/Colleges that have had frequent leadership changes in recent years are working to improve compliance. The tenets of the faculty development plans are addressed in the evaluation process as required to address plans for future productivity.

Teaching Effectiveness

Teaching effectiveness at UVI is measured in a number of ways, including student evaluations, classroom evaluations, self-evaluation through ROAs, course-based assessment, and program outcomes assessment.

Student evaluations are conducted each semester; classroom evaluations are conducted annually by an academic supervisor; self-evaluations are completed on an annual basis and are reported through faculty members' annual ROA (DR-077). Course-based assessment and program outcomes assessment are fully-discussed in Chapter Eight.

The questions in DR-078 are the entirety of the student evaluation: only questions 1 through 10 are used for scoring. Each question is scored on a scale of 1-7 (strongly disagree to strongly agree).

PTG:1E, *Improve the quality of teaching at all levels of the University*, was achieved and measured by meeting an average of 6 on the 7-point evaluation scale.

Each semester classes/instructors are evaluated by the students who are asked to respond to a set of questions on a scale of 1 (poor) to 7 (excellent). The paper-based questionnaires are then collected and sent to each academic dean where a mean is calculated for each class. Institutional research staff collect the overall average for each class as well as the number of students who responded. Based on the data collected, a weighted average was calculated for each school. Results for the last four semesters are shown in Table 6.

Table 6. Faculty Evaluation by Students by College/School

Semester	Fall 2014	Fall 2015	Spring 2015	Spring 2016
CLASS	6.2/7	6.3/7	6.4/7	6.4 /7
SON – STT Campus	6.1/7	6.0/7	5.8/7	5.9/7
SON – AAS Campus	6.6/7	6.5/7	6.4/7	6.0/7
CSM Education	5.6/7	5.8/7*	6.1/7	N/A
Business	6.4/7	6.4/7	6.5/7	6.4/7
	N/A	6.1/7	6.0/7	6.4 /7

*partial data

The student evaluation results are supported, indirectly by results from the Noel-Levitz in 2014. Figure 7, shows an analysis of the 2014 results. In the figure, the smaller the measure (on the right), the more satisfying the item; the larger the measure, the less satisfying the item. The 14 items depicted in the figure are all items that address teaching effectiveness and responsiveness of faculty and program. The areas of greatest satisfaction are students' perception of faculty knowledge of the subject as well as the quality of instruction.

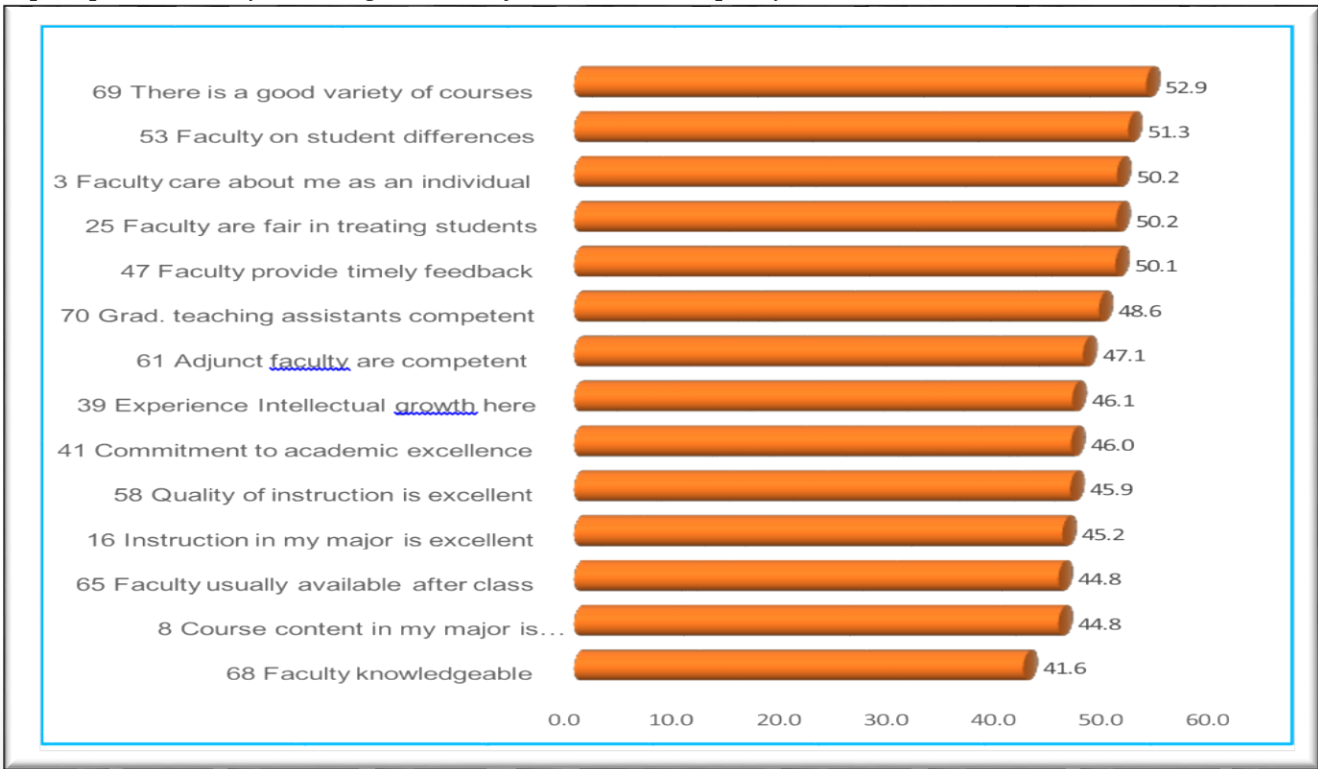


Figure 7. Performance on 2014 Noel-Levitz

Faculty Development

The University, through its strategic plan and goals, focuses on continued improvement and quest for “excellent teaching.” To that end, significant efforts have been focused on providing resources for the development of the faculty.

Center for Excellence in Teaching & Learning

The Center for Excellence in Teaching & Learning (CETL) was developed in 2009 with a focus on supporting instructional technology initiatives as part of the *Vision 2012* strategic plan, to support the development of UVI Faculty. PTG:1G provides the catalyst to enhance the CETL, by expanding its focus *more on resources for teaching and learning*. This renewed support of the CETL's programming includes funding for an instructional designer, and full responsibility for new faculty orientation and student learning outcomes. In addition, the “Master Professor Program” (more fully described under a separate heading), serves as support for the CETL. The CETL also helps with review and selection of learning technologies and provides training for faculty to improve teaching effectiveness. Recently, the CETL plan ([DR-079](#)) has been updated, to include a vision, mission and goals.

Vision: *To create an engaged and learning academic environment where student learning is supported by excellence in instruction and scholarship.*

Mission: *To foster student success, retention and graduation by supporting the academic community (faculty, advisors, administrators, staff) to: 1) Adopt pedagogically sound instructional approaches; 2) Effectively use technology for instruction and scholarly activities; 3) Engage students in their learning, growth and development; 4) Use assessment data to continuously improve teaching excellence; and 5) Engage in professional development.*

Goals

- Facilitate achievement of student learning outcomes, student success, retention, graduation rates, satisfaction and engagement
- Provide campus-wide leadership in learning and instruction for faculty
- Support curriculum design, development, implementation and review for continuous improvement
- Provide a platform for dissemination and sharing of best practices and contemporary approaches in instruction and learning
- Facilitate adoption of relevant technologies for teaching and learning
- Serve as a certifying body for online faculty and online courses
- Recognize exemplary faculty who have demonstrated best-practices in instruction and learning
- Use data on course, faculty, and student success, early alerts, and students at risk to help faculty and academic leadership take timely action

The activities of CETL can be broadly categorized into six groups: Programs, Recognition and Awards, Faculty Support, Resource and Research Sharing, Faculty Certification to Teach Online, and Certification of Online Courses. The CETL provides training and support for a wide variety of learning resources, including, but not limited to: the UVI portal (myCampus), Blackboard Course Management System, Respondus LockDown Browser, Office365 applications including Microsoft Outlook, Videoconference, smart classroom technology, and clickers (personal response devices). Supplementary training resources are available through membership in Sloan Online Learning Consortium and Teaching, Learning & Technology Group ([DR-080](#)).

Participants formally assess training sessions upon completion. **Table 7** captures the results of those assessments ([DR-081](#)). The CETL also collaborates with campus departments to provide training opportunities for faculty and staff in the use of other campus administrative resources.

Table 7. CETL Training Evaluation

Rate your overall satisfaction with the training you attended.	Faculty	Staff	Grand Total
Excellent	78%	78%	78%
Good/satisfactory	22%	22%	22%
Total	100%	100%	100%

Provost Fellows

Through a selective process, faculty members seeking to gain administrative experience have 50% of their teaching time reassigned to work on

projects in consultation with the Provost. The development of the Faculty Mentoring Program and the Master Professor guidelines were led by Provost Fellows.

Faculty Mentoring Program

During 2013-2014, a Junior Faculty Mentoring Program ([DR-082](#)) was created by the Office of the Provost in collaboration with CETL through its Provost Fellows program. The Junior Faculty Mentoring Program (JFMP) is an informal, two-year assignment designed to help newly hired, non-tenured faculty members adjust to the new faculty assignment. The program serves as professional development to help these individuals balance and improve their teaching, service, and research responsibilities. The JFMP is beneficial to mentees and mentors because ideas and viewpoints are exchanged and knowledge and experiences are shared confidentially, under a signed agreement. New faculty are matched with experienced faculty who are knowledgeable about the UVI campus and academic life. The mentor orients the new faculty member to UVI, the expectations of the position, and to campus support services, to assist the new faculty member in the early stages of academic careers at UVI.

Master Professor Program

PTG:1G, in support of faculty development and reward, led to the *development of a Master Professor Program*. The program functions as a rewards program as well as a faculty development experience through the work that the Master Professor will do through the CETL. An ad hoc committee of faculty, led by a Provost Fellow, developed a selection process and criteria for the program. Persons wishing to be considered for a Master Professor Award must submit an application packet that includes evidence that supports excellence in several teaching categories, including a teaching philosophy statement (with evidence of reflection on teaching), research-based teaching approaches, innovative teaching approaches, appropriate use of technology, use of assessment to inform teaching, faculty development related to teaching, and examples of evaluations and/or recommendations from students, peers, colleagues and/or supervisors.

One Master Professor is chosen annually by a committee of faculty. Once awarded Master Professor status, the faculty member will:

- Receive 3 credit hours' release time each semester for one year.
- Receive a certificate of recognition
- Receive an honor stole (certificate and stole to be paid for by the Office of the Provost)
- Be required to attend one conference in the area of teaching and learning, supported by funds from the Office of the Provost.
- Be required to serve as a mentor to other UVI professors by providing a minimum of two workshops in the area of teaching and learning through the CETL at UVI.
- Be required to serve as a consultant to the CETL during the award year.

Professional Development Funds

Professional Development funding of up to \$1000 per year is provided by the Office of the Provost to support faculty who seek to participate in meetings, seminars or training activities. This \$1000 is often supplemented by funds from the academic unit. Faculty participation must be supported by the respective dean and is dependent upon availability of funding. These funds are managed by the Office of the Provost. The Office of the Provost budgets approximately \$70,000 annually for university-wide professional development, benefitting faculty and staff.

Library Resources

Library resources are critical in support of the student learning experience and faculty research efforts. Additionally, faculty who are active in publication typically bring a richer experience to the classroom in terms of relevant and current knowledge of their field. This is an important part of the overall quality of the student experience.

Both faculty and students have voiced concerns about the lack of access to current scholarship in their disciplines. Like all UVI departments, the libraries are constrained largely by the size of the budget. The 2011-12 LibQUAL assessment ([DR-083](#)) revealed a general lack of awareness of existing library resources and lack of understanding regarding qualified personnel who support library research. In response to faculty and student concerns regarding limited access to up-to-date library resources, librarians have implemented two major strategies. One is the development of liaison librarians in 2013 to encourage increased faculty involvement in

collection development through strengthened ties with each School/College. Where these ties are effective, i.e. science and mathematics and nursing disciplines, faculty respond consistently to calls for assistance with collection weeding. As a result, librarians have maintained resources (i.e. ACS Web Editions, CINAHL, EBSCO's Health Source/Nursing) to meet specific research and teaching needs by reducing lesser used resources. Similar efforts are being pursued in the other disciplines.

The other strategy is an increased level of instruction for incoming students by partnering with faculty for their class time. Where freshmen previously received instruction in just one library information session, they now attend up to four sessions in a Freshman Development Seminar (FDS) course with additional instruction presented in Science 100 and Social Science 100 general education courses. More about FDS is shared later in this section. The additional sessions increase the extent of communication with students about available research resources, and clearly identify the specific library professionals for support. Further, electronic LibGuides provide pathfinders for faculty and students, highlighting resources and giving 24/7 research assistance.

Scholarship

PTG:1A *Increase faculty productivity and effectiveness by expanding research and faculty scholarship expectations and opportunities* calls for the development of a **Research Policy (DR-084)** that requires faculty to present at least one article for publication every three academic years and to provide workshops in the mechanics of research and scholarship. **Table 8** demonstrates the performance of this goal based on review of the ROAs. Faculty publications and other scholarship activities are reported each year on an ROA as part of the Annual Faculty Evaluation process covered under section 5.iv.a of the FMP.

The cardinal purpose of the UVI Research Policy is to organize and energize the UVI research community into optimizing the pre- and post-award processes across the institution. The lead person in the development of the draft policy was the Vice Provost for Research and Public Service, supported by a committee of representatives from each College, School and research center. In addition to 13 objectives that were identified, a University Research Council was proposed as an advisory body in matters related to research within the University.

While budget constraints limit travel funding, there are other dynamic opportunities for active scholarship at UVI. The start of the **UVI Colloquium** in 2011 was in support of this effort. The Colloquium provides a platform for presenting research to a general faculty audience. Additionally, each College and School provides opportunities for faculty to present their research to audiences of faculty and students.

Table 8. Faculty Publications Over Four Years

Academic Year	2013	2014	2015	2016
Faculty Publications	24	25	20	72
Faculty Presentations	48	50	56	99
Papers Submitted	N/A	5	3	N/A
Faculty Proposals Funded	8	11	21	19

For its Golden Jubilee celebration, the University initiated the first **Research Day** on April 2012. This scholarly activity allowed faculty and students to present ongoing research in traditional form, posters and roundtable discussions. The Annual Research Day has contributed to increased communication and exposure of faculty scholarship to the Virgin Islands community. The entire University, as well as guest and community researchers are encouraged to participate. The University periodically awards \$5,000 for faculty research through the Office of the Provost's **Margin for Excellence** grant program. An ad hoc committee evaluates proposals against criteria that focus on UVI's strategic plan, *Pathways to Greatness*.

Qualifications and Workload

Faculty qualifications are important to ensure quality student learning experiences and overall program success.

UVI' hiring process is focused on recruiting, hiring, and retaining the best faculty available. The process includes

determination of position requirements, advertisement of openings, multi-level structured interviews, and campus visits. Efforts are made to fill all positions with persons possessing an appropriate terminal

degree in the field in which they will be teaching. Consideration is also given to teaching experience, and in some areas, other experience in the field. **Table 9** captures UVI faculty qualifications by School/College.

Table 9. Teaching Faculty by Qualifications

School or College	Total full time faculty	Tenured	Terminally Degreed	Non-terminally degreed	Percent Terminally Degreed
School of Business	18	7	12	6	67%
College of Education	11	4	8	3	73%
College of Science and Math*	39	16	35	4	90%
School of Nursing	6	0	2	4	33%**
College of Liberal Arts and Social Sciences	38	16	30	8	79%

* Includes joint appointments and research faculty who regularly teach in CSM
 **Meets ACEN standards

One determinant of quality instruction and research is faculty load. Faculty who are severely overloaded may prove less effective in the classroom, thus diminishing quality student learning. At UVI, the standard faculty teaching load is 12 credit hours each semester, in keeping with the Faculty Policy Manual. Some faculty have reassigned-time for other University service, which is indicated on their Faculty Utilization Report (FUR), a document which outlines how credits are assigned to faculty each semester. Overloads and underloads for faculty are managed by College and School Deans. Whenever possible, Deans are particularly encouraged to provide new faculty with released time for development of research interests. Additionally, it is expected that overloads of any faculty would be kept to a minimum, and would occur only if there are no alternatives available.

In managing the delivery of programs, there is some dependence on qualified part-time and adjunct faculty.

Table 10, shows consistently, 66% of UVI's Credit Hour Production (CHP) is delivered by full-time, and 34% by part-time faculty. In cases where full time faculty must provide the instruction, this sometimes results in an overload. Combining both teaching and service credits, approximately 70% of full

Table 10. Percent of Credit Hour Production Taught by UVI Faculty

Fall Semester	2011	2012	2013	2014	2015
FT faculty	66%	66%	67%	66%	66%
PT Faculty	34%	34%	33%	34%	34%
Grand Total	100%	100%	100%	100%	100%

time faculty had overloads, with the highest percentage in the School of Nursing (85%) due to faculty shortage. Overall, 88 of 123 faculty members carried overloads in the 2014-2015 academic year, some with as little as 0.5 credits over. The 88 faculty had an average overload of 3.36 credits for the year.

General Education Experience

General Education is a critical foundational component of any program in higher education. Making sure that students have adequate depth and breadth in a variety of academic areas is important to the work/life success

Table 11. General Education credit requirements in each of the degree programs

Area of Study	AA	AAS	AS	BA	BS	BBA
Freshman Development Seminar	0-1	0-1	0-1	0-1	0-1	0-1
Humanities	15	9-12	9	33-36	18	20
Mathematics and Science	8-10	7-11	9-12	12-17	13-16	14
Social Sciences	6-9	3	6-9	6-9	9-12	9
TOTAL GENERAL EDUCATION CREDIT HOURS	29-35	19-27	24-31	51-63	40-47	43-44

The range in individual programs is due to the fact that transfer students are not required to take freshmen year experience courses.

of the students and the long-term success of UVI programs. The UVI General Education curriculum is structured to prepare students for today's competitive world as well as for productive

and fulfilling lives and responsible citizenship. **Table 11** represents the required general education courses for specified degrees.

In May 2013, faculty voted to create a General Education Committee ([DR-085](#)), with the following key responsibilities:

1. periodically assess the general education requirements/program for UVI's various degrees;
2. make recommendations for changes to general education requirements/programs for UVI's various degrees;
3. communicate with relevant colleges/schools about recommendations for changes in courses for development of new courses;
4. write proposals to Curriculum Committee for other changes.

The Dean of the College of Liberal Arts and Social Sciences assists with the coordination of the committee, with representatives from each College and School. This Committee leads the program development as described below.

The Goals of the UVI General Education Program

Students completing the general education requirements are expected to have gained the following:

- Knowledge of the history, geography, and demographic characteristics of the U.S. Virgin Islands, the Caribbean, the United States, and the world;
- Knowledge of natural phenomena and of the earth in its place in the universe as well as an appreciation of scientific inquiry;
- Highly developed communication skills;
- Quantitative and computing skills;
- Personal health and wellness skills;
- Critical thinking, logic, and moral reasoning skills;
- Self-awareness, interpersonal, leadership, and team skills;
- Second language skills, multi-cultural and inter-cultural skills, and an understanding of aesthetic expression in literature and art; and,
- Information management and research skills.

Table 12. Perceived Learning Gains of Graduates

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Analyzing numerical and statistical information	84%
Thinking critically and analytically	82%
Writing clearly and effectively	77%
Working effectively with others	74%
Speaking clearly and effectively	73%
Acquiring job- or work-related knowledge and skills	72%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	59%
Solving complex real-world problems	59%
Developing or clarifying a personal code of values and ethics	53%
Being an informed and active citizen	51%

The success of the general education program can be demonstrated by the growth and development of these essential skills. For several years, UVI has administered the Collegiate Learning Assessment (CLA), an institutional-level assessment of “value-added” impact a university has on its graduating seniors’ growth and the development of four essential “thinking” skills: critical thinking, problem solving, analytical reasoning and written communication. “Value-added” growth is measured by taking the difference between the actual growth in these skills, as measured by the CLA results, and the expected CLA results based on their SAT/ACT scores. In each year tested (**Table 12**), UVI’s graduating seniors self-report growth in critical thinking, problem-solving, analytical reasoning and written communication skills. For each of the four CLA exam years charted in **Table 13**, the value-added growth in the four skills has been higher than 97-99 percent of the other universities and colleges sampled. This provides objective support for the student’s self-reported information.

Senior students responding to the 2015 NSSE survey also reported gains in general knowledge, and gains in personal, social, and discipline-related skills. Three student-reported improvements were: (a) gains in general education, (b) gains in personal and social development, and (c) gains in practical competence.

Table 13. Mean CLA Scores for Graduates

CLA Test by Academic Year	2007	2008	2012	2013
Expected Score	984	1017	994	1045
Actual Score	1104	1106	1103	1162
Expected Score Vs. Actual Score	Well Above Expected	Well Above Expected	Well Above Expected	Well Above Expected
St. Errors+ Expected*	2.4	2.4	2.17	2.24
Value-Added Percentile Rank	99th	99th	97th	98th

*Standard and Expected Errors

Between 2014 and 2015, the results of UVI Senior Exit Survey (**DR-086**) showed that the greatest positive change was recorded by Q39 in terms of “Speaking clearly and effectively”. The second and third largest changes reflected in the one-year period were “Thinking critically and analytically” (Q43) and “Writing clearly and effectively” (Q37), respectively.

Keep the Needle Moving on the Student Learning Experience

The strength of the academy is evidenced in the pages of this Self-Study, which reviews the varied student support programs. Much progress has been made in adding new programs, growing research opportunities and providing faculty development resources to ensure teaching excellence. However, remaining gaps include focusing the faculty and programs into a highly responsive support system for students. Assessment can be better utilized to strengthen curricula, and innovation can be used to enhance the impacts of the students to achieve goal 2A. There is an opportunity to reduce faculty overload to better support scholarship and teaching and assessment activities.

Academic leadership and excellence will lead to the further success of the institution and strengthen the University's position, once and for all, as a contender in a competitive higher education market place. The ability to achieve this level of greatness is there, but it will require a focused effort.

Academically Excellent: Support of the Student Experience

As stated on the University's [website](#):

“Academic and student support services and programs are provided to enhance students' acclimation to the University, foster professional growth and development, augment leadership skills, complement classroom instruction, promote wellness, and facilitate the attainment of students' personal and career goals and aspirations. This is achieved through orientation, advisement, tutoring, counseling and placement, student employment and career, health and insurance, residence life, student governance, and other student activity programs. Many services and programs are academic in nature while others may be social, cultural, athletic or recreational.”

The details and impact of these programs, along with the other services that support students from application to graduation are reviewed in the following sections.

Admissions

The admissions process requires that applicants submit official high school transcripts from nationally accredited programs or General Education Equivalency Diploma (GED) results. Applicants are encouraged to submit official SAT or ACT scores for scholarship consideration and freshman course placement determination, although this is not required. Admissions details and requirements are available from the UVI Catalog on the University's website. UVI had a 93% undergraduate acceptance rate in 2015 down from 95% in 2011.

The University's graduate admissions policy is available on the UVI website ([DR-087](#)).

Transfer Credits

The University of the Virgin Islands has policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches. **Table 14** demonstrates consistent enrollment of transfer

Fall Semester	2010	2011	2012	2013	2014	2015
Number of Applicants	228	162	208	233	233	229
Number Admitted	220	143	184	214	199	204
Percent of Applicants Admitted (%)	96	88	88	92	85	89
Number Enrolled	110	77	89	117	96	114
Percent of Admitted Enrolled (%)	50	54	48	55	48	56

students over time. To be admitted as a transfer student, the candidate must have completed at least 12 semester credits and achieved at least a 2.00 cumulative grade point average, on a 4.00 scale, at the college(s) attended. Applicants who do not meet the cumulative average requirement may be enrolled as non-matriculated students. Transfer student requirements are included in the UVI Catalog. In 2015, the University's transfer student acceptance rate was 86%, down from 88% in 2011.

Full credit may be assigned for degree courses taken at institutions accredited by institutional accrediting groups recognized

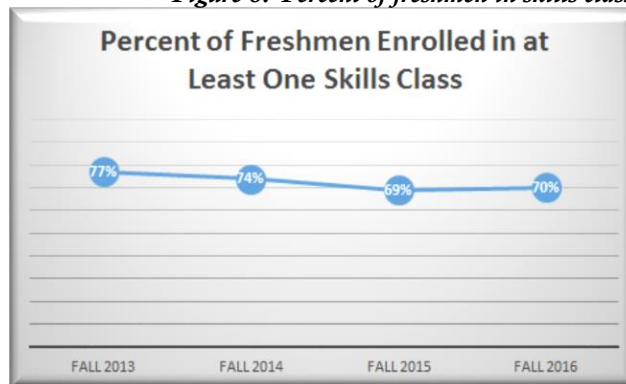
by the Council for Higher Education Accreditation (CHEA). Students who have completed courses at international institutions are advised if their transcripts are to be evaluated by a foreign credential evaluation service. Policies in place pertaining to transfer credits, credits earned for General Certificate of Education (GCE), Advanced (A-Level) Examinations, Caribbean Advanced Proficiency Examinations (CAPE), International Baccalaureate, Advanced Placement and related higher education courses are described in the UVI Catalog, and on the UVI website.

Placement

For undergraduate students, the initial placement in college-level courses is based upon SAT/ACT scores or UVI Placement Test scores and/or high school transcript. Students take the Placement Test depending on their performance on the SAT or ACT: SAT quantitative scores less than 490 and verbal scores less than 500; and ACT mathematics scores less than 20 and ACT critical reading and writing scores less than 21. Students who do not meet the score requirements for college-level class entry must enroll in developmental courses which carry no college-level credits. **Figure 8** shows a downward trend in percentage of students enrolled in at least one remedial class over the last four years. Possible link to increased UVI Summer Bridge and other UVI college prep programs is yet to be determined.

Once identified, underprepared students are registered in block schedules. CSS staff and faculty advisors target students with academic challenges and customize plans to responsively address barriers to success by utilizing early alerts, individualized success plans, tutoring services, academic counseling/advisement services, and referral services.

Figure 8. Percent of freshmen in skills class



College Prep

The University offers summer programs, such as Summer Bridge, launched in 2011, University Bound, and Mathematics Behind the Science, for pre-STEM majors, to assist students with the transition to college life.

The Summer Bridge program uses pre- and post-academic assessments and pre- and post-self-efficacy surveys to assess the effectiveness of the program and student growth. Efforts were made in 2012 to identify a survey instrument with psychometric properties that could not only measure the progress of students in the enhancement of their self-esteem but also in their self-efficacy. In 2015, the Summer Bridge Program succeeded in conducting a pre-test and post-test survey for self-efficacy among program participants. The mean for students' self-efficacy on the pre-test was 55.6%, and the mean for the students' self-efficacy on the post-test was 58.2%. Overall 77% of the Summer Bridge students demonstrated a degree of improvement in their measure of self-efficacy over the period ([DR-088](#)).

Table 15. Comparison of Results for Bridge 2014 and 2015 (combined)

Summer		Percentage Pass Rate 2014	Percentage Pass Rate 2015
Writing		73%	86%
Reading		60%	77%
Mathematics	MAT023	79%	100%
	MAT023 & MAT024	53%	75%
Percentage who passed out of at least one skill		97%	100%
Percentage who passed out of at least two skills		75%	80%

By 2013, the Summer Bridge program was promoted to entice prospective freshmen. The six-week residential program is specifically designed to assist students with the transition from high school to college both academically and socially through mathematics and language arts, as well as a Freshman Development Seminar. The expectation is that students will be successfully placing out of at least one non-degree credit class during the fall semester. At the end of the program, students were invited to take a placement assessment for appropriate course placement. According to the 2015 Summer Bridge performance report (**Table 15**) 80% of the students placed out of at least two developmental courses, and 100% of the students placed out of at least one developmental course.

The College of Science and Mathematics tracks and documents student progress in Mathematics Behind the Science, a summer program partially funded by the National Science Foundation. Students take an introductory college level course - Freshman Development Seminar (FDS) 100, in addition to mathematics, computer science, and reading and scientific writing courses. Placement tests are administered at the end of the program to determine appropriate course placement. For summer 2016, **Table 16** indicates the percentage of the 16 students who were required to enroll in developmental skill courses. From summer 2012-2016 there has been a 100% pass rate for Mathematics Behind the Science students participating in FDS. Over the past six semesters, the average FDS pass rate is approximately 82%.

Table 16. Mathematics Behind the Science Summer 2016 Course Placement

Students	16
ENG 100-WAC 011	6.25%
ENG 101-RCA 021	6.25%
ENG 120	93.75%
MAT 023	0%
MAT 024	12.5%
MAT 143	43.75%
MAT 241	43.75%

University Bound is a weekend and summer program for high school students, designed to increase the number of Virgin Islands students who go on to pursue higher education. University Bound primarily serves high school students from low income families and potential first-generation college students, who may have academic ability but still require enhanced preparation or opportunity to realize their college goals. The program focuses on rigorous academic skill development, with emphasis on writing, mathematics and laboratory sciences. Additionally, students are engaged in Career/College Readiness seminars and completing college and financial aid applications. Each

year, 96 - 100% are promoted and 96 - 100% are enrolled in postsecondary educational institutions (2016 data are displayed in **Table 17**).

Table 17. 2016 University Bound Results by Campus and Combined

Campus	Summer	Seniors	Males	Females	Graduates	Enrolled in post-secondary education	Percentage enrolled in post-secondary education	Enrolled at UVI	Males	Females	Percentage enrolled at UVI
St. Thomas	2016	19	10	9	19	19	100%	11	6	5	58%
St. Croix	2016	8	2	6	8	7	88%	2	1	1	25%
Combined	2016	27	12	15	27	26	96%	13	7	6	48%

Orientation

New students attend orientation activities on their respective campus. During this three-day activity, students engage in program planning, development of their class schedules, and general introduction to the campus, university services, and university life. The program is enriched through information-sharing by campus leaders from all student support areas to optimize academic and social adjustment to the University. The purpose of the orientation program at the University of the Virgin Islands is to prepare students to be academically successful by:

- Providing information and resources that will allow students to make informed and appropriate academic plans and healthy social choices;
- Creating a welcoming environment that builds a sense of community among the incoming class and connects them to faculty, staff, and other students;
- Providing a framework for two to four years of success through the communication of expectations, norms, and standards.

In 2013, a university-wide orientation committee was formed to review existing practices at both campuses and to research orientation trends at other institutions. To increase program effectiveness, the campus-specific Orientation Committees utilize Survey Monkey to conduct three forms of assessment: New/Transfer Students, Parent/Guardian, and Orientation Leaders surveys. The data collected from these assessments, along with review of national trends being reported in higher education/student affairs, assist the Orientation Committees in shaping events and activities for new and transfer students. The 2015 ECC Orientation Survey concluded that 91% of students disagreed that registering for classes was an easy process. This assessment supports comments garnered from previous new student orientation programs regarding complaints of long lines and slow service.

In response to these results, the University implemented two (2) New Student Orientation Sessions in summer 2016, in an attempt to alleviate slow service and long lines. The additional sessions should improve new student perceptions of advisement, registration and orientation processes. It is intended that early orientation sessions will also provide critical information about the enrollment status of admitted students and give university departments the opportunity to improve service. Overall, positive feedback has been generated from staff and students in response to the changes, but the analysis of assessment data is still in process. The Committee will continue analyses of the survey results and other factors for continued improvement of orientation activities.

These assessments, along with feedback from SGA on both campuses, also indicated that there was a lack of school spirit within the institution. In response, the orientation process is focused on creating new “Buccaneers”, and on building school spirit. In 2013, the University-wide Committee welcomed new students into the UVI community with a formal University Convocation. At the Convocation, faculty and staff wear academic regalia, discuss the value of UVI, faculty greet the new students, and each student is given a UVI medallion to commemorate the event.

Financial Support

UVI's tuition and fees are published in the UVI Catalog and online and are affordable in comparison to peer institutions and public universities (**Table 18**). To ensure the University's financial viability, the University has raised tuition annually over the past ten years, with the exception of AY2012-13 and AY2014-15. The increases have been modest in an attempt to be mindful of students' limitations. The most recent tuition increase was 5% and was implemented after discussions in fall 2014 with the SGA. A follow-up town hall meeting for students was held just prior to announcing implementation of the tuition increase. Course offerings, for each semester, are published in the UVI Catalog to facilitate timely completion of academic programs. Some [scholarships](#) are published on the UVI Website, as well as [tuition and other costs](#).

Access to scholarship funding and need-based funding is facilitated by the Financial Aid Office. Most awards are based on documented need; however, certain awards are issued in recognition of exceptional academic ability. Many private and civic organizations/individuals donate to the UVI Annual Fund to provide financial assistance to new and continuing students. The scholarships, which are administered by the University's administrative scholarship committee under the auspices of the Vice-Provost of Access and Enrollment Services (ACES), are awarded on the basis of demonstrated scholastic ability. In fulfillment of PTG:2C to increase scholarship opportunities, the University has increased the funding available for scholarship. The institutional amount available has risen from \$508,795 in 2010 to a high of \$680,273 in 2014. The UVI RTPark, described more fully in Chapter Six, provides an additional \$150,000 annually in scholarship support.

Need-based financial aid awards may cover part or all of a student's academic expenses. Students are made aware of the general expense of attending the University through details in the UVI Catalog and student orientation programs. The Self-Service Banner student information system allows students access to data such as registration for classes, class schedules and student academic and financial information. This and other technology services are available through the secure portal, myCampus, and the UVI App as previously described.

Students complete the Free Application for Federal Student Aid (FAFSA), which can be completed in paper or electronic format. Students' electronic records are imported from the Central Processor through the University's electronic mailbox, into the U.S. Department of Education's EDEXpress software, and uploaded to UVI's Banner financial aid system. This system meets the U.S. Department of Education processing standards. It is equipped with various controls, edits and flags designed to ensure that students meet all federal eligibility criteria, and to prevent ineligible students from receiving a financial aid award. Once students have registered, the financial aid award is authorized through the Banner system. Students are required to accept all charges with the University Cashier before financial aid awards may be disbursed on their accounts. There are controls set within the Banner system that prevents disbursements to students' accounts prior to 10 days before the scheduled semester start date.

The University's Tuition Management System (TMS) and University's deferred tuition payment plan options assist students with financial difficulties by allowing payment of tuition and fees on a payment schedule over the course of a semester or academic year. Students who fail to adhere to requirements of their promissory agreement are removed from courses according to the established policy ([DR-089](#)). The Enrollment Enhancement Taskforce, comprising Access and Enrollment Services, the Business Office, Student Affairs, Information & Technology Services and the Center for Student Success, is charged with reviewing and improving the process of purging and re-enrolling students who are financially delinquent. The taskforce is in the process of reviewing payment options and alternatives to provide students with additional options for meeting financial obligations

Table 18. Tuition Comparison with Peers

As of fall 2015 (institutional peers comparison)	in-District Tuition and Fees
University of the Virgin Islands	\$5,014
Langston University	\$5,042
University of Guam	\$5,338
Albany State University	\$5,490
Savannah State University	\$5,644
Western New Mexico University	\$5,704
Universidad Del Turabo	\$5,820
Ohio State University-Lima Campus	\$7,140
Alabama A & M University	\$9,366
Clark Atlanta University	\$21,945

Source: IPEDS

(Enrollment Enhancement Taskforce, 2016). Based on input from students at an SGA forum, the Board of Trustees passed a resolution at its March 2016 meeting that revised the payment options. Also related to bursar activities, students are made aware of the University's tuition refund policy via the UVI Catalog.

In the 2014 Noel-Levitz survey, the Recruitment (or Admissions) and Financial Aid Effectiveness subscale assesses the institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs. The six items in this subscale define the Recruitment (or Admissions) and Financial Aid Effectiveness construct that assesses institutional performance through statements on availability of financial aid programs. According to UVI's 2014 Noel-Levitz results, on this subscale, students expressed strongest agreement with: Item #05, that financial aid counselors are helpful (43.8 on a linear scale of 0 to 100); with Item #12, that aid awards are announced (48.1); and with Item #17 (48.8), that financial aid is available. This finding is supported by the UVI Senior Exit Survey from 2014-2015, where the second highest rated item in this subscale was Q14, which referred to the "Financial aid office." This item's calibrated measure was 43.0, and is supported by the endorsement of 86% of respondents who were Satisfied or Very Satisfied.

The Admitted Student Questionnaire (ASQ) is a broad survey instrument that is commonly used to assess what newly admitted students think about a university's financial aid packages, majors, recruitment literature, and more. Measures developed from the next application of the survey will be effectively used to determine the factors that mostly influence student enrollment decisions, and will also suggest how students compare costs at UVI with its competitors. An initial attempt was made in 2015 to use this instrument to gather vital data, but the very low response rate rendered the results unreliable. A more dedicated effort is being planned to conduct this survey in the near future with a view towards establishing several benchmarks for continuous assessment thereafter.

Retention

Support for the successful learning experience involves pathways to intervention from the start of the student's programs and continuing throughout her/his academic experiences until graduation. New undergraduate student orientation, advisement, and counseling are the initial steps on the journey. Responsibility and accountability for retention, persistence and ultimate graduation is everyone's business at UVI. The comprehensive Access and Enrollment Services Plan of 2006/2007 ([DR-090](#)) was a key component of *Vision 2012*. It is that document that effectively introduced and promoted the thinking of retention as being everyone's business -- "Simply stated, every employee at UVI has an impact and can contribute to the enrollment and retention effort." The report continued by outlining a variety of short- and long-range strategies for increasing retention. Short-term strategies included enhancing the recruitment and marketing plan, developing rationale for tuition-deferred payment plan, and establishing Centers for Student Success on each campus to achieve an effective student-centered vehicle for delivery of service. *Pathways to Greatness* continued the focus and expansion of this retention goal, through PTG:2B, to *improve student retention and graduation rates*. The increase in the percentage of returning students in the last two years is encouraging (returning students in fall 2015 was up 2% and returning students in fall 2016 was up 7%).

Center for Student Success

The Center for Student Success (CSS) is the focal point for the University's retention efforts, functioning as the umbrella for harnessing student support resources by engaging and collaborating with all academic and administrative units. The program expanded what had been the work of the University's tutoring center. In 2009, the Presidential Task Force on Retention reviewed data and research studies, including recommendations from the UVI National Survey of Student Engagement & Noel-Levitz assessment results, which led to additional funding for the program. The importance of the CSS and retention as a whole was underscored in PTG:2E and its measurable objectives *to integrate the Center for Student Success throughout the University*. As a PTG priority, the Center and the related PTG objectives are mostly funded by the University's Title III: Part B grant, under the project name, "Integrated Approach to Academic Growth and Student Success." These funds, along with institutional funds, are used to support staff and operations as well as provide renovations for the Centers on both campuses.

The CSS organizes and coordinates advisement and overall academic tracking services for students' academic, personal, and professional development. The program represents a critical component in the student support arsenal. For example, the CSS and the College of Science and Mathematics collaboratively implemented a Peer

Led Team Learning (PLTL) approach in all the non-degree credit mathematics courses, impacting approximately 70% of UVI freshmen. Students who have been successful in mathematics are recruited and trained to facilitate PLTL sessions independently, with up to 8 students per facilitator.



The Learning Center, Writing Center, and Science and Math Enrichment Center of CSS received College Reading and Learning Association (CRLA) certification 2014-2016. The certification provides guidelines for training and certification of tutors, tutoring services, and support. Currently the CSS is working on the CRLA recertification process.

The impact of the CSS is measured quarterly to ensure that retention goals are achieved. The CSS Title III performance report shows that CSS serves over 220 first-time, full-time Bachelor's degree seeking students each academic year -- more than half of the incoming freshman class. AdvisorTrac was used prior to fall 2016 to collect quantitative and qualitative data to record number of students using advising and academic counseling services and identifying needs of students. Among the first-time full-time bachelor-seeking students utilizing the CSS support services, the retention rate was greater than the overall UVI retention rate (**Table 19**).

Table 19. CSS Freshman and Sophomore Returning Student Numbers Fall 2013-2015

Fall Semester	2013	2014	2015
Retention Rate of UVI Freshman	75%	73%	75%
Retention Rate of CSS Freshman	76%	75%	86%
CSS Freshman Headcount	226	258	234
CSS Sophomore Returning Next Fall	172	193	201

In September 2015, the University contracted the Educational Advisory Board (EAB) Student Success Collaborative (SSC) to implement a new software program (replacing TutorTrac and AdvisorTrac). EAB is a data collection and analytics team who will assist UVI in examining the impact of all areas of

campus on student retention. The CSS is leading this initiative in partnership with faculty, ITS support, and the Office of the Registrar. Fully implemented, the EAB approach will lead to an integrated early warning system for students, and wrap-around advising services to impact retention. The program will implement a targeted advising campaign for proactive outreach to all populations of students needing specific interventions or actions. Student risk analytics is just the first step to building a continuously improving student support infrastructure. Tracking systems are being upgraded to a comprehensive database of student performance indicators across every institutional student contact point. This will be a single system of record for all notes, alerts, and interactions with students. The system enables proactive outreach and interventions, campus-wide case management, and central reporting and evaluation. The University of the Virgin Islands is one of more than 160 institutions of higher education participating in the SSC ([DR-091](#)).

Tutoring

Students have access to free tutorial services via the CSS Learning Center on the St. Thomas Campus, and the Writing Center and Math and Science Enrichment Center on the AAS Campus, St. Croix. In addition to face-to-face tutoring services, a variety of other services and resources are available for skill remediation. The following comprise some of the services:

- Tutorial Services for individuals or small groups. The CSS staff includes working professionals and graduate students with diverse educational backgrounds, and peer tutors with excellent math, writing, English, science or communication skills.
- Workshops/Seminar Series - focused but informal opportunities for skill development. Topics are drawn from math, reading, writing and business, and vary each semester. Sessions are designed and facilitated by tutors and/or faculty with an emphasis on making learning interactive and engaging.
- Software Practice and Skill-building -- Each CSS location is equipped with computers and up-to-date instructional software for skill development in specific courses, and assignment preparation.
- CSS's services and resources are promoted through in-class orientations and tours presented by CSS staff early in the semester.

According to the CSS Title III first quarter report (October – December 2015), 1,192 students used CSS for tutorial services during AY2014-2015, recording 3,507 visits.

Counseling and Career Services

The Counseling and Career Services are designed to facilitate the interpersonal, personal, social and cognitive development of the student outside of the classroom. The Office sponsors a variety of programs and services, including career counseling, employment and career opportunities, graduate and professional school recruitment and advisement, and job search techniques. As a community service, academic and career advisement are also made available to prospective students.

A proposed plan has been developed to revisit and refine many of the Counseling and Career Services offerings and integrate them more closely with the academic program, as part of a general shift from the concept of “extra-curricular” to “co-curricular” activities. The need to assess these services is also part of the plan. This model extends the responsibility of college employability beyond the walls of the career center, which typically exist on the periphery of the campus community.

Freshman Development Seminar

Freshman Development Seminar 100 (FDS) is a one-degree credit, student success, course required for all freshmen and matriculating students entering UVI with less than 24 credits. FDS is designed to aid students in a successful transition to college, and to support behaviors necessary for educational success. Numerous fundamental elements of lifelong learning are part of the FDS curriculum, including critical thinking and communication skills. Through a freedom of learning approach, FDS is taught with small class sizes to encourage the intellectual, communicative, and collaborative skills needed for discussions, written work, and readings that are an important part of academic success.

In fall 2015, there were four workshops: Causes and Consequences of Failure in College, How to Improve your Memory, 4.0 Study Skills, and Time Management. To assess the quality of workshop presentations, students completed post-presentation surveys to provide feedback.

According to the data analysis of 67 surveys, the fall 2015 workshops were rated between excellent and very good, with few good responses and a lesser number of fair responses (**Table 20**).

Table 20. Workshop Rating by FDS Students

Workshop	Relevance of Content to your Requirements					Would Attend Workshop Again and Recommend to Friends/Classmates	
	Excellent	Very Good	Good	Fair	Poor	Yes	No
Causes and Consequences of Failure in College	5 (83%)	0 (0%)	1 (17%)	0 (0%)	0 (0%)	5 (83%)	1 (17%)
How to Improve your Memory	19 (73%)	5 (19%)	2 (8%)	0 (0%)	0 (0%)	26 (100%)	0 (0%)
4.0 Study Skills	15 (58%)	7 (27%)	3 (12%)	2 (8%)	0 (0%)	25 (96%)	1 (4%)
Time Management	8 (88.88%)	1 (11.11%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)	0 (0%)

Advisement

Advisement plays an important role in student class selection, career options, and program completion. Students are assigned faculty advisors to assist with college adjustment and advisement. Faculty advisors, in collaboration with Counseling and Career Services and/or CSS personnel, aid the students in becoming independent and interdependent through structured discussions, exposure to effective academic skills and study strategies, through career and academic workshops and presentations, and other campus resources.

The University, through its teaching, advising, and other relationships with students, provides professional assistance for solving educational, vocational, social and personal problems. During advisement and registration, students are led to examine their goals and aspirations with assistance of faculty advisors, supported

by counseling and career services or CSS staff. Throughout the freshman year, students may explore emerging interests, using the resources of the Counseling and Placement Office and the CSS staff to identify career choices. Such systematic investigation, together with any summer or on-campus employment experiences, should enable students to select satisfying careers in which they can succeed.

The five items that comprise the Noel Levitz 2014 Academic Advising (and Counseling) Effectiveness subscale are designed to assess comprehensiveness of the academy's advising program. Survey items also urge students to evaluate academic advisors and counselors on their knowledge, competence, approachability and concern for students' success. Among the UVI results, item #06 -- "My academic advisor is approachable" with a measure of 41.9 -- is not only the highest ranked item in this subscale, but it is the second highest overall in the 89-item inventory. "My academic advisor is knowledgeable about requirements in my major"— item #33, calibrated at 43.7—is also highly endorsed. The most difficult item for students to support on this scale was #19, "My academic advisor helps me set goals to work toward," with a measure of 53.6.

Job Placement

Job placement support for students is distributed throughout the schools and colleges. The FDS course includes career exploration topics and methods for developing an academic plan tailored to the student's career aspirations. Some academic models also have a 300 and/or 400-level required course in preparation for internship assignments. Faculty within each College and School provide varying levels of support in this area. With the full implementation of Deans of Student Affairs, there is both a need and a desire to explore whether a more central model could better support students. This was, in part, the motivation to conduct a UVI Alumni Employment Survey in 2015. This survey was also a requirement of PTG:2D that enjoins the administration to *conduct a survey of the current levels of graduate employment*. This strategic action was listed as one of 17 Presidential Goals for FY2014-2015. The Office of Institutional Advancement (IA) and the Office of Research and Public Service (RPS) collaborated on contacting the alumni to administer the survey. An in-house survey was developed based on best practices. A total of 1,220 e-mails were sent out to the alumni; 276 opened their mail, and 68 responded.

Responses from the survey of graduates between 2010 and 2014 afford insights into the employment patterns of alumni. With three out of every four alumni employed and almost 20% of the rest continuing their education, there is evidence that UVI is having a positive impact on employability of its graduates. Of the graduates in the U.S.V.I., 80% were employed and 14% were in some form of continuing education. Graduates in other Caribbean islands post 75% employment and 25% in a continuing education mode. The only College or School that boasts 100% employment among its graduates is the School of Nursing. However, the School of Business and CLASS are outstanding, with 77% and 75% employment, respectively.

The School of Nursing also leads with 80% of its graduates who claim that their field or major is "highly related" to their current job, followed by graduates of SOE and CLASS. In the School of Business, 91% of their respondents asserted that they were prepared by UVI for their present job "Adequately" or "More than adequately"; they were followed by CLASS graduates and SOE with 90% and 89% respectively. School of Nursing graduates commanded the highest salaries; and graduates of the School of Education, more than any other, would recommend UVI "without reservations" ([DR-092](#)).

Assessment

According to UVI's NSSE 2013 and 2015 results, which give an overall evaluation of the impact of services, first year students and seniors view aspects of student life such as student-faculty interaction, quality of interaction, and supportive environment, as important aids in their transition and progression throughout their academic and social lives at UVI (**Table 21**).

The NSSE 2013 report indicated that the top four priority areas for first year students were: using learning support services (71%); being provided with opportunities to be involved socially (56%); being provided support for overall well-being (52%); and attending campus activities and events (50%). The NSSE 2015 report indicated that the top four priority areas for first year students were: using learning support services (87%); being provided support for overall well-being (71%); attending campus activities and events (61%); and being provided opportunities to be involved socially (58%). Based on the results of NSSE 2013 and 2015, first year students indicated using learning support services as the most important factor for student success.

In the NSSE 2013 report, seniors indicated that: using learning support services (66%); being provided with opportunities to be involved socially (55%); and being provided support for overall well-being, in addition to attending campus activities and events, being able to connect with other administrative staff and offices, and being able to talk about career plans with a faculty member (48%) were their top three areas of importance. On the NSSE 2015 report, seniors indicated that using learning support services (72%); providing opportunities to be involved socially (62%); and being provided support for overall well-being (58%) were their top three areas of importance. Based on the results of NSSE 2013 and 2015, similar to attitudes of first year students, seniors also indicated that using learning support services was the most important factor for student success.

Table 21. NSSE 2013 and 2015 Student Responses to Student-Faculty Interaction, Quality of Interactions, and Supportive Environments

Area	Area of Focus	NSSE 2013 First Year Students	NSSE 2015 First Year Students	NSSE 2013 Seniors	NSSE 2015 Seniors
Student-Faculty Interaction	Talked about career plans with a faculty member	34%	40%	48%	50%
	Discussed your academic performance with a faculty member	34%	34%	44%	52%
Quality of Interactions	Academic advisors	43%	39%	45%	53%
	Student services staff (career services, student activities, housing, etc.)	38%	38%	37%	42%
	Other administrative staff and offices (registrar, financial aid, etc.)	39%	47%	48%	47%
Supportive Environment	Using learning support services (tutoring services, writing center, etc.)	71%	87%	66%	72%
	Providing opportunities to be involved socially	56%	58%	55%	62%
	Providing support for your overall well-being (recreation, health care, counseling, etc.)	52%	71%	48%	58%
	Attending campus activities and events (performing arts, athletic events, etc.)	50%	61%	48%	44%

Regarding quality of interaction, students were able to connect with academic advisors, student service staff, and other administrative staff and offices. According to the NSSE 2013 findings, 45% of seniors were more likely to meet with academic advisors versus 43% of first year students; and 48% of seniors were more likely to meet with other administrative staff and offices versus 39% of first year students; while 38% of first year students were more likely to meet with student services staff, versus 37% of seniors.

According to NSSE 2015, 53% of seniors were more likely to meet with academic advisors, versus 39% of first year students; and 42% of seniors were more likely to meet with student services staff, versus 38% of first year students. In meeting with other administrative staff and offices, behavior of both first year students and seniors was similar, 47% of first year students and seniors.

Extra-Curricular, Co-Curricular and Other Support Initiatives

In addition to the direct services that support UVI students, there are many options on campus for students to enhance their experience and provide the growth for them to achieve their desired goals.

Honors Program

The Honors Program was designed by an ad hoc group of faculty in the early 2000s. Honors programs are used at many institutions to: (i) attract students to the institution who might not have otherwise attended; (ii) provide high achieving and motivated students with an enhanced undergraduate experience; and (iii) produce future leaders who begin serving as role models from their time at the institution. The Honors Program was approved by the Curriculum Committee, and the Faculty, and implemented in 2006. Over the years, there has been one graduate of the Honors Program. Many students indicated informally that, as they understood it, the courses in the Honors sequence (Honors 101, Honors 201, Honors 301) and the Honors Thesis/Project (Honors 401) would have to be done in addition to the regular degree requirements. Though it was intended that the Honors courses would replace general education course requirements, it appears that the concept was misunderstood. During 2015-2016, the Honors Program was re-visited, and changes were made in the course catalog. In addition, the Dean of the College of Liberal Arts and Social Sciences was named the new Director of the Honors Program, in order to organize the course offerings more effectively. With this re-start, students were recruited for fall 2016, and 16 students registered for honors classes. The strengthening of the Honors Program is part of PTG:2C, to *attract more high achieving students*.

Undergraduate Research

Student Research is encouraged in all colleges and schools. The College of Science and Mathematics has used grant funding from various agencies to encourage students to participate in research alongside faculty. Each year, the College of Science and Mathematics hosts summer, fall, and spring research symposia where students showcase their work through poster presentations. Approximately 35 unique presentations are displayed each year. Research Day, as described earlier under Faculty Scholarship, also provides opportunities for student research presentation.

UVI STEM students have many opportunities to participate in undergraduate research efforts. A variety of federal grants provide funding, including the National Science Foundation (NSF) Historically Black Colleges and Universities Undergraduate Program (HBCU-UP) grant; the NSF Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR) program; the National Institutes of Health (NIH) Research Initiative for Scientific Enhancement (RISE) program; the NIH Maximizing Access to Research Careers (MARC) program, the National Aeronautics and Space Administration (NASA), and the Department of Energy National Nuclear Security Administration. In addition, the Emerging Caribbean Scientists (ECS) Honors Fund, is a fund generated by donations that supports undergraduates who may not be eligible for funding from federal grants.

The HBCU-UP program traditionally, and VI-EPSCoR more recently, support the Summer Sophomore Research Institute and the Summer Undergraduate Research Experience. These programs provide intensive opportunities for academic growth and in-depth exploration of STEM careers, along with exposure to the rigor of graduate school. Presentations from research projects are made during the Summer Research Symposia as a fourth option.

Students have the opportunity to present their research at national undergraduate research conferences, such as the Annual Biomedical Research Conference for Minority Students sponsored by NIH and the Emerging Researchers National Conference sponsored by NSF. UVI students have won awards for best poster presentation and best oral presentation at these conferences ([DR-093](#)). In addition, UVI undergraduates present at national disciplinary conferences, such as the American Chemical Society Conference, the East Coast Benthic Ecology meeting, the Society for Limnology and Oceanography, and the Ethnobotany conference. Funding for student travel to conferences is provided by federal grants and University funds.

Summer 2016 introduced a fifth pilot STEM program called the Internet of Things, which pushed the program to its highest level ever. “Normally we have about twenty to twenty-five undergraduate research fellows,” said Grants Manager Aimee Sanchez. “But this year as a result of extra funding from multiple sources including NASA, the cybersecurity initiative, VI-EPSCoR, Title III, and others, more than forty research opportunities have been made available to UVI students.” One of the student participants expressed satisfaction with the program, noting, “We spent the first two weeks learning the process. But it was rewarding to start a project from the ground up that could potentially be used to solve real world problems. It’s very important to keep the frog population of the Virgin Islands up for a variety of reasons, one of which is to control the mosquito population, since mosquitos carry diseases.”

In support of undergraduate research, for the past 10 years, UVI-Agriculture Experiment Station scientists have been mentoring students with support from United States Department of Agriculture National Institute of Food and Agriculture (USDA-NIFA) funds for Resident Instruction in the Insular Areas. Because UVI has no academic program in agriculture, AES has developed this system to provide opportunities for experiential learning and research training of UVI students. The 20 student interns who have participated in this program have become an integral part of the AES research activities and make research presentations at local, regional, national and international conferences.

Information Literacy

Information Literacy (IL) provides students with the opportunity to take responsibility for continuous learning in academia and beyond. Empowering students to learn enables them to make informed decisions, improves academic performance and critical thinking skills, and prepares them for life-long learning. Through effective IL programs, students are taught to uphold academic integrity, foster critical thinking, and improve research skills by evaluating and utilizing scholarly information.

UVI Libraries employed the LibQUAL assessment tool in 2012 to evaluate and improve library service quality. The survey revealed the additional need to assess and ultimately improve UVI students' information literacy skills. In support of the Information Management & Research Skills goal of the General Education program, information literacy skills assessment began within these courses in fall 2012, with collaborative efforts involving librarians, faculty, and students. UVI freshmen in FDS courses were the target audience, and baseline data were collected from incoming students through a Standardized Assessment of Information Literacy Skills (SAILS), a knowledge-based assessment tool that measures students' IL competencies in seven skills sets. The results obtained established a benchmark of performance among UVI students. Overall, UVI students' performance was below the performance of students at other benchmark institutions. The results were used to improve information literacy training across the curriculum. IL instruction was designed to address the gaps identified in the 2012 results ([DR-179](#), [DR-180](#)) and was delivered to students enrolled in FDS, SCI 100, and SSC 100 during the semesters since fall 2012.

The follow-up assessment of sophomores and juniors in AY2014-15 showed the beginning of improvements in most of the skill sets ([DR-094](#)). Development of IL skill does not end with instruction in the classroom. Successes gained, or deficiencies determined in student performance on SAILS assessments, are enhanced through continued attention to student training as they visit librarians at the reference desk, and are reinforced through use of the library collections for course assignments.

University Classroom Facilities

The University schedules 94 classrooms across its campuses. During the 2010-2015 Student Aid and Fiscal Recovery Act (SAFRA) grant cycle based on PTG:2H, *provide an effective media rich learning experience*, the University started the process of upgrading classrooms, bringing them in line with the teaching and learning strategies of the 21st Century. This included providing flexible furniture, to accommodate varied arrangements depending on the type of class activity scheduled for that day; multiple technologies, including, computers, projectors, and document cameras, which are centrally controlled by touch panel systems; and making the rooms aesthetically pleasing with varied and vibrant colors on the walls and the furniture. These classroom upgrades were also supported by plant maintenance funds on both campuses and were part of their regular maintenance program that will be described in Chapter Seven.

The 94 classrooms include four (4) computer labs and twelve (12) science labs (17%). Of the remaining classrooms, 24 (26%) have videoconference capabilities; one (1) in the St. John Academic Center, ten (10) on the AAS Campus and thirteen (13) on the St. Thomas campus. Additionally, 39 (41%) of the rooms on both St. Thomas and St. Croix have smart classroom capabilities. Through the first SAFRA grant cycle, and with plant maintenance support and a partnership with the School of Business, thirty-three (33) rooms were upgraded to smart classroom capacity. In most cases, the entire room was renovated, painted and new furniture and equipment added. In some cases, only technology and/or furniture was added. The smart classrooms are equipped with some combination of projectors or monitors and computers; some may have document cameras, DVD players, or other media equipment. Overall, 56 (or 60% of the overall 94 classrooms) have been upgraded in the past five years.

In addition to the SAFRA grant, the School of Nursing provided funds for the addition of 3 VC rooms (2 on the AAS and one on the STT campus) and a smart classroom on the AAS campus. The College of Science and Mathematics (VI-EPSCoR funding) partnered with ITS (SAFRA funding) on the addition of a smart classroom in the CA building during FY2016. Computer labs were not renovated during the first grant cycle; these are planned for the 2015-20 cycle.

One hundred twenty-six (126) persons provided feedback on the renovated rooms through the April 2014 ITS Customer Satisfaction Survey. Of these respondents, fifty-three (53) were students. In response to the statement, "You are satisfied with the furniture and technology in the renovated learning spaces," eleven (11) strongly agreed, thirty-five (35) agreed, six (6) disagreed and one (1) strongly disagreed. Of the student respondents, seventy-seven percent (77%) reported being satisfied with the renovated furniture and technology.

Computer Labs

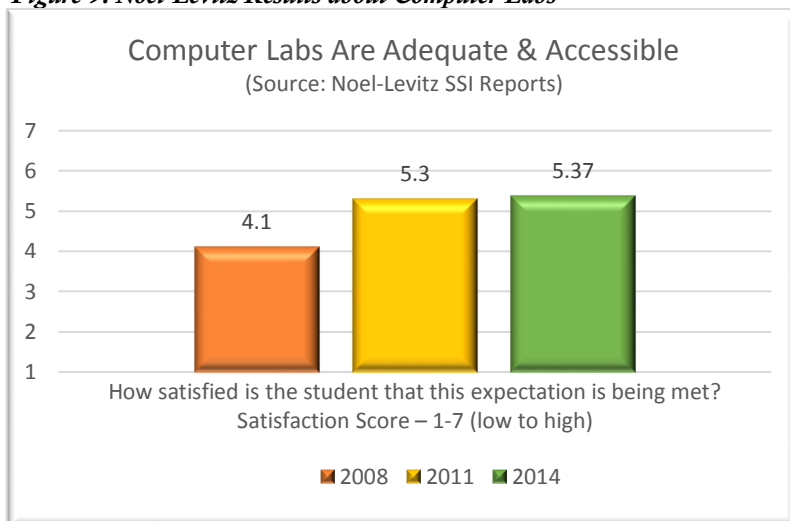
The University maintains several computer labs on the two campuses. There are four (4) main labs on the St. Thomas campus, one of which is available to students 24 hours a day/7 days a week, with the use of a keycard, when the University is in session. On the Albert A. Sheen campus, there are three (3) main labs, with one available 24/7, upon request to security officers. The 24/7 labs allow students to access computers at non-traditional times to complete their required assignments and exams. Statistics show that daily logins between 10pm and 6am average over 150 during the semester.

Computer labs, therefore, remain popular locations for students completing assignments, accessing the Internet, and conducting research. Students continue to rate the importance of the computer labs very highly on the Noel-Levitz surveys, ranging from 6.41, 6.43, and 6.57, on a 7-point scale in 2008, 2011, and 2014, respectively. Satisfaction with the labs has not always matched the level of importance identified by students. In 2008, the student rating of the labs as 4.10 out of 7 placed them on the "Challenges" listing on the Noel Levitz survey. In the 2011 and 2014 surveys, the computer labs satisfaction rates increased to 5.30 and 5.37 (out of 7), respectively, which placed the computer labs on the "Strengths" list for those years. The improvement of the satisfaction score (**Figure 9**) indicates students' acknowledgement of efforts made to develop those environments.

Library Renovations

The two campus libraries, built between 1962 and 1976, were configured for the times in which they were constructed. With libraries and technology working hand in hand, spaces had to be configured to accommodate both areas. For this reason, renovations were undertaken to modernize both facilities. Aimed at creating an academic learning environment, which promotes student success, enhances learning outcomes and transforms the library into an information/learning commons, the renovations began in 2005 with the merger of the ITS and libraries components of the University. Once the merger was completed, the focus was shifted in 2008-09 to providing additional seating and technology to improve student and faculty study and training areas. Technology upgrades included the installation of additional wireless access points throughout the library, a new 24/7 lab, upgrades to existing computer labs and state of the art library videoconference rooms. These provided additional space for learning collaboration. There were also electrical upgrades to facilitate the physical changes made to the facilities.

Figure 9. Noel-Levitz Results about Computer Labs



With the infusion of American Recovery and Reinvestment Act of 2009 funds for the St. Thomas campus, 2009-2010 saw a focus on upgrading access of the St. Thomas library resources. This ensured that new and existing services are available to all students. In addition, two lounge/reception areas were created, located just past the newly installed circulation/helpdesk area. Two collections, which previously occupied separate rooms, were merged and stored in one room, occupying compact shelving. Furthermore, four high tech study rooms were constructed in the main reading room with a technology lounge and the STT Innovation Center in the northwest corner of the library. This model also influenced renovations and collection reduction in favor of spaces for group or individual study, and for presentation and idea exchange initiated on St. Croix. The periodical collection was evaluated according to usage, currency, duplication with the Paiewonsky Library, and duplication within the online databases. Results were used to deselect periodical back issues and open up the space for student quiet study and computing. The renovations were also supported by the Title III program, College Cost Recovery Act (CCRA) funds.

Table 22. St. Thomas & St. Croix Library Renovation Satisfaction

ST. THOMAS	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	
Library space that inspires study & learning	6.56	7.86	6.88	0.31	-0.99	153
Quiet Space for individual activities	6.8	7.8	6.67	-0.13	-1.13	30
A comfortable and inviting location	6.61	7.78	7.41	0.8	-0.37	46
A getaway for study, learning, or research	6.84	7.27	6.59	-0.24	-0.68	37
Community space for group learning & group study	6.65	7.68	7.18	0.53	-0.5	40
Overall	6.76	7.79	6.92	0.16	-0.87	156
ST. CROIX						
Library space that inspires study & learning	6.49	7.85	7.19	0.7	-0.65	197
Quiet Space for individual activities	6.52	8.04	6.91	0.39	-1.13	56
A comfortable and inviting location	6.92	8	7.65	0.73	-0.35	49
A getaway for study, learning, or research	7.14	8.14	7.7	0.57	-0.43	44
Community space for group learning & group study	6.18	8.14	6.94	0.76	-0.52	50
Overall	6.64	7.83	7.37	0.73	-0.46	200

LibQUAL – 2012 Survey Results

The University of the Virgin Islands Libraries utilized the LibQUAL assessment tool in 2012 to evaluate and improve library service quality. **Table 22**, above, show the results for all constituents including faculty, staff, and students. The results demonstrate the success of the renovation projects and the impact on the library constituents. Five of the LIBQUAL questions dealt with Library as a Place. For each item, users were asked to indicate the minimum level of service that they would find acceptable, the desired service level that they expect, and their perceived service level (the level of service that they believe the library provides) on a scale from 1 (low) to 9 (high).

- Superiority Gap (Perceived – Desired): Negative score means user’s perceptions of service quality are below their desired score.
- Adequacy Gap (Perceived – Minimum): Negative score means user’s perceptions of service quality are below their minimum score.
- The higher the service superiority and service adequacy scores, the better the library’s performance

University Athletics

UVI Athletics is a [Liga Atletica Interuniversitaria](#) (LAI) member. Each member of the LAI is required to offer at least 6 women’s sports and 6 men’s sports and the University offers the intercollegiate sports listed in **Table 23 (DR-095)**.

Overall, UVI student athletes are required to be in good academic standing with a 2.0 GPA or higher in order to participate in University sports programs in addition to meeting the LAI requirement ([DR-096](#)). Further, all student athletes are required to attend a study hall. As of spring 2016, Athletics and the Center for Student

Table 23. UVI Male and Female Sports

Sport	Men Sports	Female Sports
Basketball	Spring	Spring
Beach Volleyball	-	Spring
Cross Country	Fall	Fall
Relay	Spring	Spring
Soccer	Fall	-
Track & Field	Spring	Spring
Weightlifting	Fall	Fall

Success are collaborating on a new approach to increase student athlete success by running a trial implementation of athlete study hall tracking (Moore, 2016, pp. 2-3), to enhance academic performance. Currently, in this pilot program, students from the men's basketball and soccer teams are required to visit the tutoring center to receive academic assistance for two hours a day if the student athlete's GPA is under a 2.8. At risk students are benched from playing in games until grades return to established standing for satisfactory performance. Weekly attendance information is generated by the CSS and shared with the coaches. The athletic study hall attendance information is housed at the Center for Student Success. A review is underway to determine the outcome of this pilot study hall program for athlete success. Information will become available once review is complete.

Additionally, as announced in April 2016 at the National Association of Intercollegiate Athletics (NAIA) Convention, UVI Athletics became an NAIA member, effective July 2016. Student athletes must remain in good academic standing with a 2.0 GPA and take a minimum of 12 credits per semester in order to remain eligible.

Brothers with a Cause/ Sisters with Purpose

Brothers with a Cause, is an initiative that seeks to attract more male students to the University, and at the same time to provide them with the tools they will need to succeed at UVI. The male initiative targets junior high and high school males, college and university males, and young men who desire to get back on the academic track. While the data in **Table 24** indicate a steady increase in male enrollment from 28% in fall 2010 to 34% in fall 2015, these data are insufficient to

Table 24. Male Enrollment Over Time

Fall Semester	2010	2011	2012	2013	2014	2015
% Male	28%	29%	30%	31%	31%	34%

attribute a direct causal relationship between the impact of *Brothers with a Cause* and the 6% increase over the five-year period. The PTG:2I2 has the goal to ensure that *male population makes up 40% [of the student population] by 2017*.

The goal of Sisters with Purpose (SWP) is to encourage and empower female UVI students to develop individual self-worth and collective sisterhood for assuming an effective role in society. The program supports a nurturing environment that embraces diverse participants, affirms shared interests and experiences, and promotes academic excellence and school spirit that honors the unique regional culture. The organization endorses wellness for women through activities and events that enhance mind, body, spirit and community. In the Spring Semester 2016, the SWP inducted 14 new members and is an active registered organization. Although PTG:2I1, *to increase membership in both organizations by 20%*, has been achieved, the number of active student participants remain low.

Clubs and Organizations

PTG:2G2 requires a *20% increase in students participating in student organizations* and PTF:2G1 requires a *10% increase in students participating in SGA*. On both campuses, student clubs and organizations provide leadership and skill-building activities to ensure student success. Students have opportunities to network, share interests, and create new friendships. Applications and sign-up forms with names, contact numbers, and email addresses are distributed to document student participation at events. These functions are administered through the Office of Student Activities, which is responsible for:

1. Implementing student activities;
2. Facilitating the development of clubs and organizations in response to student needs and interests;
3. Programming and coordinating student activities on campus; and
4. Advising and technical support for planning activities.

Through the efforts of the Student Activities Office and SGA, greater student involvement in organizations was realized during AY2015-2016 on the AAS Campus. Students registered through their organizations to participate in the annual Student Development and Leadership Conference held during fall semesters. On the AAS Campus, the fall 2014 conference targeted student leaders and the general student population. This resulted in a 20% increase in student participation. Attendance increased from 50 students in 2013 to 87 students in 2014, and to 105 students in fall 2015. Increased participation has resulted in a change from a one-day to a two-day event. Similarly, on the St. Thomas Campus, the Student Activities office hosted its annual Student Development and Leadership Conference, with 54 attendees in fall 2013 and 75 in fall 2014. This represents a 38% increase resulting from recruitment and outreach efforts to the wider population, not only students in SGA. While a leadership conference was not held in fall 2015 due to financial constraints, steps are being taken to resume the tradition.

Regular SGA activities include the Annual Shadow Our Student, Planting the Seed, and other community and social events. On St. Thomas, Welcome Back Initiation activities planned and orchestrated in part by SGA has shown increases from 259 attendees in 2013, to 265 attendees in 2014, and 275 attendees in 2015. Other student activities go beyond the events promoted in collaboration with SGA. The Golden Key International Honour Society has chapters on both the Albert A. Sheen Campus and the St. Thomas Campus. This organization is open to all majors, and promotes three Pillars (Academics, Leadership, and Service) which also support the UVI Management Values. Spring Olympics alternates between campuses each year, and had a 16% increase in participants in 2016 for a total of 58 students (St. Croix – 26, St. Thomas - 32). This was an increase from 50 in 2014 (St. Croix – 20, St. Thomas – 30).

In keeping with the strategic initiative to “establish more discipline-specific professional organizations” from PTG:2C, the Hospitality and Tourism Management program supervises a student organization, HTO, which runs the concessions at the Reichhold Center, and catered events at Government House.

Globally Sensitive

In support of PTG, the **Global Engagement Partnerships (GEP)** is at the core of University of the Virgin Islands' strategy for globalization. GEP is a network of strategic partnerships with peer institutions around the world ([DR-097](#)) that share its commitment to solving the world's most pressing challenges through a multi-layered engagement of research, faculty, and student collaboration. Building the Global University of the Virgin Islands has three distinct, but interwoven elements:

- Building global competency by sending students, faculty and staff abroad.
- Internationalizing the University community by bringing international students and scholars to the UVI campuses. This is PTG:1L1, to achieve a *20% increase in the number of students enrolled from the U.S. mainland and other areas.*
- Building a global network of regional partnerships that enable the University to pursue its tripartite mission of teaching, research, and service on the global stage.

Global initiatives encompass development, coordination, and monitoring of study abroad and special student and faculty exchange programs through affiliations, memoranda of understanding, and memoranda of agreements.

The University is striving to increase student participation in study away programs by expanding the variety of options that provide students with global experiences. To that end, the Office of the Provost has sought to increase the number of institutions with which UVI has agreements for student and/or faculty collaborations ([DR-098](#)).

PTG:2A2, 3E1, and 3E2 all strive to increase participation in these programs by at least 10%. These goals were achieved, but the number of students who take advantage of the programs remains small. Through this effort, students are able to study in approximately 47 countries. **Table 25**, right, shows the progress towards the goal.

Benchmark AY2014	Current Performance AY2016	Goal
34	55	38

In 2015-2016, the study abroad experiences included the following:

- **Semester Study Abroad:** a student studied at The University of Copenhagen; another student studied at Massey University in New Zealand.
- **Exchange Students coming to UVI:** A student from The University of Copenhagen studied at UVI during the 2016 Spring Semester.
- **Summer Research Abroad (mostly STEM):** 20 students in 2013; 22 in 2014; 33 in 2015 participated in summer research programs in the US.

In addition, the Office of Global Engagement has designed a **UVI Passport to the World** that organizes short-term (approximately 10 days) experiences that integrate student interactions and service. Thus far, students have travelled to China, and there are plans for India and Denmark in the 2016-2017 academic year. Anecdotal, some of the opportunities experienced on 'study away' exchanges have been characterized as enlightening, exciting, expansive, and informative. Students report the expansiveness and breadth of opportunities of another locale to be challenging; but uplifting and valuable. Students state that the study away experience broadens understanding of the world, careers, and possibilities hard to imagine without leaving these shores.

National Student Exchange Program (NSE)

NSE provides students with the opportunity to gain transferable college credit while learning at approximately 160 partner institutions across the nation and territories. UVI students study in Puerto Rico, Alaska, Guam and Hawaii, as well as, many other locations in the U.S. mainland. Opportunities are also available in Canada. NSE partner universities also open international study abroad options to UVI students participating in their NSE programs. UVI students also have the option of paying UVI tuition or in-state tuition at the member schools; depending on the partner school's parameters. Students learn about different cultures, experience different geographic locations, explore graduate school and employment options, enroll in courses not presently offered at UVI, expand their world view, and experience personal growth and enrichment. From 2013-2016 more than 180 incoming and outgoing students have participated in the NSE program (**Table 26**). Exchanges can be arranged for a semester or academic year. International sites offer intersession or summer exchanges as well. More than 12 UVI students studied in the U.S. through National Student Exchange.

Table 26. National Student Exchange Program

Academic Year	2013	2014	2015	2016
STT - Outgoing UVI Students	10	7	5	6
STT - Incoming Students	33	34	41	20*
STX - Outgoing UVI Students	1	0	1	3
STX - Incoming Students	11	13	15	22

*includes fall 2016 only

International Study Abroad Program

Study Abroad offers classes and opportunities in over 45 different countries for a variety of majors. Studying in a foreign country expands intellectual growth and professional potential, enables immersion in a foreign culture, and facilitates exposure to different world-views, environments, history, cuisine and religions. This international program can be customized and designed to extend from one summer session to a full academic year.

Cooperative Center for Study Abroad (CCSA) - UVI is a member school of this consortium of accredited colleges and universities headquartered at Western Kentucky University, which offers study abroad programs in English-speaking countries. CCSA courses carry college credit with courses taught by faculty of consortium member schools. Courses are offered in many fields and occur during a winter and summer program in a number of countries throughout the world in 2016 including England, Scotland, Australia, Belize, and South. These study away options offer 15 to 30-day long courses during intersession and summer periods.

Washington Center for Internships and Academic Seminars Program

This program offers semester and summer term internships that are tailored to each student's interests and goals. The program includes rigorous academic coursework that is enhanced through special lectures and other programming. Students who attend may receive credit through UVI's independent study courses. Annually, through funding from the GVI, the University of the Virgin Islands provides opportunity for up to eight UVI students to participate in the Washington Center program, in Washington DC. Through this program, students

are placed in internships, take courses, and participate in seminars and activities with students from across the United States and around the world.

Xavier University of Louisiana Program

This program offers 46 majors at the undergraduate, graduate and professional degree levels in the arts, sciences and pharmacy. Its pre-medical program ranks first in the nation in the number of African American graduates admitted to medical school. Its College of Pharmacy is among the nation's top three producers of African American Doctor of Pharmacy degree recipients. If selected to participate, students continue to pay UVI tuition for the semester. Room and board must be paid to Xavier University, but these costs will not exceed those of UVI.

Global Institute for Leadership and Management Development (GILMD)

Since 1995, GILMD has offered an intensive 2 weeks (55 hours) program that focuses on leadership and management from a global strategic planning, and decision-making perspective. It equips participants with vital knowledge and functional skills necessary to assume leadership and management roles in a dynamic global business environment, constantly impacted by global forces of technology, commerce, and communication. Participants learn how to apply, analyse and evaluate important theories, concepts, and models pertaining to global leadership and management development. The program is suitable for employees and students in business, education, liberal arts, nursing, science, mathematics, psychology, social sciences, tourism and hospitality, social work, public administration, communication etc., who wish to pursue leadership and management roles in their respective career disciplines. As part of the program, participants also attend a two day, double-blind, peer reviewed International Conference on Leadership, Management and Strategic Development. Conference presenters and guest speakers are university professors and practitioners from organizations, who interact with participants to share experiences and knowledge.

The program in May/June 2016 had more than 35 participants (14 course participants and over 21 conference participants). The 14 course participants were made up of students from Louisiana State University; Manhattanville College, New York; Banco Popular, Haiti; University of the Virgin Islands (St. Croix and St. Thomas); Morgan State University, Baltimore, Maryland; Tuskegee University, Alabama; University of Kings College, Nova Scotia, Canada; Universidad del Turabo, Puerto Rico; INUOFACAD (Institut Universitaire de Formation des Cadres) Haiti; and Lynn University, Florida. Although the course attracted more than 50 inquiries, the majority did not apply due to their budgetary constraints.

The International Conference part of the program had participants from a number of institutions, including the State University of New York, Appalachian State University; University of the Virgin Islands (St. Croix and St. Thomas); Yildiz Technical University, Istanbul, Turkey; the UVI Research and Technology Park on St. Croix; and Keiser University, Fort Lauderdale, Florida.

Miss UVI Ambassadorial Competition

The Miss UVI Ambassadorial Competition is an opportunity for an unmarried, female student, who has demonstrated academic proficiency and co-curricular involvement, to represent the University as a goodwill ambassador. It is also a scholarship award for the successful candidate. During Miss UVI's tenure, she is expected to participate in official University events, including UVI's recruitment efforts, Charter Day Activities, Commencement Exercises, New Student Orientation, and Awards Programs. She is expected to maintain high visibility on both campuses and within the local community, participate in the U.S. Virgin Islands Carnival/Festival, represent the University in the Annual National Black College Alumni (NCBA) Hall of Fame Queens pageant, and participate in other related community events.

Several of the Miss UVI queens who have attended the Annual NCBA Hall of Fame Queens competition have achieved significant acclaim for UVI. Past queens Daniella Henry ('11) and Ivory Carter ('12) ranked in the top 5 of thirty-three (33) contestants. Ms. Elisa Thomas, past queen, captured the title of Miss NCBA Hall of Fame in 2014. She noted,

"Coming from the University of the Virgin Islands, you are equipped with the necessary skills and assets to compete globally against anyone," she said of UVI students and alumni. "You are just as good as any other queen or student, but you just have to focus." She continued, "Be confident in yourself. Know that you are

capable and that you are endowed. You have attended an institution that has prepared you to take on the world and seek higher heights.”

Miss UVI Che-Raina Warner, a senior communications major, was crowned Miss National College Alumni Hall of Fame Queen for 2016 on September 24th. Warner competed in Atlanta, Georgia, against college queens from more than 23 other Historically Black Colleges and Universities. These individuals have inspired other contestants to vie for the prestigious title of Miss UVI and they have represented the UVI campuses proudly. Between 3 and 12 students participate each year. The competition held on the St. Thomas Campus in 2016 reported a 46% increase in participation over the 2014 event held there. In 2014, there were 375 persons in attendance compared to 550 persons in 2016.

Entrepreneurially Focused

In May of 2011, the University of the Virgin Islands received a \$5 million gift commitment from investment strategist and entrepreneur Kiril Sokoloff. Mr. Sokoloff, the founder of 13D Research (U.S.V.I.) LLC (13D), pledged \$1 million annually to UVI over a period of five years. His gift was one of the largest donations ever received from a single donor in the University's history. 13D is a company that was attracted to the Virgin Islands through the efforts of the University's Research and Technology Park. Mr. Sokoloff is also a member of the Advisory Board for the University's Caribbean Green Technology Center, and a member of the Board of Directors for the Foundation of the University of the Virgin Islands, both described in Chapter Six. The Sokoloff gift enabled the University to establish and endow two initiatives: The Kiril Sokoloff Distinguished Professorship in Entrepreneurship in the School of Business, and the 13D Entrepreneurship Student Competition. This gift became the springboard to meet the PTG:2A aspiration around building the spirit of entrepreneurship throughout the University and the Territory.

Entrepreneur Business Institute

The School of Business has partnered with International Capital & Management Company to provide a three-week college residency program which evolved into an emersion program to expose 30 high school students to entrepreneurial concepts. Anticipated outcomes for participants at the end of the three-week institute were:

- VI Economy: Knowledge of the key economic sectors in the Virgin Islands economy
- Ideation: Ability to formulate a business idea
- Business Model: Refining business idea into a business model, Ability to communicate and market the business idea effectively
- Business Plan: Knowledge of the process to develop a business plan, Knowledge of the process to secure venture capital

The impact of the program is measured by surveys, observation, and open reflection/discussion sessions with the students to assess the number of students who demonstrated knowledge and understanding of the anticipated outcomes, in each week of the program. The 2015 and 2016 results are captured in **Figures 10 and 11**.

Innovation Centers

During spring 2015, the University of the Virgin Islands made history with its first open house to showcase state of the art Innovation Centers in each campus library. Outfitted with computers, work tables, white boards and a 3-D printer – from which actual models or product prototypes can be digitally rendered out of biodegradable plastic – the newly established centers are located at the libraries on the St. Thomas campus and on the Albert A. Sheen campus on St. Croix. The centers are foundational to the support of UVI's experiential innovation and entrepreneurship programs. These non-credit, experiential programs combined with the for-credit courses allow

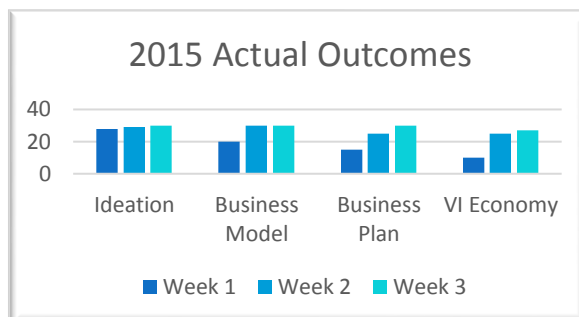
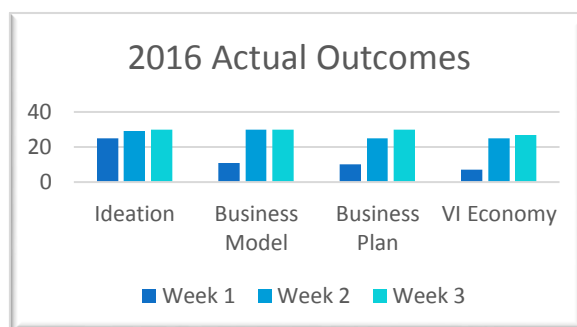


Figure 10 & 11. 2015 and 2016 Assessment results



UVI students to develop their entrepreneurial mindset and skillset. The UVI President referred to the centers as “maker spaces” in which students will be encouraged to gather, brainstorm, and channel their classroom knowledge into creative endeavors with entrepreneurial potential.

UVI Distinguished Professor of Entrepreneurship saw no reason why UVI should not join Stanford, MIT, the University of Michigan and other institutions that have already established thriving innovation centers. “The next generation of innovators and entrepreneurs are going to need both knowledge and know-how,” he said. “Knowledge can be transferred in a course setting, but developing know-how often requires hands-on experience. That experience can be acquired in experiential learning programs.”

HBCU Innovation and Entrepreneurship Collaborative

In February 2014, the University of the Virgin Islands was among 15 Historically Black Colleges and Universities (HBCUs) chosen to participate in a new, multi-year collaboration of institutions designed to bolster innovation, commercialization and entrepreneurship efforts on the respective campuses. The February 12th announcement was made by the Association of Public and Land Grant Universities (APLU), a non-profit organization with members in all 50 states and U.S. territories. The new group is named the HBCU Innovation and Entrepreneurship Collaborative. Participating schools will have access to current and future funding opportunities to support their efforts to build what organizers call an “innovation ecosystem” among institutions, administrators, faculty and students, the federal government, and private industry.

Hack-a-thons

Another business collaboration that is fostering innovation initiatives at UVI involves Leon Hughes, founder of the St. Croix-based software technology company NEARiX. He believes that Hackathons – weekend-long events in which students work around the clock to find technology-based solutions to real-world problems, mostly in the form of website development or mobile phone apps – will help to promote a culture of creative problem solving among young people in the Territory. Hughes began to sponsor hackathons on both campuses in 2015. Cash prizes totaling \$900 have been awarded for the best hack, the most innovative hack, the most impactful hack, and the most sustainability-focused hack.

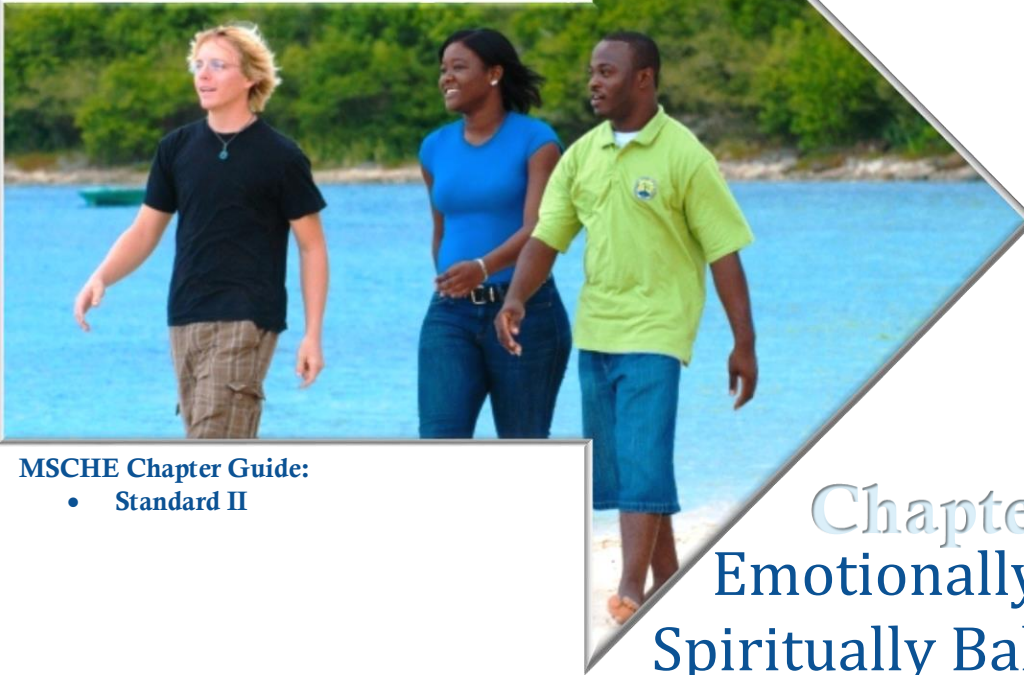
13D Student Entrepreneurship Competition

The 13D Competition consists of workshops, review of business plans and a competition that awards \$60,000 in startup funds in an attempt to infuse the entrepreneurial spirit in participants and observers of the competition and the VI community at large. The first such program emerged in the form of a \$5 million grant from Kiril Sokoloff, the founder of 13D Research (U.S.V.I.) LLC, a tenant of the Research and Technology Park. The grant established a robust, cross-campus entrepreneurship and innovation initiative at UVI. Under this initiative, the 13D Entrepreneurship Competition was created, in which any student (full-time or part-time) who is enrolled in the university can compete to win \$10,000, \$20,000 or \$30,000 in start-up capital for his or her business proposal. *PTG:2A1 calls for a 10% increase in the participation in this competition.* In 2011-2012, the first year of competition, there were 21 teams in the competition, and there were 63 teams in the competition in 2015-2016. This exceeds the PTG:2A1 goal.

Keep the Needle Moving on Support of the Student Experience

Serving students is primary at UVI, as evidenced throughout the Self-Study. The implementation of EAB and its analytic information provides the University the opportunity to tailor student support programs to meet growth needs of students, and improve their success. PTG began the expansion of the Center for Student Success into the business of the entire University, but there are other co-curricular, extra-curricular and support initiatives (listed above) that should be blended together, assessed, and integrated as part of the entire student experience at UVI. This should include an expansion of career planning activities and support. While many wonderful growth opportunities are available for students, providing them with a road map for accessing the many tools and programs, could make a significant difference to these students and to the University.

Student success and achievement require a holistic approach to student development, that utilizes programs throughout the academy, not just extra-curricular support areas. This approach avoids duplication of effort and improves efficiency in use of resources.



MSCHE Chapter Guide:

- **Standard II**

Chapter Five Emotionally and Spiritually Balanced: Creating a Secure, Ethical and Supportive Environment

*“UVI will produce graduates who are academically excellent, globally sensitive, entrepreneurially focused, **emotionally and spiritually balanced**, and committed to serving the world.”*

--Pathways to Greatness, Goal 2A

Chapter Five, **Emotionally and Spiritually Balanced: Creating a Secure, Ethical and Supportive Environment**, demonstrates UVI's process of achieving Standard II, within the fourth tenet of *Pathways to Greatness* Goal 2A: emotionally and spiritually balanced. The analysis includes the policies and practices of the University, the investments supporting employees, and actions to ensure all University constituents feel valued in a secure and ethical environment.

In the quest for greatness, the effective application of ethical standards is critical for building trust among all UVI constituents and building a supportive and well balanced environment for student learning. The implementation of the shared governance structure, as described in Chapter Three, supports building trust and transparency. Management Value 3, uncompromised integrity, measured at the cabinet, dean and middle manager levels, intersects with the MSCHE standard requirement for indispensable ethics and integrity, ensuring a moral compass for University conduct. Although Management Value 7, emotional and spiritual health, does not directly address ethics and integrity, it is about building an environment where ethics and integrity are central. The spirit behind PTG:2A embraces creating a nurturing environment for students and employees to achieve at their highest potential. Accordingly, the institution's commitment to high standards of ethics and integrity is demonstrated through continued efforts to improve its policies and practices at every level and implement programs which support trust, open conversation and the overall well-being of students, faculty and staff. The initiative described below fosters this environment.

Service Oriented

Based on results of the 2008 Noel-Levitz survey, students expressed their dissatisfaction with items related to service excellence such as Item #57 - I seldom get the "run-around" when seeking information on this campus; Item #27 - The personnel involved in registration are helpful; and Item #2 - The campus staff are caring and helpful. In response to Management Value 2, service oriented, the institution recognizes the importance of building a culture of high quality service to attain student success and create a well-balanced environment. To this end, University components have developed and promoted service charters (DR-158) that define the service orientation and standards to be embraced and demonstrated by staff in providing optimal customer service. Compared to later results of the Noel-Levitz (Figure 12), modest improvements have been achieved. Yet, the university remains committed to the customer service initiative.

The WOW! Initiative is a segment of the strategy for achieving high quality customer service. In addition to promoting the service charters, important components of WOW! include:

- Training Initiatives: Training was conducted to afford all employees the opportunity to update, hone and develop new customer service skills that aligned with requirements of the new customer service initiative. This training was necessary to ensure all employees understood what was expected and required of them to provide good and above average customer service. 176 employees attended the three training workshops (DR-159).
- Recognizing employees who are performing exceptional customer service, the WOW! Patrol made unannounced visits to 150 employees during the WOW! Recognition Day held on both campuses in FY2014-15. During the year, customers identified employees who were deemed outstanding in

Figure 12. Service Excellence based on Student Satisfaction



service delivery. Each employee being recognized was serenaded during the unannounced visit with music and was videotaped as the UVI WOW! award pin was presented by the WOW! team. Each employee was also thanked for going above and beyond in providing excellent customer service. Employees receiving the most customer recognition notices received stipends at the University Holiday Galas.

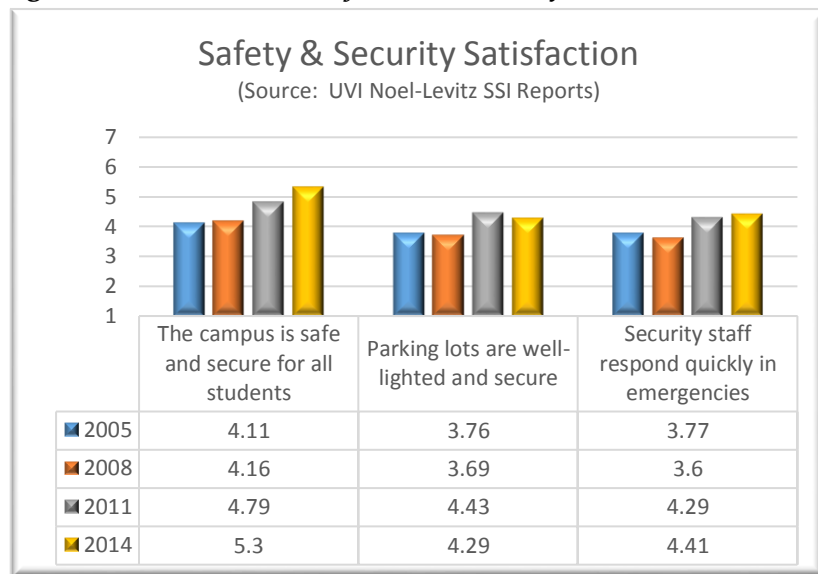
- WOW! for Student ticketing software will be utilized for tracking student experiences/issues with service. This software will provide important data and insight on specific challenges that students encounter with obtaining assistance/service. Data will be used to target responses that address some of the service-related challenges students identify. The software was launched under the guidance of SGA in fall 2016.

Security and Safety

From information gathered through the Noel-Levitz assessment of student satisfaction (Figure 13), students

consider safety an important aspect to attending classes and selecting a University. It is also an important aspect of PTG:4B, *make the university campuses safer and more secure*. Data from the Eastern Caribbean Center showed that the Safety and Security subscale was regarded significantly by students as the least satisfying subset of items; and, as reported in the UVI Senior Exit Survey 2014 & 2015 Report prepared by ECC. Safety measures persist at a relatively low level of satisfaction (as reported by graduands), though substantive effort has been invested in the enhancement of security on the campuses. It is evident that if students experience anxiety about personal safety, their level of overall satisfaction with the institution will be adversely impacted.

Figure 13. Individual Item Satisfaction Measured by Noel-Levitz



The open nature of the University campuses has made this a challenge. To this end, the University administration made security measures a high priority at the institution in efforts to modernize its equipment, resources, and infrastructure. On the Albert A. Sheen Campus, construction of a security office was completed in June 2008, eliminating the need to utilize the cashier’s office after business hours. It also enabled establishing a security manned dispatch 24/7.

Enhancements of security measures in 2010, on both campuses, included the installation of surveillance cameras on campus grounds and the installation of the outdoor emergency warning system. The surveillance cameras greatly enhanced the capacity to monitor the campus perimeters. Additional cameras were installed in October 2013. The installation of the outdoor emergency broadcast system (siren), provides the campuses’ capabilities to deliver emergency notifications, alarm tones, and voice messages to the University and neighboring communities.

In October 2013, code blue emergency phones were also installed on each campus. The phones can be voice activated in the event of a University-wide emergency, as well as used by individuals in distress. The blue phones are equipped with flashing lights and the voice capability is audible 5 - 25 feet from the emergency phone. Surveillance cameras allow visual images of surrounding areas adjacent to phones.

Other enhancements in Security included the replacements of all radios in September 2012 and the purchase of a utility security vehicle in 2011. The radios were purchased with higher range and clearer transmission capabilities to enhance communication between Security and Physical Plant staff and to eliminate dead zones on campus. The system also provides a dedicated frequency, and capability to interconnect with the VI

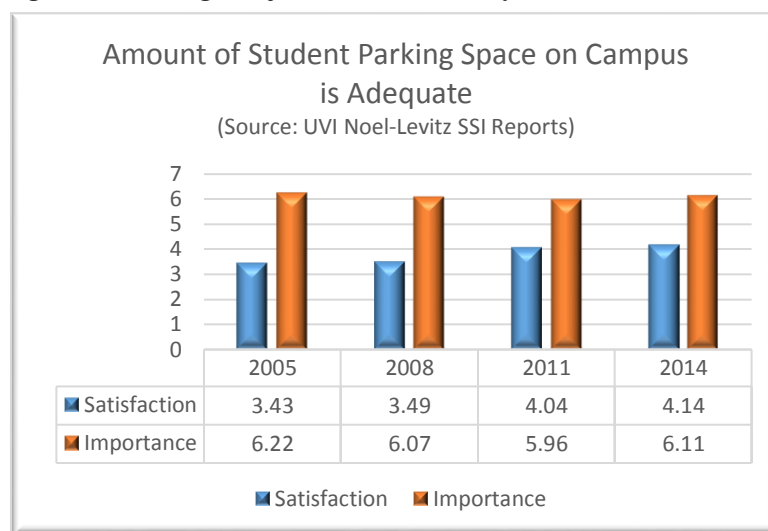
Territorial Emergency Management Agency and/or the VI Police Department during an emergency. The utility vehicle was purchased on St. Croix to increase security presence and visibility.

Besides the emphasis on enhancing security equipment and infrastructure, training of the Security Officers has been a priority. Security officers on both campuses were admitted to the 6-month Peace Officer academy with the VI Police Department. Highlights of other training opportunities, in addition to the annual emergency response drills, training offered included Customer Service Skills (2011), Overview of the Student Code of Conduct (2012), a webinar session by TrainHR on Writing Investigative Reports (2013), and certification on CPR and First Aid (most recent 3-year certification was held in February 2016).

University Parking Policy and Plan

In June 2013, the Board of Trustees approved the University Parking Policy and Plan ([DR-160](#)) to improve campus safety through identification of vehicles on campus, and promote effective utilization of available spaces relative to parking demand. The Plan also included improvements to parking lots, lighting upgrades, installation of surveillance cameras and the expansion of the campus shuttle program on the St. Thomas campus. The Plan was a product of the University Parking Advisory Committee (UPAC), charged by the President to develop and implement a comprehensive parking plan. The UPAC comprises members from Campus Operations, Security, Physical Plant, Student Affairs, Human Resources, Faculty, Staff, and Students. Since the implementation of the Plan, there has been a modest increase in student satisfaction with on-campus parking (**Figure 14**).

Figure 14. Parking Satisfaction as Measured by Noel-Levitz



Emergency Response Plan

In 2012, the University Emergency Response Plan Committee, comprising members from both campuses, representing the Security Department, Physical Plant, Information & Technology Services, Public Relations, Environmental Compliance, the President’s Office and Campus Operations, worked with a consultant to prepare a comprehensive Emergency Response Plan (ERP, [DR-161](#)) for the University. The process included the review of the existing emergency response plan and also incorporated general guidelines from the University’s Hurricane Preparedness and Pandemic Flu Plans. An Incident Command System structure and an emergency communication structure were created and included in the plan.

Initial campus-wide training sessions were held on each campus in October 2012. A table-top emergency exercise was conducted for key administrators, security, and heads of departments, schools and colleges on October 9, 2012. First responders in the community, including the VI Police Department, VI Territorial Management Agency, and Fire Services. Additional training activities geared to include all University constituents were held on both campuses on October, 2012. The sessions focused on incident response and first responders’ expectations in the event of an emergency.

On-going annual exercises are held and focus on specific natural as well as man-made emergencies and hazards to which the institution is vulnerable. Emphasis is on mitigation strategies, preparation, response, and recovery activities required. In 2015, several informational sessions were held on both campuses, focused on the impact of active shooters. In collaboration with the Departments of Homeland Security (federal and local), the impact of active shooters was again the focus for 2016 training.

Spirituality and Physical Wellness

The Center for Spirituality and Professionalism (CSAP) was established in 2011 to serve both employees and students. The Center has taken the lead for institutionalizing Management Value 3, uncompromised integrity. This includes “the integration of spirituality and professionalism that promotes social justice, accountability and respect for life and property through the offering of events, such as workshops, seminars, conferences, symposia, retreats and monthly gatherings to cultivate a climate of uncompromising ethics and integrity” (DR-099).

Under the leadership of a Director, CSAP conducts monthly CSAP Gatherings on both campuses. Each Gathering includes a 15-minute presentation, an active learning experience, and dialogue between the presenter and the attendees. Presenters are generally practitioners from the community whose work focuses on spiritual, emotional, mental, and/or physical health and well-being. The Gatherings are designed to engage students, administrative staff, and faculty to experience, share, and dialogue and contemplate issues related to self-actualization, complex, real-world dilemmas, morality, ethics and spiritual and personal values. Since 2014, over 400 attendees have taken part in ethics-based training through CSAP (DR-100). In addition, in the past 18 months, approximately 8-15 persons attend the UVI CSAP monthly Gatherings. At the CSAP Sanctuary Space or “Zen Room” on the Albert A. Sheen Campus, over 240 visitors and counselling session participants were accommodated during the same time period. This demonstrates that the University community is participating in the Center’s events, and receive reinforcing messages regarding the value UVI places on the creation of and support for an ethical environment.

CSAP has also been asked, through PTG:5C, to collaborate with the St. Thomas Wellness Center and the St. Croix BucsGym in a needs assessment, and implementation of a schedule to achieve a 5% increase of UVI employees participating in a UVI wellness program. An appropriate way to track wellness participation has not yet been established, although the University does participate in the health and wellness initiatives of the Virgin Islands Government (GVI). Wellness initiatives, including healthy cooking sessions, exercise classes such as Zumba, Step Aerobics, Kickboxing, Pilates, and Circuit Training are offered regularly to employees. Employees also have the opportunity to participate in an annual 10,000 step per day challenge and a Health and Wellness Expo & Farmer’s Market. Water workout exercise sessions were included in the wellness activities series for summer 2016.

In the next strategic plan, the University will focus on improving coordination of these types of activities into a program that can become a hallmark of the University.

Valuing Employees

In the shadow of current budgetary constraints, tangible support is critically important for demonstrating value of the employees, and for successful implementation of Management Value 7. The most difficult challenge in this effort was the mandated, across-the-board salary reduction of eight percent (8%) for all employees. Act 7261 of the 29th Legislature of the U.S. Virgin Islands enacted the Virgin Islands’ Economic Stability Act of 2011 (DR-164), which mandated that the salaries of all government employees, including the University’s employees, be reduced by 8% for two (2) years effective July 2011. The funds were restored to the University in 2014 based on Act 7270 (DR-165) passed by the Legislature and signed by the Governor, and employee salaries were returned to pre-2011 levels. To provide relief to employees and meet emerging needs during the 8% reduction, the University implemented several initiatives to demonstrate sensitivity and concern:

- The development and implementation of a Flex Time Policy for staff;
- The development and implementation of a Presidential Professional Development Fund for staff and faculty (\$50,000);
- A one-time payout to staff of grandfathered, compensatory leave, compensatory leave, grandfathered, annual leave and accumulated, annual leave up to 4% of the employee’s salary;
- The suspension of the 8% mandatory contribution for TIAA CREF participants;
- Provision of employee discounts at the Cafeterias, Reichhold Center events, and for Wellness Center and BucsGym memberships;
- Provision of more part-time work opportunities for full time employees, including grant funded opportunities, consistent with University and federal policies; and

- The suspension of the Faculty Policy Manual provision governing the schedule for disbursing fall semester overload pay. Faculty who taught an overload in the fall would be paid at the end of the fall semester, if desired.

Additional programs were presented to the UVI stakeholders in fall 2016 to continue the demonstration of support. Items currently under discussion with constituents, but not yet presented to the BOT are:

- Work from Home Policy in limited situations;
- Employee community gardens;
- Discounts for employees from selected stores and merchants; and
- Wellness Program that afford employees a certain number of hours each week to engage in wellness activities, if certain conditions exist.

Policies that Promote Ethics

The University has implemented various policies and practices aimed at achieving and measuring the impact of efforts to ensure the application of ethics and integrity within the UVI community.

Mediation

To promote a climate of respect, UVI has established a mechanism that allows all University personnel and students the opportunity to have their complaints and disputes that do not rise to the level of a grievance, (as defined by the HR Manual and [FPM](#)), addressed through a process of voluntary mediation. The In-house Mediation Program, while an avenue for conflict resolution, does not replace the established University grievance policy and procedures ([DR-119](#)).

Grievances

Although the Mediation Program is the University's first line for grievances, the formal Grievance Policies have also been supported by the passing of the new Student Code of Conduct, referred to in Chapter Three.

The UVI Catalog and FPM outline the processes. The institution has worked to resolve academic issues in an expeditious manner by insisting that each School/College has a grievance committee and processes that are clear, consistent, and easy to navigate ([DR-137](#)).

For staff, a seven-member Personnel Review Committee (PRC) serves as an intermediary body to review eligible complaints of University employees and the appeals of those who are suspended or terminated. The PRC recommends to the President whether the remedy requested should be accepted or denied. The members (four from the AAS Campus and three from the St. Thomas Campus) are appointed by the President and serve two-year terms.

Research

UVI complies with federal regulations regarding research. There is an Institutional Review Board (IRB) which reviews and approves applications for human subjects' research. All faculty, staff, and students who engage in research on human subjects' must get IRB approval and apply the ethical principles and guidelines for the protection of the human subjects contained in the Belmont Report. The IRB has improved the academic climate on campus as students, those conducting senior seminar research, must obtain IRB approval prior to commencing research projects that involve human subjects. In addition, UVI has an Institutional Animal Care Committee (IACUC) which reviews and approves research applications that propose the utilization of animals in research. Also, all undergraduates engaged in NIH-funded programs are required to take a one credit, Responsible Conduct of Research course which is offered on both campuses every semester. This course is even popular among students who do not receive NIH funding. Finally, the Caribbean Exploratory (NIMHD) Research Center of Excellence frequently hires student researchers and other temporary staff. All Center staff, including temporary and part-time personnel, as well as student researchers, must successfully complete the NIH Human Subjects certification online course and complete a Health Information and Portability Accountability Act (HIPAA) module and the related assessment before engaging in any research work at the Center ([DR-138](#)).

Intellectual Property rights are clearly protected in the HR Manual in section 3.08: "The University seeks, as its primary mission, the intellectual development of its faculty, staff and students. The University shall

disseminate pertinent rules of copyright and fair use of copyrighted material to University personnel. The University and its employees and students shall ensure the protection of artistic property rights in employment and performance contracts and in releases. The University maintains a strategic planning process, and the intellectual property policy shall be aligned with the current Plan and its implementation process.” Copyright notices are posted within the Libraries' photocopy centers to inform library users of copyright law. Instruction on intellectual property rights is also presented during information literacy training sessions for students and faculty, and annual Libraries' meet and greet ([DR-140](#)).

Sexual Misconduct Policy

A new [Sexual Misconduct Policy](#) was adopted in 2015. Human Resources implemented mandatory training for all employees to disseminate the new policy. Between December 2015 and March 2016, a total of 35 training sessions were convened and a total of 391 employees attended the training sessions (which included 3 make-up sessions). Training for new employees will be ongoing. This policy adds to existing policies another layer of protection for the institution in promoting integrity among faculty, staff, and students. The policy was amended June 2016 to include provisions addressing the proper handling of notices of restraining orders received by University officials ([DR-166](#)).

Recognizing the need to provide training and awareness on the policy to students, the University has contracted with 3rd Millennium Classrooms to provide its product, Consent and Respect, to students. This is a comprehensive, online, prevention and awareness course which discusses the issues of domestic and dating violence, sexual assault, and stalking and encourages bystander intervention. It is evidence-based, which means that the programs are grounded in the most effective strategies for changing behavior, rather than simply targeting knowledge or attitudes. This approach is unique in the field of online judicial programs. With customization features, UVI campus resources and reporting procedures are integrated into the course. Students will know where to go and who to talk to for help in the community. They also will learn about students' rights. The program also includes a safety app for smartphones. Consent and Respect enables UVI to meet the requirements of the Campus Sexual Violence Elimination Act.

During the fall 2016 semester, the program was launched as a pilot and student participation will be encouraged through incentives. Thereafter, all new students will be required to complete the programs as part of their orientation requirements. Completion of an integrated pre-test is required prior to the start of the workshop module, and a required post-test is included at the end. The course administrator on each campus can monitor the students' progress. Sexual misconduct and harassment statistical data will be monitored to assess the impact of the Consent and Respect workshop, once the project has been fully implemented (projected for fall 2017).

Conflict of Interest

The University has made great strides in addressing conflict of interest challenges. Through the policy, there has been a firm insistence that conflict of interest disclosure be implemented throughout the ranks, from the BOT to executive leadership, faculty and staff. Conflict of Interest Disclosure Policy ([DR-142](#)) implementation is a demonstrated commitment which governs the disclosure and management of conflict of interest. To ensure effectiveness and application for teaching, the FPM, Conflict of Interest forms, and Human Resources Manual reflect conflict of interest guidelines. The policy requires full-time faculty to devote their time and attention fully to the University requirements for teaching. However, a faculty member may engage in other commercial and public service activities in addition to her/his work at the University. Such activities should be tied to the University's mission and should not have the character of a second position or another job. Where professional commitments of this sort are being considered, a faculty member should consult with the Unit Manager to ensure that her/his responsibilities will not be diminished by this outside activity. As noted in the HR Manual, external activities shall enhance the work or activities of faculty and not simply be another source of employment.

All employees and BOT trustees are required to sign a conflict of interest form annually. It is recommended that compliance be reviewed annually.

Acceptable Use Policy

The University of the Virgin Islands published an Acceptable Use Policy (AUP, [DR-143](#)) in 2013 to ensure the University and its stakeholders are protected from illegal or damaging actions by individuals either knowingly or unknowingly with electronic resources. The expectation of acceptable use is consistent with the *Seven Management Values*, including *uncompromised integrity*, *fiscal responsibility*, and *high quality service* that reflect

academic honesty and shows deliberate acknowledgement of the impact of consuming scarce and shared resources. This obligation to the University dictates adherence to intellectual property policies, protection of private and personal data, respect for data ownership and copyright laws, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation, harassment, or a hostile work environment.

Compliance

The University complies with all federal and territorial requirements. Evidence is provided in the response to the Verification of Compliance with Accreditation-Relevant Federal Regulations Report ([DR-144](#)).

Keep the Needle Moving on Ethics and Integrity

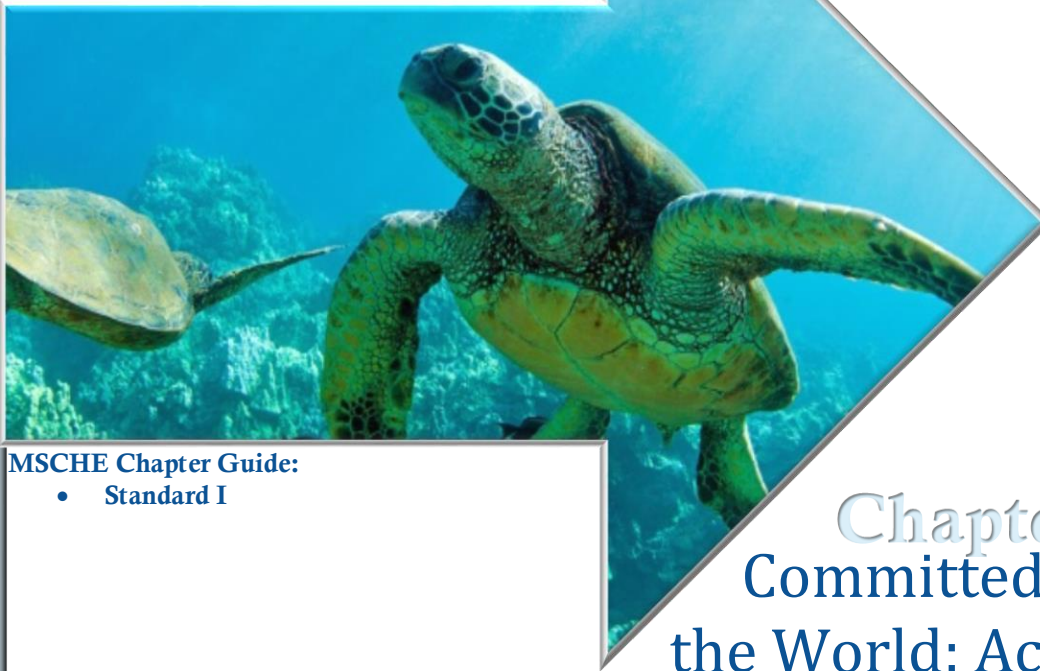
The University has implemented 360-degree evaluations and spirituality centers, and wellness programs among many other initiatives, to support University stakeholders. The range of activities that are available to meet the demands of a diverse and hard-working constituency is one of the significant accomplishments of PTG. There are opportunities to align these programs and offerings into a cohesive package that becomes a hallmark of the University. The secure, safe, and balanced environment that the University seeks could be attained by a more integrated, programmatic approach that includes well documented assessment activities. This assessment would provide the guidance to continue to enhance the lives and work place of the University constituents and ensure that the offerings and services to provide the support are meeting desired targets.

In the *UVINext:2014* Report, the consultants noted that a high degree of effort was observed in the presentation of spiritual values at the University. While this feature is not yet evident within the curriculum, the opportunity exists to insert a values curriculum throughout the University's instructional program in a manner that enables the measurement of a values outcome. This notion recognizes the rationale that, in an age of declining ethical conduct, values, especially in the areas of business, have become paramount as a critical success factor. The University has the opportunity to continue to grow this environment as a model for the Territory and other higher education institutions. Continuing to grow customer service initiatives, re-engineering processes, and continuing to build security initiatives will sustain this environment as a strength.

Perhaps above all else, the University strives to demonstrate that it **values people and relationships** that impact the University every single day. With the investments the University is willing to make in these areas, the formalization of the offerings will allow it to do more and better impact the constituents.



Moving the Needle



MSCHE Chapter Guide:

- Standard I

Chapter Six Committed to Serving the World: Achieving the Rest of the Mission

MISSION: *The University of the Virgin Islands is a learner-centered institution dedicated to the **success of its students** and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through **excellent teaching, innovative research, and responsive community service.***

*“UVI will produce graduates who are academically excellent, globally sensitive, entrepreneurially focused, emotionally and spiritually balanced, and **committed to serving the world.**”*

--Pathways to Greatness, Goal 2A

Chapter Six, **Committed to Serving the World: Achieving the Rest of the Mission**, provides data and analysis on the impact of the University on the Territory and the wider Caribbean with the final tenet of *Pathways to Greatness* Goal 2A: committed to serving the world. This chapter is necessary to demonstrate achievement of the community service portion of the UVI mission, and meets criteria of Standard I.

An important part of the University's mission is the fulfillment of its role in the U.S. Virgin Islands and the wider Caribbean. This is fostered by area of focus area 3, community engagement and globalization. The University is fully committed to the realization of its mission of responsive community engagement, to improve the quality of life in the U.S. Virgin Islands, the region, and the world.

In January 2015, UVI received Community Engagement Classification status from the Carnegie Foundation for the Advancement of Teaching. The Carnegie Foundation grants this designation to colleges and universities who have an institutional focus on community engagement. Institutions participate voluntarily by submitting required materials describing the nature and extent of their engagement with the community. UVI is one of 361 institutions nationwide that has received this designation since the inception of the program.



“The Community Engagement Classification represents a significant affirmation of the importance of community engagement in the agenda of higher education,” said Carnegie Foundation President Anthony S. Bryk. “The foundation believes that the classification provides campuses of every institutional type an opportunity to affirm a commitment to community engagement as an essential aspect of institutional mission and identity.” To be selected, institutions must provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources, and practices. UVI's classification is valid through 2025.

Enhancing Lives, Transforming Community

UVI attracts 92% of its students from the U.S. Virgin Islands community. The remaining 8% comes from other islands in the Caribbean and from the U.S. mainland. Therefore, community transformation is a key component of the institution's mission and vision. This connection to the community assists in preparing UVI students to contribute effectively to the public and private sectors, while establishing institutional partnerships to build capacity within schools from which they come, and within the agencies and businesses where they are deployed after graduation. Recognizing UVI as a critical partner in the development of the community, PTG looks internally to develop the institution's own workforce for ensuring excellence in the student experience and for modeling high quality customer service within the Territory.

In FY2015, the Public Relations Office conducted a comprehensive branding study ([DR-101](#)) which examined the overall strength of the UVI Brand. A summary of the UVI Brand indicated the following: “*UVI is an affordable institution that offers a high quality education. All groups surveyed had a positive attitude towards UVI. Eighty-seven percent of prospective students see UVI as prestigious; 81% of current students feel proud to extremely proud when UVI is mentioned in conversations; 80% of parents feel that UVI has characteristics of a great university; 76% of employees feel that UVI has a good reputation; 72% of alumni feel that UVI has characteristics of a great university; 96% of the general public felt that UVI has a good or very good reputation and produces a quality product.*”

To fulfill PTG:3D, to know the level of its *economic impact on the territory*, the University conducted an economic impact study in 2014 called Restoring Growth, Expanding Opportunity: The Economic Impact of the University of the Virgin Islands ([DR-102](#)). Study finding indicated that in 2013 UVI accounted for more than \$83.5 million through payroll, purchasing and construction, and spending of UVI students and visitors directly and indirectly in Territory. Through its Agricultural Experiment Station (AES), Cooperative Extension Service (CES), institutes, and specialized centers, UVI promotes and develops resources for sustaining the Territory's agricultural sector; for celebrating and explaining the community's rich cultural history; and for building capacity of the local workforce, in keeping with the organization's goal for enhancing lives.

Most students who earn degrees at UVI continue to live and work in the U.S. Virgin Islands. As of summer 2013, more than 77% of persons who have earned degrees at UVI are residents of the Territory. About 13.3% live on the U.S. mainland, and 9.4% live elsewhere – many of them on other Eastern Caribbean islands.

Serving the Community

Important goals in *Pathways to Greatness* are PTG:3H, *development of a community presidential advisory committee* to keep the University informed by the community, and PTG:3B, *to build a community volunteer program*. The

external Presidential Advisory Council has 20 members representing business, community, and educational leaders from each island. This group provides advice to the President on key strategic initiatives and serve as advocates for the University. The Council’s inaugural meeting convened in July 2016 (DR-167).

The University sponsored several community assistance initiatives, and UVI employees volunteered to complete these projects during the work-day:

- On St. Croix, UVI volunteers painted parts of the building and installed equipment at the Alexander Henderson Elementary School.
- On St. Thomas, UVI volunteers beautified a therapeutic serenity garden at the Family Resource Center and, in conjunction with My Brothers Workshop, helped paint picnic tables and raised garden beds at the Addelita Cancryn Junior High School.
- On St. Croix, UVI community delivered education and school related supplies to the Queen Louise Home for Children as part of the Backpacks for Success outreach project. Eighteen backpacks were made to order, based on the child’s age, grade, favorite color, needed school supplies, and most loved character. Backpacks were filled them with notebooks, folders, pens, pencils, rulers, children’s books, new shoes, and clothing. School supplies were also donated to teachers and the UVI Research and Technology Park donated \$500.
- Golden Key International Honour Society, St. Croix Chapter, donated school supplies worth approximately \$800 to the Queen Louise Home. The supplies were purchased with funds raised through donations and Chapter fund raising. Seventeen (17) backpacks with school supplies for the first day of school, and materials for replenishment throughout the school year were provided.

Community Engagement and Life-Long Learning Center



The Community Engagement and Lifelong Learning (UVICELL) Center fulfills the continuing education function for UVI. With the passage of the 2014 Workforce Innovations Opportunity Act (DR-168), UVICELL recast its workforce development programs to enable national and local credentialing. The Center is the Territory’s leading provider of continuing education and training to a diverse group of learners through several lines of business, including professional

development; workforce development, and customized training. Professional services are offered through the UVICELL Test Center and the Occupational Safety and Health Program. For example, in FY2014-15, through the Occupational Safety and Health Program, UVICELL assisted 43 businesses in remediation of potential health and safety work place hazards. Development and training programs are offered through flexible schedules in traditional classroom settings, online, or in blended formats, based on users’ need. In FY2013-2014 1, 024 persons attended classes and in FY2014-2015 1,253 attended, representing a 20% increase in attendance. This increase exceeds PTG:6B2 and 1L2, calling for a *15% increase in service to the community*. In a collaboration with Columbia University, the University of Puerto Rico, and Rutgers University, UVICELL became a Region 2 Public Health Training Center in 2015. UVI will now fill a major gap in the Territory as a resource for delivery of training to Public Health workers (DR-103).

In October 2014, The International Association for Continuing Education and Training (IACET) awarded reaffirmation status to the UVICELL Center. IACET Authorized Providers are the only organizations approved to offer IACET Continuing Education Units (CEUs). The accreditation period extends for five years, and includes all programs offered or created during that time (DR-169).



Research and Technology Park (RTPark)

The UVI RTPark is a specialized economic development venture responsible for bringing investment by firms in knowledge and technology intensive sectors to the Territory. The RTPark manages a tax incentive program, offers advisory and technical services, and is a conduit for knowledge generation and exchange, including with national and international bodies, active in these areas. This allows UVI to foster innovation in the Territory. As of October 2016, thirty-six firms are participating in the RTPark. UVI and the RTPark share occupancy of the \$13M, 18,000 square-foot LEED-certified flagship building, known as the 64 West Center, located on the AAS Campus. As part of their RTPark agreements, firms establish partnership commitments with UVI. This

includes student engagement and workplace learning opportunities, scholarships, graduate employment, faculty engagement, IT services provision, operational assistance, endowments, participation in a Distinguished Lecture Series, and involvement in special projects. In 2015, RTPark clients executed commitments valued at \$513,000, at least half of which were focused on direct student support.

P-16 Initiatives

PTG:1D calls for the *development of a P-16 Collaborative with the Department of Education, the Board of Education and the Department of Human Services*. In 2010, the UVI President constituted a task force with the original goal of investigating aspects of the Virgin Islands’ educational system, with a focus on intervention programs on academic readiness of students attending both public and non-public schools in the Territory. That task force produced a report (DR-104) that addressed what UVI’s role should be in the transformation of the U.S. Virgin Islands society. One recommendation was the establishment of a Community Council on Education for the U.S.V.I. comprising representatives of UVI, the Virgin Islands Department of Education, the Virgin Islands Board of Education, the V.I. Legislature, and others. The formation of the Virgin Islands P-16 Collaborative was an outgrowth of the report. The Co-Chairs of the Collaborative are VI Commissioner of Education and the UVI Provost. Over the past few years, various groups have contributed to development of mission and vision statements for the collaborative.

Cultural Impact

The University has a presence in major cultural activities, such as Virgin Islands Carnival, Afternoon on the Green, Mango Melee, World Food Day Celebrations, the Agriculture and Food Fairs, and the full spectrum of the literary and performing arts. Each activity is an opportunity for community outreach and education as well as recruitment. UVI continues to deepen and expand these opportunities to reach potential students. Notable examples of UVI’s important cultural resource for the U.S. Virgin Islands are highlighted below.

Reichhold Center for the Arts (RCA or Center), established in 1978, is a unique, 1,196-seat amphitheater, built of wood, limestone, copper, steel and concrete in the heart of Brewers Bay, on the St. Thomas campus. The Center annually plays host to a wide range of concerts and performances in fulfillment of its mission of enriching the cultural and social lives of the people of the U.S. Virgin Islands. The Center was built as the result of the establishment of the Foundation for the Reichhold Center for the Performing Arts. The Reichhold Foundation is a not-for-profit organization established through several charitable gifts received from Virgin Islands businessman and philanthropist, the late Henry Reichhold, exclusively to provide financial support to establish, maintain, and operate the Center. The annual disbursement from the Foundation to cover operations for the Center is approximately \$500,000.

The RCA is committed to making the arts accessible to diverse audiences. In conjunction with the Virgin Islands Council on the Arts (VICA) and the Virgin Islands Department of Education, the Center conducts outreach

Table 26. Reichhold Center Season Shows: Seasons 33-37

Season	Season 33 (2011-2012)	Season 34 (2012-2013)	Season 35 (2013-2014)	Season 36 (2014-2015)	Season 37 (2015-2016)
# of Shows	7	9	12	7	6
Total Attendance	4,627	6,164	5,922	7,002	5,190
Average Attendance	661	685	494	1,000	865

programs for youth through its Arts in Education Residencies. During the residency program, hundreds of K-12 grade-level students attending public, private, and parochial schools receive tips about

performing and the arts in general from the featured artists. **Table 26** shows the attendance to RCA events.

Virgin Islands Caribbean Cultural Center (VICCC) was established in 2012 to help preserve and promote awareness of the Territory’s and the region’s rich culture and traditions. Since its inception, the VICCC has adopted MOU’s with the Smithsonian Institution’s National Museum of African American History and Culture and the National Park Service. It has sponsored cultural exhibitions, panel discussions, and lectures on the culture and history of Virgin Islands and the wider Caribbean. These activities have fulfilled PTG:3I, which charges the VICCC to *sponsor 3 activities each year and attract 50 people each*.

Research and Public Services

UVI's Research and Public Service unit is a cost-effective, outcome-oriented, learning organization, whose outputs support the University's mission in the areas of public service and research. The unit aims to be recognized for its outstanding, responsive research and outreach programs that strive to improve the quality of life in the U.S. Virgin Islands and beyond. The operationalization of this strategy is captured in the descriptions of the next 10 programs and projects.

Forums on Community Issues – In 2012, UVI committed to conduct research, establish policies, and provide outreach and advocacy to stem the increase of violence in the Virgin Islands. Since the Anti-Violence and Peace Initiative (AVPI) was started, the Eastern Caribbean Center (ECC) has conducted research and UVI has co-sponsored forums on domestic and other types of violence. The PTG:3A calls for a focus on two critical community issues.

AVPI was jointly managed by the offices of the Special Assistant to the President (reorganized into the office of the Vice-President of Business Development & Innovation) and by the Director of the Eastern Caribbean Center (ECC). The Task Force comprises 11 members, including the President. The primary goals of AVPI were to provide an evidence-based, anti-violence and anti-gang education, identification and prevention program in the Virgin Islands; form collaborative partnerships with anti-violence groups, agencies, and programs within the Virgin Islands; develop a system of coordination of the regular collection of official data in agencies that deal with issues related to violence; and, provide comprehensive and coordinated research services which will compile information to allow policy makers to implement preventative measures directed towards at-risk youth who perpetrate violence. One member of the Task Force was sponsored to attend a workshop in Australia, and UVI hosted a one-week workshop conducted by an Australian anti-violence facilitator.

Eastern Caribbean Center (ECC) includes the Research Institute and the Conservation Data Center. ECC compiles and analyzes demographic, social and economic data, and disseminates these data in various formats to diverse forums. With support from the Office of the Governor, the Center conducts annual scientific sample surveys in 2,600 households to measure the Territory's population and housing characteristics. In the last year, it handled 153 requests for data, including 42 from local government agencies, 26 from businesses, and 55 from faculty and students. The Center also houses a GIS (Geographic Information Systems) unit that provides training for students, generates maps for a variety of academic and applied purposes, and maps thousands of units for the Center's demographic surveys, as noted throughout this Self-Study.

While ECC carries out several sponsored surveys on behalf of local government agencies—such as visitor exit surveys for the Bureau of Economic Research over the last 10 years, satisfaction surveys of parents with special education students, and biannual Nutritional Surveys for the Department of Education—its largest community contribution is the conduct of the decennial Census of Population and Housing, making UVI the only institution of higher learning in the U.S. that performs this public service. The Center also provides data analysis and statistical support to several units within the institution.

Agricultural Experiment Station (AES) is one of the two Land Grant units that are part of the Research and Public Service unit, the other being the Cooperative Extension Service. AES scientists (2.6 FTE) conduct basic and applied research to meet the needs of the local agricultural community. Science-based information provided helps community development and promote informed decisions about food, nutrition, and lifestyles in the U.S. Virgin Islands. AES research programs consist of agronomy, agroforestry, animal science, aquaculture, biotechnology, and horticulture. Research is conducted on a variety of agriculture commodities that include hair sheep, beef cattle, a variety of vegetables, root crops, fish, trees, and forages.

In FY2016, AES faculty received 5 grants totaling approximately \$401,000, and over \$2 million in competitive grant funds in the past 5 years. In FY2016 the unit produced 4 publications in peer-reviewed journals, and made 19 presentations at regional, national, and international scientific conferences. Sixteen AES students were listed on abstracts in the *UVI Research Day* program, and 19 students from around the U.S. participated in the USDA-APHIS sponsored AgDiscovery program and visited AES field and lab facilities. Its' quarterly aquaponics workshop provides in-depth training on UVI's combined fish production system and hydroponic plant production. This workshop attracts participants and presenters from as far away as Australia.

Cooperative Extension Service (CES) is empowered, through the Land Grant University System, as an agency for public education and information dissemination responding to the needs of the community. Its mission is to be a dynamic, flexible, organization dedicated to delivering research-based educational programs and information which addresses critical issues affecting families, individuals, and the U.S. Virgin Islands communities. CES delivers programs in the areas of agriculture & natural resources, 4-H, family and consumer science, communications, technology, and distance education.

CES program examples include outreach activities through publications, such as the 2014 *Tropical Fruits of the U. S. Virgin Islands and their Nutritional Values*, a handbook of easily accessible information pertaining to the nutritional values of local fruits; and the Children, Youth & Families at-Risk Program, under the auspices of the National 4-H Program, which has served over 800 youth and their families on St. Croix and St. Thomas since 1998. This after-school program (offered weekdays) provides educational sessions on topics such as nutrition, gardening, computer technology, physical activity, and cultural arts to 5-14 year-olds living in low-income housing communities.

Center for Marine and Environmental Studies (CMES) addresses environmental problems unique to tropical island communities and advances knowledge and learning in coastal marine systems through research, data hosting, education, and outreach programs. CMES has five subunits, including the Institute of Geocomputational Analysis and Statistics (GeoCAS), the Environmental Analysis Laboratory (EAL), the MacLean Marine Science Center (MMSC), the Virgin Islands Environmental Resource Station (VIERS), the Water Resources and Research Institute (WRI), and the Virgin Islands Marine Advisory Service (VIMAS). The MMSC and VIMAS are housed in the MacLean marine science building on Brewers Bay. The MMSC is the largest of CMES' subunits and hosts researchers and staff that specialize in tropical marine science. This includes oceanography, coral reef ecology, coral disease, fish spawning aggregations, invasive marine species, mangroves, seagrass communities, climate change, and sea turtles. GeoCAS offers graphical information system training and expertise as well as data serving capabilities for UVI, the region, and beyond. EAL provides advance laboratory equipment and training for water quality and other environmental parameters. All of CMES' subunits collaborate with local organizations, other universities and government agencies to assess and monitor marine ecosystems and identify methods of conserving fisheries and marine and coastal areas that provide support for sustainable natural resource management.



Virgin Islands Small Business Development Center (VI-SBDC) provides small business owners and aspiring entrepreneurs with practical assistance required to prosper in today's economy. It is a collaborative effort between UVI and the U.S. Small Business Administration (SBA). The mission of VI-SBDC is to stimulate the economic growth of the U.S. Virgin Islands by impacting small business development. The VI-SBDC provides access to business information, specialized training, and technical assistance in the form of one-on-one counseling to small business owners.



During FY2015, the VI-SBDC provided counseling services to approximately 215 unique clients, 42 of which received five or more hours of counseling during the year. The program also provided 87 training events territory-wide, with 923 attendees. A key metric for the VI-SBDC is Capital Formation – the investment in business of owner-equity or loans to support business formation and growth. The VI-SBDC is tasked with supporting the formation of \$1.2 million per year. This level of capital formation is achievable. However, the program formed only \$450,000 in FY2015. The lending and investing environment in the U.S.V.I. is challenging; however, the program was on track to meet the \$1.2 million goal for FY2016.

The Caribbean Writer, an international literary anthology with a Caribbean focus, is published by the University. This prize-winning anthology premiered in 1987 to provide an outlet for writers in the Caribbean and surrounding regions, and to encourage new writing. The editorial board consists of UVI College of Liberal Arts & Social Sciences faculty and an advisory editorial board comprises a distinguished group of established Caribbean and North American writers. The exceptional prestige of *The Caribbean Writer* is evidenced by the high volume of submissions—more than 1,000 poems and stories for a single issue, in positive reviews, and by

its increasing numbers of library subscriptions throughout North America, Europe, and the Caribbean. More than 800 copies per issue of the journal are distributed annually.

Caribbean Perspective is an annual that published its first issue in 1995. The deliberate intent was to produce a magazine-style publication, distinct from the standard academic journal, and designed particularly for the leadership of the U.S. Virgin Islands and the Caribbean. It was structured to address cutting edge topics on which knowledgeable authors would be invited to contribute, and the articles were to be no longer than could be read by busy executives on an airplane trip. Annual themes during the last decade include *Reversing a Crisis: Addressing the Success of Young Black Males*; *Gender Issues in the 21st Century*; *Spirituality and Social Change*; and *Going Green: Legalization of Marijuana in the Caribbean*. The magazine is distributed to the Offices of the Governor and Lieutenant Governor, all Senators and Commissioners, various other government agencies, and all libraries within the U.S. and British Virgin Islands, St. Kitts and Nevis, and the University of St. Maarten.

Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR)

The U.S. Virgin Islands is one of twenty-six EPSCoR jurisdictions nation-wide receiving support from the National Science Foundation's (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR) through a substantial NSF grant. VI-EPSCoR's primary goal is to enhance the research capacity of the Territory, thereby leveraging the Territory's research-generated revenues. Much of this goal is achieved through VI-EPSCoR funding for improving the University's MacLean Marine Science's facility. The VI-EPSCoR program also supports the upgrading of the institution's cyber-infrastructure, increasing the institution's reliability and access to research data, both on and off campus. These improvements enable state-of-the-art research on locally, regionally, and globally relevant topics including impacts on the extent and severity of mass coral bleaching and mortality during thermal stress (climate change) events. Other research areas supported by VI-EPSCoR include Oceanography, Human Dimensions, Watershed Dynamics, Fisheries Management and the role of Mesophotic (existing between 30 – 150 meters in depth) Reefs. VI-EPSCoR's broad support has contributed to UVI's position as a viable research competitor and a global leader in innovative marine research methodologies and in the scientific community's understanding of climate change effects on coral reefs and associated ecosystems.

VI-EPSCoR was responsible for PTG:3G, to *improve access to a University data repository*, that resulted in a geospatial database in 2012. VI-EPSCoR provides approximately >40TB of data, 13 virtual servers, 3 Data Stores, and an organizational ArcGIS online repository to host and visualize territorial data. There is a steady increase of users (10-15% annually). In the past few years, the focus has been primarily on researchers and students (graduate and undergraduate) at UVI. In the last 18 months, VI-EPSCoR has been actively working with Territorial agencies to expand its reach by delivering a training workshop for Territorial Agencies through the Lt. Governor's office.

VI-EPSCoR has established the Virgin Islands STEM Institute, which serves to implement an effective program of STEM education, research, and practice to inform best STEM educational strategies and to develop workforce capabilities in these arenas. The program is also committed to improving the science literacy levels of residents through novel outreach and informal education strategies and initiatives for K-12 students and the Territory's non-academic community.

The NSF-EPSCoR award is made possible through cost share commitments of in-kind and cash contributions from partners, including the University of the Virgin Islands, the Legislature and various Government agencies, as well as a number of private businesses and foundations. The current \$20 million award was granted in 2014, and is in the third year of its five-year funding cycle.

The *Virgin Islands Environmental Resource Station (VIERS)*, located on St. John, is a great asset to the University of the Virgin Islands and its Center of Marine and Environmental Studies. Established in 1966 on National Park Service land as the site for Tektite research by NASA and the U.S. Navy, VIERS has always been part of the University, then the College of the Virgin Islands. Since 1997, VIERS has been managed as part of the Center for Marine and Environmental Studies by Clean Islands International (CII) at very low cost to the University. Currently, VIERS consists of a "camp" area which can host approximately 65 campers, and a "lab" area on Greater Lameshur Bay, where researchers can work. The camp includes bunkhouse like cabins, an administration building, a cafeteria, and the Tektite museum. The lab area has researcher storage areas, diving facilities, including scuba tanks, an air compressor, a dock, and a small boat provided by CII. Last year's annual

report indicated that VIERS hosted 47 groups, (11 from the VI) with 1,028 visitors for a total of 5,420 bed-nights. Visitors ranged from local middle school and high school campers, attending VIERS summer camps, to local and off island researchers, and mainland universities' travel programs. VIERS fits well within VI-EPSCoR's mission to increase competitive research and VI-EPSCoR has invested in VIERS infrastructure by updating its wastewater system to increase the capacity to host more researchers and campers.

WUVI Radio Station – WUVI AM-1090 was created under the leadership of Dr. Alexander Randall, Chairperson of UVI's Department of Communication, Art and Theatre, and run by UVI's top communication students, with financial support from a Title III allocation. WUVI uses a 250-watt transmitter at AM-1090 that WUVI is acquiring through a "lease to own" agreement with Three Angels Corporation and now operates 12 hours a day with a signal that covers the U.S. and British Virgin Islands and reaches south to Dominica and west to Puerto Rico. Development of the radio station was part of the PTG:3J objectives to:



- Strengthen the University's communication program by providing students with educational experience in a professional broadcasting environment, one that serves the community with excellent informational, entertainment, and educational media through radio;
- Bring the University closer to the Virgin Islands community through programs with educational and informational University content.
- Preserve and promote the cultural heritage of the Virgin Islands and the larger Caribbean, through local culture-focused programming and through the digitization and archiving of locally produced music and other audio content.

In 2016, WUVI added a Low Power FM channel at 97.3 for the St Thomas campus that operated 24 hours a day as a non-commercial, all-student operation. This signal covers campus and reaches to the entire southern side of St Thomas with a clean, clear FM signal. WUVI also streams on the internet at www.wuvi.am and posts program material to SoundCloud.

While there is no Arbitron rating system in the U.S. Virgin Islands, WUVI can measure its impact by the number of listeners on the internet stream. This varies from a dozen at low times to peak listenership of more than 800 listeners. The rebroadcast of the 2016 Graduation student address drew more than 800 unique listeners on the Internet stream. At present, staff is compiling the results of questionnaires that queries the location of listeners.

Child Care Centers

PTG:5D identifies the goal to *provide an excellent research-based childcare program linked to early childhood education program*. A seven-member committee was commissioned by the Provost to develop an initial plan of action, including how best the proposed centers could be established and operated to fulfil the stated strategic goal. To determine the need for a facility of this type on each campus, the potential enrolment, and size of the facility, a comprehensive survey entitled *Attitudes Towards Child-Care Centers at UVI by Students, Faculty, and Staff* was completed under the leadership of Dr. Frank Mills. Two hundred and seven (207) survey instruments were distributed ([DR-146](#)). From the results of the survey, the committee developed a proposal for the President's consideration ([DR-105](#)).

The emphasis of the program would be on standards-based content areas such as literacy, mathematics, science, the arts, technology, and homework/tutoring guided by research-based best practices. Furthermore, it would be designed to provide a variety of forms of credit-bearing professional development, undergraduate- and graduate-level programs, for practicing educators who support early childhood development in educational and other settings. Funding for the Centers would be sought through a grant from the U.S. Department of Education-Child Care Access Means Parents in School (CCAMPIS).

Caribbean Exploratory Research Center (CERC)

The School of Nursing at UVI was awarded a grant (#P20MD002286) from the National Institute on Minority Health and Health Disparities (NIMHD) which established the Caribbean Exploratory NIMHD Research Center for Excellence (hereafter, CERC). CERC provides for infrastructural development, provides opportunities for health disparities research, and increases the capacity of faculty, students and community representatives to conduct health disparities research relating to the major health risks faced by Virgin Islanders with a goal to reduce and eliminate health disparities in the Territory, taking into account the unique

intersections of island history, context, culture, demographics, socioeconomic status and other factors that might contribute to health disparities within the islands. The work of the Center has been enhanced through collaborations with the University of Colorado; University of Wisconsin-Milwaukee; Case Western Reserve University; Johns Hopkins University; and Wayne State University.

CERC researchers have conducted investigations and provided research support in the following areas:

- Intimate partner violence (3), to include a current clinical trial;
- Diabetes (3), Cancer (2), Adolescent obesity;
- HIV, HPV, Homicide;
- Climate change and public health;
- Women and adolescent abuse after a natural disaster;
- Mental health, men's health, women's health;
- Comprehensive Community Health Needs Assessment, in collaboration with the Eastern Caribbean Center; and,
- Human services programs in the U.S.V.I., specifically Head Start/Early Head Start and Temporary Assistance for Needy Families programs.



To strengthen the research skills and competencies of the UVI community and research partners in health disparities, CERC developed a Health Disparities course that has been added to the undergraduate curriculum. To achieve the goal to reduce and eliminate health disparities in the region, a Community Health Education Toolkit was developed and can be accessed at [DR-170](#). Resources related to climate change and health were developed, specifically, *MyHealth—What's Climate Got to do with It?* The resources can be accessed at [DR-171](#). Also, nine Health Disparities Institutes have been convened, bringing regional and national experts to the Territory. The outputs derived from research activities have been disseminated through over 26 scholarly publications in 14 different refereed journals; ten articles relate directly to health and healthcare in the U.S.V.I. In addition, research outcomes have been presented at regional, national, and international professional meetings, to include China, Thailand, Canada, and the Turks and Caicos.

Institute for Leadership and Organizational Effectiveness (ILOE)

ILOE was established to enhance strategic leadership capacity within the U.S.V.I. and the Caribbean and is overseen by the Vice President for Business Development and Innovation. ILOE has entered into contracts to provide trainings, strategic planning services, and other consulting services to a number of governmental and private organizations. In the last years, this effort has generated \$2,211,943 in executed contracts and sponsored activities, and \$1,333,000 in pre-negotiated contracts. These efforts, once fully implemented and expanded, should generate significant revenue for the University. The accredited Certified Public Manager (CPM) program has provided public sector management training for middle managers in the VI Government. ILOE is also working with the VI Port Authority (VIPA) to offer a maritime program.

- The CPM program graduated its inaugural cohort of 43 students in August 2014. Its 2nd cohort of 34 students graduated in September 2016.
- The 2013-14 cohort comprises 19 students from the St. Croix District and 23 from the St. Thomas-St. John District. The students represented 16 agencies in the Executive and Judicial branches and five (5) autonomous/semi-autonomous agencies, including UVI.
- The 2015-16 cohort comprises 15 students from the St. Croix district and 18 from the St. Thomas-St. John District. The students represented 10 agencies in the Executive and Legislative branches of the GVI and two (2) autonomous/semi-autonomous agencies, including UVI.
- In 2015-16, the program employed a total of 25 faculty, 17 of which were UVI faculty or staff.

Sustainability: A Role Model for the Community

In 2011, the UVI BOT passed a resolution that included a sustainability policy statement ([DR-147](#)). The statement also became the mission for the Caribbean Center for Green Technology and the basis for PTG:4C, to *receive 50% of its energy from renewable supplies*. The policy states:

Within the constraints of its resources, the University of the Virgin Islands is committed to meeting the needs of present and future generations by promoting responsible and ethical environmental policies and practices. UVI,

through its initiatives, will strive to reduce resource use and ecological footprint through the most efficient and effective sustainable practices. UVI will foster a culture of sustainable and environmentally responsible values and encourage members of the University community to adopt practices that improve the environmental health and viability of the Virgin Islands.

In 2011, the Caribbean Center for Green Technology was established as a center of excellence in the College of Science and Mathematics. In 2013, the Center moved into a newly renovated building with the Geocomputational Analysis and Statistics Institute to promote a partnership among researchers in green technology, geography, and marine science. According to the University President, the Green Technology Center and the Geocomputational Analysis and Statistics Institute are resources that the local government can use to address the territory's economic and environmental crises.

The progress on the PTG goal is charted in **Table 27**. The University has demonstrated its commitment to a green campus by the initiative listed above and installing motion activated lighting, solar powered exterior lighting, energy efficient air cooling systems, and implementing a recycling program. Relative to the 2002 baseline data, the University's electrical consumption, for the period April 2015 to present, has decreased by approximately 11.53%. This number will increase drastically with the adaptation of solar energy in the campus infrastructure. Planning is underway for solar arrays expected to reduce ctric consumption of fossil-fuel generated power by 50%.

Table 27. Performance on Alternate Energy Goal

Dependence on fossil fuel (2002)	Current performance* 2002-2015 reduction of UVI's dependence on fossil fuel	Goal Reduction by 50%
100%	7.95%	50%

The goal is measured by calculating the reduction of UVI dependence on fossil fuel for its energy needs. UVI has installed solar powered water heaters, motion sensors, solar lights and, energy efficient air conditioning units.

The UVI campus energy savings relative to the 2002 baseline for the period of 9/14 to 9/15 was just under 16% at 1,784,976 kWh with an associated dollar savings of \$702,282.

A holistic energy conservation awareness plan is currently being developed to educate and inform the faculty, staff, and student body of the effects of waste on the environment and its impact on the University's finances. The goal is to effect change in the behavior patterns and foster a culture of conservation. UVI remains vigilant in its commitment to increase efficiency and decrease waste.

Keep the Needle Moving on Mission

The University serves an important role in the Territory. The work in integrating initiatives, like the ones described, must continue. The support of the community in reputation and work efforts provides any institution with both pride and purpose. The University should be able to leverage this community support through increased donations, increased contracts, or other resource-based initiatives. External constituents like the Small Business Development Center and the UVI Research and Technology Park could serve as a basis to increase revenues and increase effectiveness by integrating businesses within the curriculum. The newly accredited VI-SBDC has proven to be a link to the community and the RTPark a link to technology. Each of these should be a priority for the University.

Apart from VI-SBDC and the RTPark, other community-centered initiatives could provide opportunities for **innovations and distinction** that could result in leveraging resources for the University.



MSCHE Chapter Guide:

- **Standard VI**

Chapter Seven Moving the Needle: UVI as a High Performance Institution

Chapter Seven, **Moving the Needle: UVI as a High Performance Institution**, describes the University's resources and institutionalized planning and improvement processes consistent with requirements of Standard VI. This chapter examines how the University is supporting its own organizational development, fiscal responsibility, and modern environment within its plan, resource, and assess cycle.

The University's planning processes, resources, and structures are aligned to fulfill its mission and goals. This alignment provides the means for continuously assessing and improving programs and services, and responding effectively to opportunities and challenges. The University has implemented several steps to continue moving the needle on the impacts of accomplishments and to demonstrate accreditation standards. This includes strategic and operational planning, resource allocation, institutional effectiveness assessment, and continuous improvement. This chapter fulfills Requirements of Affiliation, 10.

Strategic and Operational Planning

The University of the Virgin Islands engages in a strategic planning process on a five-year cycle, which may vary based on institutional events. *Pathways to Greatness* was extended one year for better alignment with the MSCHE reaffirmation of accreditation. As MSCHE moves the accreditation cycle to 8 years, UVI will align its processes accordingly. UVI's strategic plan is positioned to be the road map for annual operational planning activities and ongoing accreditation-based initiatives – it is positioned to impact daily operations. The next strategic plan cycle will be completed after the University's Accreditation site visit in March 2017 and will include findings and recommendations from the Self-Study process. Implementation of a new strategic plan is projected for fall 2018, following approval by the Board of Trustees in June 2018.

Strategic Planning

The University's strategic planning process (Figure 15) ensures a collaborative approach to planning that is consistent with the University's philosophy of shared governance. It is also consistent with Management Value 4, informed decision-making. The selected planning approach allows for full consultation with internal and external stakeholders prior to presenting a draft plan to the Board of Trustees for approval. It is the same process described in Chapter Two, that was used for the development of *Pathways to Greatness*. As with the Self-Study, the strategic planning activities will be guided by a specific design developed by the IEAAB at the onset of the process, and is likely to include:

- Retaining a qualified and experienced consultant, with expertise in higher education planning, to assist in guiding the process and offering an external view to refining the plan in concert with internationally accepted best practices for such plans.
- Conducting a series of constituency-focused planning sessions for faculty, staff, administrators, and students to include organizing for the task, guidance on identifying stakeholders, data gathering and engagement, planning assumptions, and concept paper writing, among others. The outputs of the accreditation steering committee will be optimally utilized.
- Establishing a Planning Task Force (PTF) with co-chairs and representation from all internal stakeholders comprising faculty, staff, students, administrators, and other ex-officio personnel appointed by the President. The PTF is expected to proposed common themes that emerge from information gathered and presented by all constituency groups and follow a process to develop a draft of the new strategic plan within established timelines.
- Establishing (PTF) a budget, timeline, and communication strategy for the process.

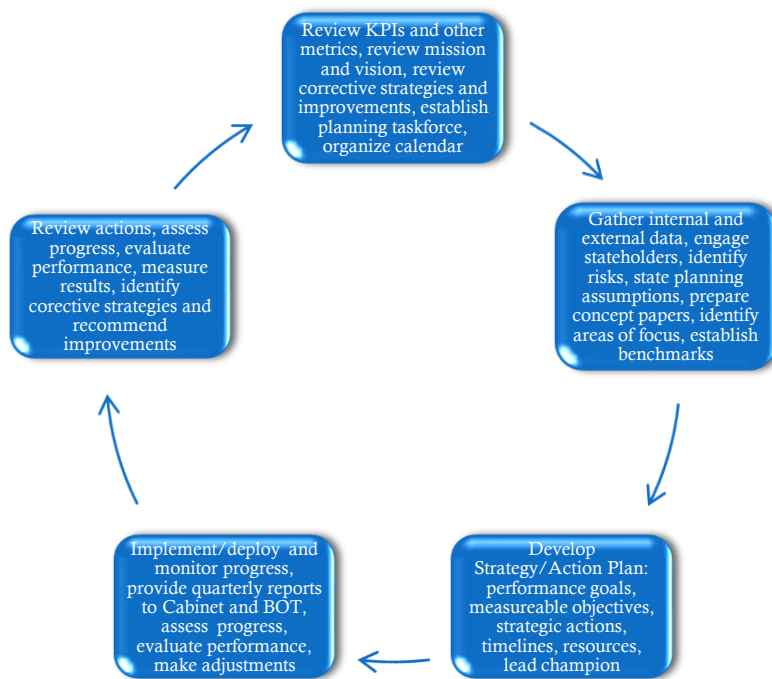


Figure 15. Diagram of Strategic Planning Process

- Reviewing and making recommendations (PTF) about accepting or changing current Mission, Vision, and Core Values.
- Conducting (PTF) additional data gathering and engagement activities (including conducting an external environmental scan) with external stakeholders on each island (St. Croix, St. John, and St. Thomas) to capture external views of the preferred picture of the University's future.
- Compiling data to provide evidence of how and why strategic initiatives were pursued; and the importance and projected impact of the selected strategic initiatives.
- Submitting draft plan to the University's formal shared governance process, the IEAAB and the *UVINext* Task Force prior to submission to the Board of Trustees for final approval. Throughout the process, relevant town hall meetings will be convened to generate additional feedback and buy-in.
- Working with the PTF, the IEAAB will develop proposed metrics that will become the University's Key Performance Indicators (KPI's) selected specifically to measure the success of the strategic plan and to provide comparative data to benchmark UVI's progress against selected institutional and aspirational peers. These will need to be approved by the Board of Trustees. The outcome of the Self-Study supports this item.
- Reviewing (IEAAB) the progress of the University and making a recommendation to the *UVINext* Task Force on whether institutional and aspirational peers should be updated.
- Engaging the University Budget Committee (defined later in this section) to develop a draft budget for the proposed strategic plan draft.

The University uses a collaborative approach to develop strategic plans. The following guiding principles undergird this approach to planning:

- Meaningful engagement of institutional stakeholders through face-to-face interaction and discussion.
- Open and transparent sharing of information obtained during the planning process with stakeholders.
- Effective facilitation/consultancy to help tap into and build the capacity of internal stakeholders, and guide the planning process.
- Observation and use of external trends in higher education to reduce the likelihood of institutional stakeholders becoming too inwardly focused.
- Engagement of external stakeholders, including alumni, community leaders, and business-persons to help create a plan that responds to the pace and complexity of change and to different stakeholder-interests (Sanaghan, 2009).

This collaborative approach also increases the chances that the plan will gain wide support during the implementation phase.

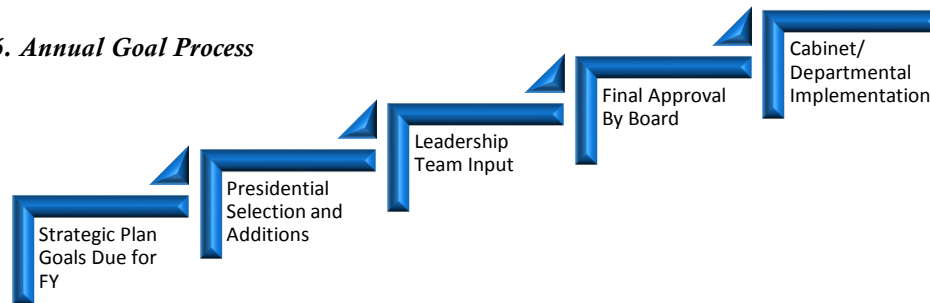
Annual Planning

The University's strategic plan serves as a road map for the undertakings of the University. Operational planning is the annual process by which decisions are made about what will be accomplished that year (**Figure 15**), how it will be resourced and how the outcomes will be communicated and archived.

Each year, presidential goals are drafted based on the objectives and the due dates in the University's strategic plan. The presidential goals are then sent to the Leadership Team, as described in Chapter Three. With this input, the goals are then sent to the Board of Trustees for approval and finalization as part of the President's annual evaluation. The presidential goals are sent to each Cabinet member to guide the development of component/department performance goals. Cabinet members then work with their direct reports to set performance goals for employees within components, in support of the presidential goals, component initiatives, and development activities for employees -- as directed by the Career Advancement Policy (CAP, 2014):

A road map or “job growth policy” (Section 14.01 HR Manual) will be developed, and revisited annually during performance evaluations, to show the employee exactly what is needed to prepare for advancement and, where available, the Component and University will provide opportunities and funding for skill and knowledge development.

Figure 16. Annual Goal Process



Reports of Presidential, Cabinet, and Departmental goals are part of the President’s Report to the Board of Trustees generally in October, March, and June. Each Cabinet member is responsible for submitting an update on the goals, maintenance of effort initiatives, and other component initiatives under the headings of the six areas of focus of the strategic plan.

To keep the Board of Trustees updated on the strategic plan, the Key Performance Indicators are presented at each Board meeting, in October (Academic Excellence); March (Fiscal Matters); and June (Student Success). The KPIs are the formal report out for the strategic plan.

Fiscal Responsibility: Planning and Resource Allocation

The University’s financial resources are budgeted and expended in nine key areas to meet the operating needs of the University as it strives to achieve its mission and vision, and the objectives of the strategic plan. A breakdown of expenditures by fiscal year, in the following categories, can be found in [DR-172](#).

- Instruction
- Research
- Public Service
- Academic Support
- Student Services
- Institutional Support
- Operations/Maintenance of Plant
- Student Aid
- Auxiliary Enterprises

The process of allocating the University’s financial resources to achieve its strategic goals is based on the tenets of shared governance. The University Budget Committee (UBC) Manual ([DR-046](#)) documents the apportionment processes of the Committee using guidelines for accountability and communication to the University community. It includes opportunities for stakeholder input while striving to align available resources to strategic goals. When discretionary operating funds are available, unit heads present budget requests to the UBC at University Budget Hearings, which are open to the University community. After its deliberation, the UBC recommends allocations to the President and shares recommendations in open forums. The President, with input from the Cabinet, makes recommendations to the BOT through the Finance and Budget Committee to present a balanced budget. Following UVI Board approval, the budget proposal is posted on the University’s website.

Due to the economic and financial challenges in the Territory, the last time the UBC deliberated the allocation of discretionary funds was in 2012. Since that time, the UBC’s role has been primarily to recommend strategies for managing budget reductions and to identify previously overlooked budget opportunities. The budget reductions are decided through collaborative deliberations between the Cabinet and the UBC. In some instances, the Cabinet was asked to create savings through across the board budget reductions, guided by principles ([DR-107](#)) previously approved by the Board.

The major sources for reductions have included vacant positions, entertainment and travel, and reductions to the plant fund. The principles of preserving the existing workforce and maintaining course offerings were strictly embraced and implemented. Despite decreased funding from the Territory since 2012, UVI has added critical faculty positions, to include the Endowed Professorship in Entrepreneurship; one position in Hospitality to support a new program in Hospitality; positions in Business (2) and Education in support of accreditation efforts; a new position in Green Technology in support of the Caribbean Green Technology Center; two positions in Psychology in support of a new graduate program in Psychology; three positions in Physics funded through grant projects; and four positions shared between research and teaching, funded by VI-EPSCoR.

An implicit benefit anticipated from the *UVINext* initiative was the linking of the budget process with the assessment process. Chapter Eight discusses the progress made in realizing this benefit during *UVINext* implementation. The UBC has been asked to review a proposal that integrates full budget reviews, staffing analysis, and space utilization into the budget process. This is the next step in increasing transparency and the role of shared governance in the overall assessment process.

The 2009-2010 UBC was charged with conducting an analysis of the University Operating Budget and making recommendations to the President for revenue enhancement, cost reductions, and other applicable financial adjustments and/or strategies. This resulted in the Phase II Report ([DR-108](#)) that analyzes the zero-based budgeting exercise. The appraisal, conducted with a consultancy, examined several options to improve transparency and accountability. However, the resulting options for employing zero-based budgeting proved to be costly, complex, and time consuming. The UBC, therefore, continued to participate in the development of the University's Operating Budget using incremental budgeting. While the *UVINext* process has not altered the incremental budgeting approach, it promises to improve the alignment between institutional planning, resource allocation, and program assessment.

Financial Policies

To further enhance accountability with University resources, the University's Financial Policies, including the Code of Business Conduct and Ethics was approved by the Board in 2012 ([DR-139](#)). This document outlines fiscal roles and responsibilities for each constituent at the University and the ethical principles by which they should be guided. Commitment to its diligent pursuit of uncompromised integrity is openly stated in the introductory statement of the document: "it is the goal of University to adhere to the highest ethical standards in all that it does. The University expects that those who are part of the University community, including faculty, staff and student-employees will adhere to such standards in their dealings with each other and with those beyond the University community. In addition to complying with specific laws, rules, or regulations that govern business activities, standards of fairness, honesty, and respect for the rights of others will govern the University's conduct at all times."

Activity Codes

To better link each expenditure with the strategic plan, as of October 2015, each unit is required to assign "activity codes" to every expenditure transaction in Banner. Each activity code correlates with the strategic goals and objectives as part of *Pathways to Greatness*. This allows the generation of itemized reports by project and goal. When the process is fully implemented, it will provide dollar amounts for the completion of each strategic goal and for the overall strategic plan, thereby allowing monitoring of costs versus progress on the goal ([DR-109](#)).

Facilities Planning and Maintenance

In support of PTG area of focus 4, modern and safe university environment, a Request for Proposals (RFP) was issued February 2016 to draft a new Master Plan for facilities that replaces a decades-old Master Plan. Although PTG:4D1 was fulfilled by adding *four new buildings*, the new structures on St. Thomas (West Hall Residence Hall, and the in-progress School of Medicine Classroom Building), and on St. Croix (Research and Technology Park and the planned School of Medicine Simulation Center) were beyond the scope of the old Master Plan. These developments solidified the need to update the strategic thinking behind the master plan.

As early as 2010, the President commenced development of a new Facility Needs Assessment Plan. The St. Croix Presidential Advisory Committee provided input regarding facility needs for that campus. The priority ranking of needs for the AAS campus were an academic building and a multi-purpose building. Through

collaboration with the RTPark, some needs for the academic building have been met. However, the need for a multi-purpose building still exists. The Governor of the Virgin Islands has included the construction of a multi-purpose building on the AAS campus in the Territory’s Capital Projects budget for FY2017.

A similar process for the solicitation of facilities needs on the St. Thomas campus was undertaken in 2010, identifying needs for a 100-bed residence hall and a science building. The need for a science building remains; however, the School of Medicine Classroom Building currently underway could partially address this need. The needs from both campuses were used to develop the Facility Needs Assessment Plan (DR-110) which was approved by the Executive Committee of the Board of Trustees on August 2010. This fulfills PTG:4D2, which calls for the development and implementation of a facilities maintenance program.

The BOT Building & Grounds Committee receives reports before each regular Board meeting on the University’s facilities and ongoing construction. The President, Vice President for Administration and Finance/CFO, and the campus facilities directors conduct annual campus tours of the University’s facilities to determine critical facilities needs with respect to maintenance and upkeep. When new facilities come online they are added to a schedule for maintenance and upkeep (and upgrades when possible), so as to avoid having maintenance deferred. As part of this process, the Vice President for Administration and Finance/CFO provides the President with an annual list of needed projects/improvements that go beyond regular upkeep, which would need to be funded from the University’s plant funds. Health and safety-related items on the annual list are always funded.

Physical Plant and Facilities Administration on both campuses were among the first groups reviewed as part of the UVINext initiative. Some initiatives are being introduced based on the recommendations from the Task Force. These include consolidation of mail service functions on St. Thomas for improved deployment of physical plant staff, and review and modification of the current work order system, to provide updates to customers on the status of work orders. A customer service survey has been recommended to track customer satisfaction with services provided by Physical Plant departments on both campuses.

Plant Fund Assets

With the implementation of GASB-35, the University is required to make provisions for depreciation of plant fund assets. The annual depreciation expense for fiscal years 2013, 2014 and 2015 is \$3,130,566, \$3,051,169 and \$3,022,414, respectively. **Table 28** captures the investment of Plant Funds for each of the three fiscal years.

Table 28. Investment of Plant Funds

Fiscal Year	2013	2014	2015
Property and equipment	\$115,712,522	\$105,774,146	\$109,000,279
Construction in progress	\$357,396	\$240,543	\$1,805,219
Total invested in plant	\$116,069,918	\$106,014,689	\$110,805,498

Space Allocation

Campus space is considered a total resource under the control and management of the central administration. No individual spaces or areas are regarded as the “real property” of any department or sub-division of the University. Space is assigned to a department or subdivision of the University taking into consideration several factors, including the University’s mission, campus priorities, best uses, and obligations related to funding or other covenants. Requests for space assignments are made through an Allocation of Space Form (DR-111). Currently, requests are forwarded to the Vice President of Administration and Finance for analysis, with input from a campus facilities director. After review, recommendations are sent to the President for approval.

A Space Allocation Committee (SAC) has been convened to ensure the efficient, effective, and equitable allocation and utilization of University space resources. A SAC Procedures draft document (DR-112) is currently awaiting final approval. The draft, long in the making, is expected to be presented for shared governance review in spring 2017. The document establishes an inclusive SAC and explicates a clear process for space allocation. The following summarizes the process outlined in the draft: A Unit or individual submits a Request for Allocation of Space Form to the Unit Head. If the Unit Head concurs, the request then goes to the Component Head. If the Component Head concurs, the request goes to the appropriate campus facilities director, who forwards the request to SAC. SAC reviews the request and makes a recommendation to the President, who approves or denies the recommendation.

As determined through interviews with the campus facilities directors, the current practice for space allocation closely follows what is described above, beginning with the submission of a Request for Space Allocation Form by a Unit Head, moving to a review by the facilities directors, and ending with a decision by the President.

Information Technology Planning and Sustainability

UVI's technology infrastructure connects its two main campuses on the islands of St. Thomas and St. Croix, the St. John Academic Center, Etelman House on St. Thomas and VI-SBDC offices on both islands. With the interdependence of faculty, staff, and students across the institution, videoconferencing (VC) is a heavily used medium for hosting classes, events, and meetings. The ITS department services over 33 VC rooms on St. Thomas, St. John, and St. Croix. The University's wide area network now operates on a fiber backbone built by an agency of the GVI (The Virgin Islands Next Generation Network, viNGN), with Florida International University providing all regular (commodity Internet) and research (Internet2) connectivity. The University serves as its own Internet Service Provider (ISP). Etelman House is connected via a fiber link donated by Innovative Communication Corporation because of its tenancy in the RTPark. Currently, the campus Internet traffic is 90% commodity and 10% Internet2. The current capacity is one gigabit to St. Thomas and St. Croix and between these two sites, and 100 megabits to each of the other sites.

In 2010, UVI received \$1M from the NSF- EPSCoR RII Program: Inter-campus and Intra-Campus Connectivity grant that provided resources to improve infrastructure, increase capacity, and increase reliability. Partners were the Virgin Islands Next Generation Network (viNGN), a fiber services provider, and the AMPATH International Exchange Point for Research and Education in Miami, operated by Florida International University's Center for Internet Augmented Research and Assessment (FIU-CIARA). The grant also supported the installation of underground conduit systems and fiber optic cabling on the St. Croix campus. This secondary goal provided on-campus fiber connectivity to increase network access speeds to and from existing and new buildings. The upgraded, on-campus fiber allows the UVI research community to take advantage of high-speed internet and Internet2 services, and increases access speeds to both hosted and on-site research applications.

UVI's connection to viNGN provided the University greater bandwidth, at faster speeds on a newly-built fiber optic network. Prior to viNGN, the University's Internet service was provided via wireless radios through various providers. This service was frequently impacted by inclement weather. The new service has facilitated the moving of key applications to the cloud. Blackboard Learn, for example, is used by faculty and students for accessing course content, test taking, grading, etc. The stability achieved by having this application hosted remained out of reach without additional bandwidth. Ensuring the reliability of this and other such applications is essential to the operations of the University. In addition to Blackboard, the campus portal, library system, payment system, and email services are all cloud-based.

Coupling the new service with network and monitoring equipment, the uptime of key UVI applications and equipment can now be easily determined. Equipment that provides connectivity for the entire University as well as the applications accessed via the Internet are available within the industry recommended 99.9% of the time, excluding scheduled maintenance windows. Applications have gone from 97% to 99.99% uptime. This fulfills PTG:4A.

A current Information Technology (IT) plan ([DR-113](#)) guides IT operations. IT plans generally span five years and match the timeframe of the strategic plan, ensuring that the University's technology can serve the planned needs and priorities of the institution. External assessments of the network and IT systems are procured prior to the development of the technology plan. The latest of these, in 2015, were completed by several vendors. Recommendations as well as wish list items are wrapped into the plan and implemented based on available funding. In 2014, with the collaboration of the Office of Internal Audit, an extensive security and penetration evaluation was performed on the University's IT infrastructure ([DR-114](#)). It provided information and guidance to continue improving network security. The outcomes were shared with the BOT Audit Committee and progress is being monitored by that Committee.

Additionally, there is an inclusive Academic Technology and Library Committee whose charge is to ensure that IT and the libraries support the primary instructional mission of the institution. This committee comprises faculty, staff, and students and meets throughout the academic year, as convened by the faculty chair. Members share departmental concerns or needs, and ITS uses that information to create new services or tailor existing

services for its clients. This also allows technology and library staff to solicit input for new ideas and planned resources. There is also a Student Technology Fee Committee that meets with the ITS staff to voice student concerns and needs and make recommendations on how a portion of the University Student Technology Fee should be spent. Students have recommended the use of these fees for a University mobile app, the site license for the app to support Blackboard, and to continue improvement in wireless network coverage. In 2008, the University Technology fee was increased to more effectively fund technology needs. This inclusive process is described in the documentation road map (DR-115).

Beginning in spring 2007, each spring semester, the Information and Technology Services (ITS) component has administered its annual customer service survey to faculty, staff, and students. The survey typically assesses users' direct and indirect experiences with ITS services and employees. Each year, the majority of the questions remain the same to collect comparative data, while additional questions are included to assess specific applications and/or projects. Based on stakeholder feedback, ITS has made strides to improve over the decade, in areas such as efficiency in processing helpdesk requests and in supporting technology in the classrooms, including videoconference facilities and computer labs. While 70% of respondents were satisfied with the overall ITS services in 2012, 82% of respondents registered satisfaction with overall services in 2014. In 2016, customer satisfaction with overall ITS services peaked at a 90% satisfaction level. This is a result of improved learning spaces through upgraded technology and furniture and timely response to helpdesk requests (DR-116).

ITS continues to use data from its annual customer service surveys to make applicable enhancements that meet the quality and standards required by the strategic plan and stakeholders. Every year, the survey is reviewed for validity. In 2013, ITS administered TechQUAL+, a survey instrument developed by Texas A & M. After an evaluation, it was determined that the locally developed tool offered more opportunity to fine tune UVI needs, and that having historical data was more valuable. Still, assessment activities in ITS are continuously reviewed (DR-117).

There is a set budget in ITS for software services and maintenance, which is supported by institutional funds. Equipment replacement and upgrades, software development, consulting, and enhancements are supported by institutional, grant, and project funds. **Table 29** shows the IT investments for FY2013 – FY2016.

Fiscal Year	2013	2014	2015	2016
Technology	\$561,956	\$606,999	\$786,468	\$555,350
Consulting	\$117,759	\$48,520	\$93,970	\$98,739
Total Invested in Technology	\$679,715	\$655,519	\$880,438	\$654,089

Funding Pathways to Greatness

The fiscal resources of the University facilitate the achievement of the goals in *Pathways to Greatness* and the institution's mission. The PTG area of focus 6, financial sustainability and growth, calls for significant financial investments in the University to achieve the goals of the plan. While the audited statements for the last two years demonstrate the fiscal sustainability of the University and fulfill Requirement of Affiliation,11, those documents do not tell the story of the successes celebrated in this Self-Study—successes achieved during a period of declining budgets. There are eight financial goals in PTG; however, due to declines in national and territorial budgets, and reduced enrollment revenues since 2011, not all financial goals have been achieved (DR-118). Though enrollment has stabilized through the addition of the Ph.D. program and UVI at USM, the growth has been slow to impact the recovery of the budget. PTG:6C, which strives to increase enrollment to generate revenues, remains a priority for the institution.

Prior to FY2011, the University enjoyed receipt of as much as 62% of its budget from the GVI through annual appropriations. The University also receives special program funding, debt service, and scholarship/tuition assistance for various student programs. Historically, the special program funding has remained unchanged, while the operating appropriations have been reduced from a high of \$34.6 million in 2011 to \$29.6 million in 2016. PTG:6G requires the University to *restore local government funding to 2009 levels and higher by Fall 2017* and recent appropriations indicate that the University is on a path to achieving this goal. **Table 30** shows the upward

trend toward this goal. FY2016 numbers will be reported in March 2017 and will demonstrate additional growth through funding of special projects including the Nursing Program, development of the School of Medicine, and employee salary increases.

These GVI reductions beginning in 2011 have forced the University to rely on other revenue sources and cost reductions to balance its operating budget.

Table 30. Government Appropriation

Fiscal Year	2009	2013	2014	20 15	% change
VI Government Support*	\$34.5 Million	\$28.9 Million	\$30.5 Million	\$30.3 Million	+5% between FY2013 and FY2015

*Appropriations for operations + special programs +debt service
 FY2015: Government support Breakdown:
 Debt Service amount is \$4,692,205 including the School of Medicine amount

Restricted account is \$2,032,840
 FEMA Reimbursement contribution is \$92,000
 Operating Funds was \$23,448,155
 Total amount from the VI Government including all funds was \$30,265,200.

One approach to supplementing revenues is to increase grant awards. PTG:6F calls for federal grants awarded to the University to be increased by 25%. Although a tightening of funding at the federal level has made this very difficult, the University has seen a moderate increase in federal grants & contracts awarded to the institution

Table 31. Federal Grant and Contract Awards

Fiscal Year	2013	2014	2015	2016	Total
Federal Grants & Contracts	\$10,734,838	\$12,458,955	\$12,515,018	\$12,786,291	\$79,323,930

over the past four (4) fiscal years (**Table 31**). These increases are attributable, in part, to increased efforts by the Office of Sponsored Programs to identify and distribute funding opportunity announcements to the UVI research community.

UVI has acquired large grants for VI-EPSCoR, CERC and others previously discussed in the support of the community. Despite the economic downturn, the University has been successful in competing for grants in the sciences. The impact of these grants were describes in the Undergraduate Research section of Chapter Four. In summer 2016, UVI was notified of several grant awards that move the institution closer to achieving PTG:6F:

- **National Institutes of Health MARC:** UVI’s MARC program (Maximizing Access to Research Careers) competitive renewal, through the National Institutes of Health, was funded at \$1,383,640 for five years, increasing the number of students fully funded for their junior and senior years from 6 to 8.
- **NASA EPSCoR:** UVI received a \$275,000 Research Infrastructure Development (RID) award for two years through the NASA EPSCoR program. This NASA-EPSCoR RID program will leverage existing NASA and NSF funds that are supporting faculty positions for further expanding the breadth and depth of research at UVI in support of NASA science goals.
- **NSF INCLUDES:** The College of Science and Mathematics was awarded \$211,840 over two years, in support of “Changing the face of STEM in the U.S. Virgin Islands through targeted interventions to expand opportunities and broaden participation.” UVI is the lead institution, in partnerships with Southern Utah University and Penn State University.
- **NSF HBCU-UP:** The University collaborated with North Carolina A&T State University, American Association of Colleges and Universities, and Fielding Graduate University on a \$2.9 million grant: “Collaborative for the Advancement of STEM Leadership (CASL).” CASL’s goal is to establish the foundational tenets of the research and practice of leadership for broadening participation in STEM. UVI will receive \$1.264 million over two years.
- **NSF HBCU-UP:** The College of Science and Mathematics received a \$3.08 million award over five years for the project: “The UVI Growth Model.” This grant will build on prior successes to expand and validate UVI’s model of student retention, persistence, and success in STEM as well as test evidence-based interventions. The UVI model will be validated with a carefully designed educational research study focusing on the novel use of growth mindset training.

As mentioned in the 2012 PRR, there are two grant programs operated by the U.S. Department of Education that provide funding to eligible HBCUs, such as UVI. The Title III Part B grant is a discretionary, formula grant that is awarded for a five-year performance period. The formula takes into account the number of: a) Pell Grant recipients; b) graduates in the prior year; and c) graduates in the past five years that have gone on to graduate or professional programs in disciplines in which African Americans are underrepresented. The Title III Part F (also known as the Student Aid and Fiscal Recovery Act or SAFRA) grant program is a mandatory grant program awarded pursuant to the same formula, but which is available for only two five-year grant cycles—2010-15 and 2015-20.

Prior to the commencement of each five-year grant cycle, the University formulates a Comprehensive Development Plan (CDP), which delineates how it proposes to utilize Title III grant funding for the five-year period. The plan is required to be consistent with the University’s strategic plan. The UVI President and Provost review the institution’s programmatic needs and together determine which projects will be supported by Title III funding for the grant cycle. Activity Directors are selected to prepare proposals that will then be incorporated into a grant application and submitted to the Department of Education in conjunction with the CDP for review and approval.

Each year UVI is awarded approximately \$1.6 million in Title III Part B support, and approximately \$500,000 in SAFRA funding. Over the years, Title III funding has enabled UVI to expand the academic offerings and augment services supported by institutional funds provided through local appropriations. Many of the benefits realized through the use of Title III funding have been identified throughout the Self-Study and are central to the University’s mission and goals.

The Office of Institutional Advancement is charged with securing external, private, charitable gifts on behalf of the University. The UVI Annual Fund has provided a consistent funding source in recent years. Since 2010, the University has averaged \$2.5M in charitable gifts annually. In addition to cash gifts, the University secured substantial land donations in 2011 and 2014 which increased the holdings of the institution. The newly acquired land has provided researchers with natural ecosystems for research and conservation which are increasingly uncommon in a densely populated Caribbean tourism destination. PTG:6E calls for the development of a capital campaign to support *Pathways to Greatness*. The Campaign for UVI is well on its way to achieving the PTG goal of \$15M, and the \$25M goal determined by the UVI Board of Trustees in FY2014. During a five-year period of the Campaign, over 12,765 gifts were secured. The total reached \$12.128M in May of 2016. With the public phase of the Campaign ready to launch in March 2017, the University is confident it will achieve the fundraising goal by the end of FY2019.

The Foundation for the University of the Virgin Islands (FUVI) is a not-for-profit corporation organized for charitable and educational purposes. It operates for the sole purpose of assisting and supporting the University in accomplishing its charitable and educational mission. **Figure 17** displays the annual contributions from FUVI to support the University’s annual operating budget since 2012.

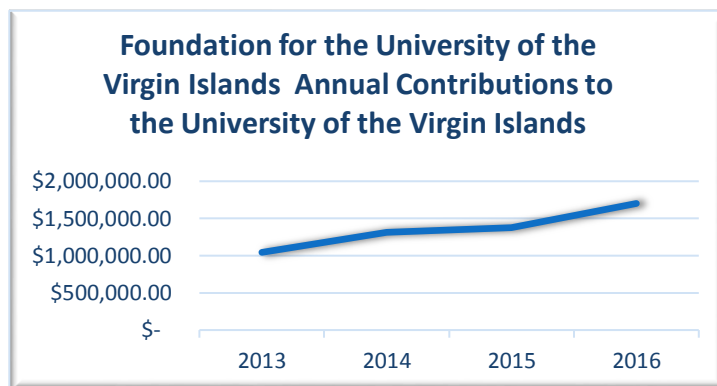


Figure 17. Annual Contributions by FUVI to Operating Budget

In addition to the annual grants, the Foundation provided grants in the amounts of \$1.5M in 2006 for the University’s Capacity Building Program in support of *VISION 2012*, and \$2.425M in 2010 in support of *Pathways to Greatness*.

The impacts of ILOE and UVI at USM have been discussed but there are other strategic initiatives undertaken by the Vice President for Business Development and Innovation as PTG:6A, *to develop at least two new ventures that will increase revenues*, was achieved.

During the last ten years, but especially during the recent period of fiscal reduction and constraints, the University has managed to use its resources creatively and wisely to achieve the growth and success documented

within the Self-Study. These achievements have occurred through strategic prioritization of existing resources; the extraordinary dedication and creativity of faculty, staff and administrators; the outstanding support of the Board of Trustees and FUVI's Board of Directors; and the financial generosity of key external stakeholders. To ensure effective management of the University's finances through greater oversight and control, the Administration, in conjunction with the BOT Finance and Budget Committee, has developed a plan (DR-120) to provide additional training, increased staffing, and stronger policies and procedures in budget development and accounting. This will demand new levels of transparency, enhanced shared-governance involvement, and consistent communication with University stakeholders to support continuous improvement.

Management Value 5, fiscal responsibility is a major imperative in a climate of declining budgets and uncertain economic markets. The *UVINext* Task Force, IEAAB, University Budget Committee, Administration, and the Board must ensure that budgets are aligned with available resources, and that units, departments, and components are held accountable for operating within approved budgets.

Keep the Needle Moving on Planning, Resources & Institutional Improvement

The greatest challenge that UVI faces is the stabilization and growth of the fiscal resources needed to support growth. This will require focused efforts to increase funding from external sources and a more consistent alignment and use of existing resources. Growth is expected through the launching of the public phase of the Capital Campaign, and that work will occur over the next two to three years. The University must review fiscal monitoring and accountability to maximize the impact of every expenditure and grant. Though the reduction in budgets has required changes and spending reductions, the University should continue to implement measures to verify that expenditures are linked to goals, and resources are utilized in the most effective, efficient, and transparent manner. Research grants remain a significant source of revenue. Providing training and development in grant writing, and/or requiring faculty to cover a certain portion of their salary through grants may encourage such activity and support fiscal stabilization. Support also needs to include pre-award and post-award services.

The opportunity to improve **operational efficiencies and focus** that will optimize current and future resources is an imperative for the University and it must be placed at the highest possible level of importance.



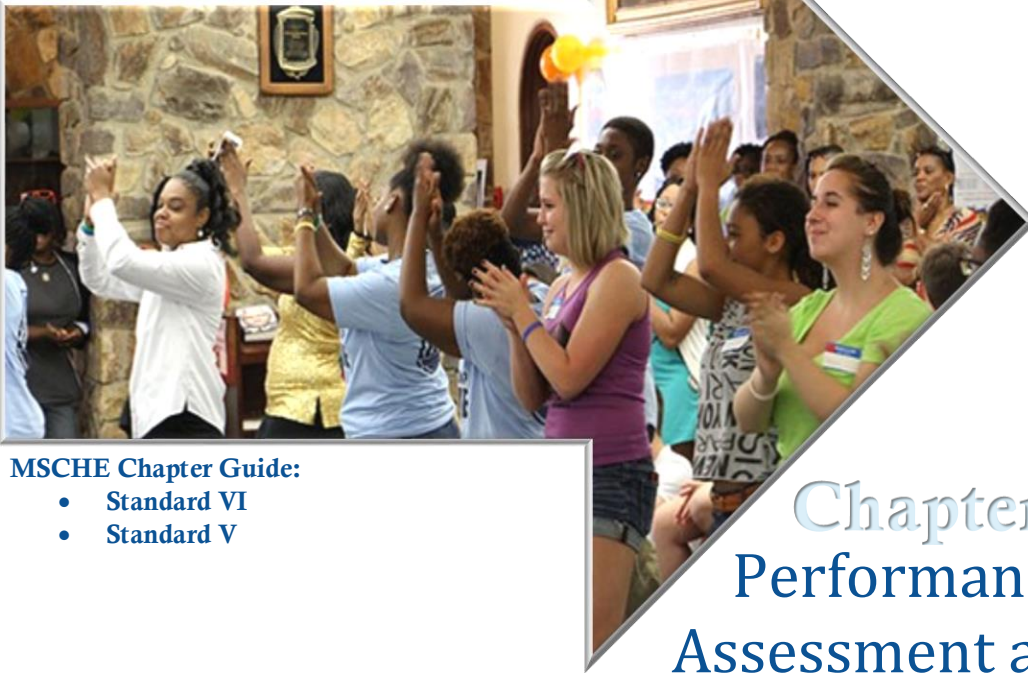
Moving the Needle



*Aerial View of the
Albert A. Sheen
Campus*



*Aerial View of the St.
Thomas Campus*



MSCHE Chapter Guide:

- Standard VI
- Standard V

Chapter Eight Performance Assessment and Continuous Improvement on the Pathway

Chapter Eight, **Performance Assessment and Continuous Improvement on the Pathway**, provides the formal processes used by the University for institutional and educational effectiveness, consistent with Standard V and Standard VI. This chapter brings into focus how goals are assessed and the activities that close the loop. The discussion of the goals in the previous chapters demonstrates both assessment and the process for continuous improvement. This chapter also addresses the ongoing implementation and institutionalization of *UVINext* processes.

Many of the assessment results shared in this document demonstrate that UVI is an institution that practices informed decision-making, using reliable data to move its mission forward. This chapter addresses the assessment methods used to document results. The implementation and expansion of the *UVINext* initiative has already been addressed as the center of the University’s assessment activities. The *UVINext* umbrella also encompasses educational assessment and program review from the Academy, and will be described in the following section. The *UVINext* initiative, the *Seven Management Values*, and *Pathways to Greatness* all describe an institution where assessment is integral to its success and a cornerstone of resource allocation. This also fulfills Requirement of Affiliation, 8.

Institutional Effectiveness

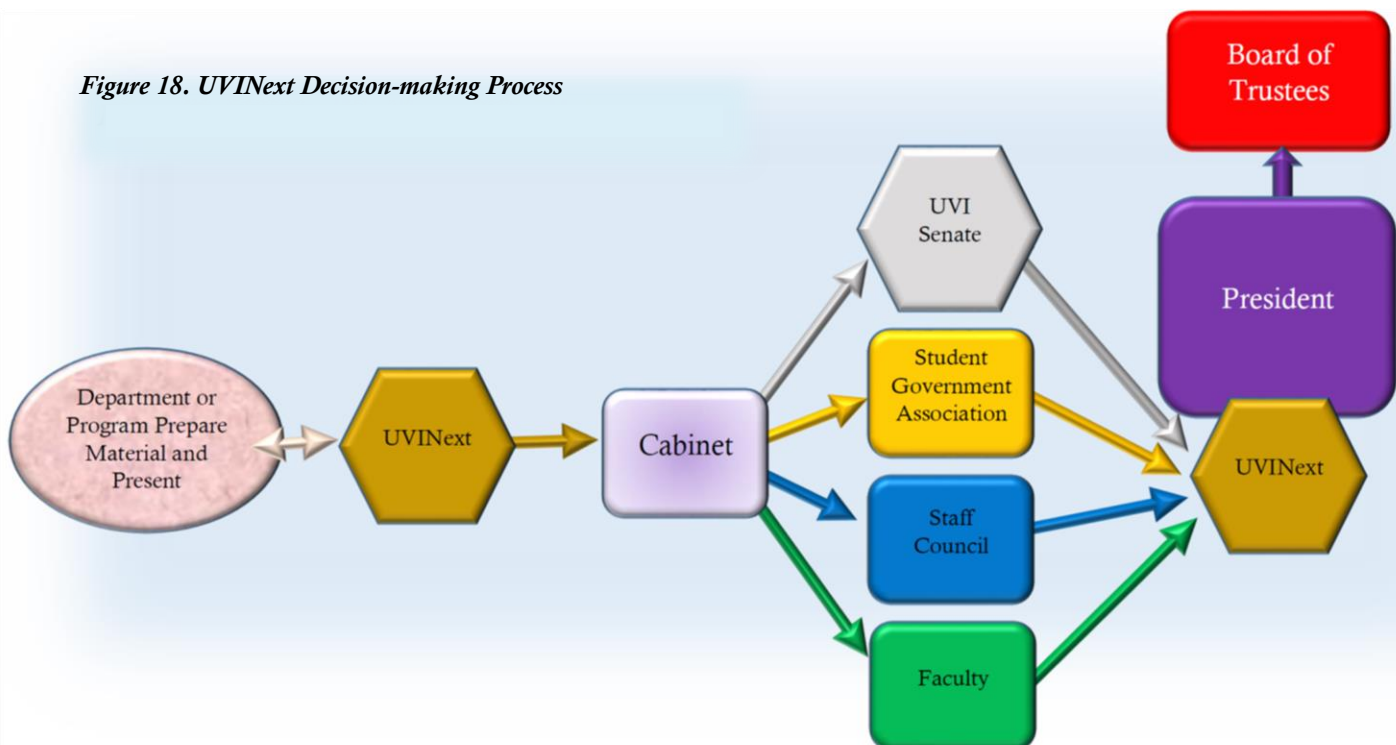
The challenges faced by UVI in institutionalizing assessment processes were described in the PRR 2012. Many steps have been taken to resolve these challenges.

The Continuation and Expansion of *UVINext*

In June 2016, UVI Board of Trustees approved Integrating Institutional Effectiveness: The Institutionalization of the *UVINext* Initiative (DR-045). The continuation of *UVINext* processes as permanent and integral steps for continuing University improvement is guaranteed through this initiative. The *UVINext* process identified program needs and provided criteria for prioritizing scarce resources to address necessary improvements. The *UVINext* decision-making process is depicted in **Figure 18**. The cycle of continuous review and action is a basis for regional accreditation and an explicit goal of *Pathways to Greatness*: “Increase evidence of institutional effectiveness and assessment as a measure to further improve the learning, business, and service / operational environments.”

The *UVINext* Task Force agreed to a five-year cycle for assessment, where at least once every five years each department would be formally reviewed by the *UVINext* Task Force. It was determined that academic departments should appear before the *Task Force* the year after each respective academic program review. This review would also measure progress towards the achievement of specific University goals, such as PTG:6H, to *increase the revenues from auxiliaries*, which previously lacked consistent reporting requirements. *UVINext* is now the mechanism for answering the question: “How are we getting better?”

Figure 18. *UVINext* Decision-making Process



Office of Institutional Assessment

In support of the operations of *UVINext*, the new Office of the Vice President for Information Services and Institutional Assessment described in Chapter Three, plays an integral role in strategic planning, institutional research and effectiveness outcomes, and ultimately, accreditation. The goal of this office and the position is to lead and support a systematic review of the institutional mission, goals, and outcomes, using ongoing research-based planning and evaluation, which will result in continuous quality improvement. Institutional Assessment will also guide the process of effectively accomplishing UVI's mission according to the strategic plan and meeting accreditation standards.

The VP for Information Services and Institutional Assessment is a Cabinet-level position that provides data internally through KPIs to the BOT, and externally by completing mandated federal and accrediting body reports annually to the Integrated Postsecondary Education Data System (IPEDS) and Middle States Commission on Higher Education. The office is responsible for administering national surveys bi-annually, such as Cooperative Institutional Research Program Freshman Survey (CIRP) and the National Survey of Student Engagement (NSSE); Noel-Levitz Survey and participation in the Peterson's Annual Survey of Undergraduates, US News Admission and the Annual Survey of Colleges. In addition, local surveys from graduating seniors, alumni, economic impact and others are conducted in conjunction with the Eastern Caribbean Center.

These surveys provide data for continuous improvement and inform the institution's planning process. As part of the *UVINext* initiative, units will be required to identify measurable milestones for departmental and institutional goals. Each unit will identify the method, or methods, for assessing progress towards achievement of its goals. The intent of the University is to maximize the impact of the existing annual surveys (discussed above). Specifically, units are asked to select relevant measures from the University's KPIs and the annual surveys, in fulfillment of PTG:5A1- have *100% of the University departments conducting institutional assessment.*

Audit and Financial Assessment

The federally funded programs and financial statements are audited annually by an independent firm (currently Ernst and Young, LLP). These reports provide an assessment of the University's financial position, as well as findings and recommendations to improve internal fiscal controls. Over the years the University has improved its financial reporting and reduced its audit findings from a high of fifteen (15) for FY2011 to zero (0) for FY2014. The audits for FY2014 ([DR-122](#)) and FY2015 ([DR-123](#)) are in the documentation road map.

During UVI's annual financial audits, the enterprise system, Banner, is also audited. The audit reviews physical (data center) and logical (remote log in) access to the database on which financial transactions occur, as well as the related network and hardware on which the application resides. These annual audits ensure that financial industry standards are followed in the upgrade and maintenance of Banner. IT processes must include appropriate measures that regulate access to the Banner database. The findings of the IT audit impact procedures for the financial audit. Minimal or no findings on the IT side are indicative of the presence of appropriate controls, and result in a financial audit that requires less supporting paper documents. Since recent audits have documented evidence of sufficient IT controls, Banner can be trusted as the system of record for financial data.

The University uses the audited financial statements to conduct periodic reviews of its financial condition for presentation to administration and the Board of Trustees. Some of the KPI's presented measure the level of government support through appropriations, revenues from operations, and the percentage that tuition and fees contribute to total operating revenues. The University also uses financial indicators to compare its performance to its peer and aspirational peer institutions. [DR-124](#) includes the KPI report, which was presented to the University's Board of Trustees at its March 2016 meeting.

Internal Audit

The Office of Internal Audit, described in Chapter Three, also plays a role in identifying institutional improvements. As part of the function of the Office, several types of assessments and audits are performed. Audit reports and outcomes are documented to identify solutions and inform institutional improvements.

- **Financial** - This type of review, separate from the overall University audit mentioned above, determines whether accounting and financial transactions, including commitments, authorizations, and receipt and disbursement of funds are properly, accurately, and timely recorded in the financial system. This type of review also determines if there are sufficient controls over cash and other assets, and whether

adequate process controls exist over the acquisition and use of resources. Unlike external financial audits which are conducted for the purpose of expressing an opinion on the University's financial statements, an internal review of financial component transactions expresses no such opinion.

- **Compliance** - This type of review determines whether the University has substantially complied with the specific terms and conditions contained in Federal and local contracts and grants awarded to the institution.
- **Information Systems** - This type of review, separate from the functional assessment of IT referred to earlier, focuses on understanding the internal control environment over the University's automated information processing systems. Information systems reviews include reviews of general controls, application controls, and systems development. Accordingly, these reviews evaluate system input and output, processing controls, backup and recovery plans, system security, computer facilities, and proposed controls for developing systems.
- **Operational** - This type of review determines whether a University division, unit, function, or program manages and utilizes its resources economically and efficiently, accomplishes its operational goals and objectives, safeguards its assets, and complies with policies, procedures, laws, and regulations. Operational type audits often combine elements used to conduct financial, compliance, and information systems type audits.

Training

To support University improvement for achieving its mission and goals, professional development and training have been instituted and maintained. Employee training is offered proactively, either in response to evidence of a great need (based on observation of performance), or as a result of specific staff requests. This builds capacity for bridging identified performance gaps. In FY2013, specific training topics presented included business practices and technology skills. Participants expressed high levels of satisfaction with the experience: 97% of the participants who responded to the evaluation reported that the sessions met their needs; 73% rated the training as *excellent*, while 24% rated the training as *good*; 1% rated the training as *poor*. Since FY2014, no employee has reported a *poor* rating for training received.

Service satisfaction is elevated to the highest level through the WOW! initiative. WOW! as described in Chapter Five, has become a model for institutional change. By adding a focus on business process re-engineering and training, greater and more deliberate continuous improvements could be made. Focused training and development activities will effectively bridge the gap between available services and the delivery of those services.

Educational Effectiveness

Together, the faculty, the Academic Deans, and the Provost (the Academy) have responsibility for the assessment and continuous improvement of academic programs and outcomes. The *UVINext* Task Force has developed a review schedule to synchronize *UVINext* reviews with the respective program reviews. The schedule will accommodate the academic programs and avoid over-burdening the programs with multiple evaluations. Under the guidance of the Provost, all academic program review activities are implemented to meet the overall requirement of the *UVINext* processes. Program outcomes and program reviews, including a self-review and an external review, will be submitted to the *UVINext* Task Force for examination. As with all University entities, academic programs will be scrutinized by the *UVINext* Task Force, which will make recommendations regarding each program's fit and sustainability within the framework of the strategic direction and resource capabilities of the University, and the recommendations ensuing from the Academic Program Review process. Academic quality will be assessed by the Academy's own criteria, approved by *UVINext* and then submitted to the Board of Trustees in a process that the Board will define through its work to become an AGB High Performing Board.

Program Review

Academic Program Review is essential for continuous improvement. Ultimately the effectiveness of teaching at UVI is measured through ongoing, program-level assessment that feeds into Academic Program Review. UVI has a schedule for program review that is managed by the Deans in cooperation with the Provost's Office. This process has been updated as part of the *UVINext* process. New schedules for program review have been generated, and the Deans and Provost, with review by the faculty, have created a streamlined program review template that will be followed by all programs, and will complement any accreditation reviews that occur in a

unit. Academic Program Review involves an internal self-study utilizing the review template, an external review by appropriate experts who will provide analysis and recommendations, and a response to the external review. A draft template is available in [DR-125](#). This process is similar to the Academic Program Reviews that have taken place at UVI over the past four years.

Research Projects and Grants

Growth and development of research interests are an important part of the Academy and of the strategic plan. The original 2014 *UVINext* Report, page 3, stated, “*The University should define a direction that consists of a stronger strategic focus that integrates teaching and research into a newly defined product marketed through strategic alliances and linkages, stripped down to the core functions that lend optimal value in this direction.*”

Through the *UVINext* initiative, research and excellence centers have been asked to become self-sustaining and, in effect, “give-back” to the University. These programs, based upon the implementation of the *UVINext* recommendation referenced earlier, are aligned with the Schools and Colleges and report to academic deans. Most of the larger of these centers are scheduled for *UVINext* Task Force review, either with the School and College or as a separate entity. Each Center will use the program review process discussed above for its evaluation.

The role of the Vice Provost for Research and Public Service will evolve into one of leadership for setting the University’s research agenda. The position is described in the reorganization of the Provost’s Office, discussed earlier. Under the leadership of the Vice Provost for Research and Public Service, UVI has already begun work on an Institutional Development Plan for Research ([DR-084](#)). This approach will ensure that there are appropriate linkages that target strategic goals, and demonstrate the focus of research initiatives on improving the student learning experience. Through the reorganization, the office has an opportunity to implement pre-award and post-award services that augment grant writing capacity of faculty and staff, to increase the number and success of grant applications, and result in increasing revenues.

Student Learning Outcomes

During the 2007 MSCHE Team’s site visit, UVI shared its Long-Term Assessment Plan including 23 long-term assessment goals which, once achieved, would distinguish the University as exemplifying a “culture of evidence and assessment.” Since the 2007 Re-Affirmation of Accreditation, UVI has made substantial progress in achieving these 23 long-term assessment goals and in establishing a culture of evidence and assessment ([DR-127](#)). For goals that are not fully achieved, the University is employing strategies to close the gaps.

UVI defines student learning outcomes assessment as: *a faculty-driven process that systematically gathers, interprets, and uses data to improving student learning.* While the professional schools use assessment processes related to their accrediting bodies, the two colleges use the Nichols assessment approach, as described in [DR-128](#). This approach is well-established in the assessment community, based upon best practices, and accepted by accrediting bodies and funding agencies. The Nichols’ approach assures that degree program learning outcomes are aligned to UVI’s mission and utilize meaningful measures indicative of relevant learning experiences. To support this initiative, each school or college has an assessment coordinator who reviews faculty assessment activities ([DR-129](#)). After several years of having a Director of Student Learning Outcomes as a faculty-released position, the role of the director has been integrated into a full-time Director position (to be filled) for the CETL. This will allow the institution to maximize resources for training, evaluation, and faculty development in a one-stop-shop.

The University’s institutional-level learning outcomes, published in the UVI Catalog, are the General Education learning goals ([DR-130](#)). Most of the UVI Associate, Baccalaureate, and Master degree programs have documented and clearly stated learning outcomes that support the University’s mission ([DR-173](#)). Colleges and Some schools and colleges have curricular mappings ([DR-131](#)) of course-level learning goals/outcomes/objectives linked to degree program learning outcomes.

College of Liberal Arts and Social Science (CLASS) has been, perhaps, the most challenged with consistency in the development of assessment tools, implementation of systematic assessment processes, and aggregation of assessment data. While the academic programs are robust, CLASS has undergone significant turnover of leadership, with three changes in leadership since the College was established. Assessment documents ([DR-](#)

174) demonstrate lack of consistency and follow through. However, there is evidence that *some* discussion about assessment is occurring, albeit at a rudimentary level.

The current Dean of CLASS, who began her tenure at UVI in January 2016, brings extensive experience in leading assessment at other universities and colleges. In preparation for immediate departmental discussions on assessment, the Dean has reorganized/renamed what 'was' the Department of Freshman Studies to the Department of Developmental Reading, Writing, and CLASS Assessment. The new Chair of this area and the Dean began discussions with other Department Chairs within CLASS in October 2016, with a view towards examining departments' current assessment status in preparation for planned visits by assessment consultants in spring 2017. The College will embrace external consultant guidance for establishing the foundation for CLASS assessment, and for assuring its effective implementation beginning in AY2017-18. The statements below provide an overview of the status of assessment and assessment planning in CLASS:

- Department Chairs need intensive training and expertise to lead their departments in the development of assessment tools, systematic implementation of assessment, aggregation of the data, and utilization of the data to improve student learning, retention, and graduation rates.
- The current Dean has led one external program review of the Social Work degree program. The external reviewers provided an extensive report which provides information on ways to develop and strengthen the program.
- Two external reviews are planned for spring 2017: 1) Department of English, Humanities, and Modern Languages and 2) Department of Communication, Theater, and Visual Art. These external reviews are most important in assisting departmental leadership and faculty in the continuous assessment within each department of CLASS.

The expected outcomes are:

- Establishment of assessment tools that have been vetted (spring 2017) by stakeholder faculty.
- Implementation of the assessment tools in fall 2017 with aggregation of the data before mid-semester for benchmarking purposes. Assessment activities will continue in subsequent semesters. Other tools (beyond the established Nichols Model) may be considered.
- After the first full iteration of assessment, CLASS will engage in a retreat to assess the effectiveness of the assessment tools, methodologies, and utilization of data to improve faculty instruction and student outcomes.

College of Science and Math (CSM) has made steady progress toward establishing both program and course-based assessment as standard operating procedures. CSM comprises four departments: Biological Sciences, Chemical and Physical Sciences, Computer Science, and Mathematics. All four departments have program outcomes and have undertaken annual program assessment since AY2011-2012, with a few going back even earlier ([DR-175](#)). In addition, all departments have done at least one program review, including a self-study and external review. The Dean of CSM reported that the majority of departments have used assessment results to make program or curricular changes, including:

- Biology results across multiple years led faculty to a curriculum review of core courses. As a result, more quantitative skills and graph interpretation were included in those core courses. Further, two new minors and other special topics courses were developed, expanding the breadth of offerings. Re-assessment of the curriculum two years later yielded better learning outcomes ([DR-132](#)).
- In the Computer Science Department, after assessing 9 of 11 program outcomes from 2011-2015, faculty concluded that students had insufficient mathematics preparation. Changes in course prerequisites, configurations and sequences were made to improve student preparation.
- In the Mathematics Department, after assessing 6 of 9 mathematics degree program learning outcomes and General Education level mathematics learning outcomes, the faculty completely overhauled the course design of MAT 140 and adopted a new textbook. Additionally, the faculty changed textbooks for subsequent courses in the calculus course sequence for mathematics degree program majors (i.e., MAT 241, 242, 341, and 342). Faculty agreed that more emphasis on critical thinking skills would be stressed in mathematics instruction.
- Chemistry has assessed all program outcomes through multiple means and has been reaching desired outcomes.

Recently, CSM engaged in extensive course-level assessment, resulting in 70 (47%) of CSM's 150 classes being assessed at least once. Training on course assessment has been done at three CSM Faculty Institutes, and the biology department has run a monthly faculty forum, now in its 4th year, at which 2-3 faculty members present their course assessment data and analysis. The faculty forum is open to all CSM faculty.

School of Nursing (SON) uses Program Evaluation Plans for student learning outcomes assessment for both the ASN and BSN degree programs. Nursing students are required to pass the NCLEX-RN exam. This exam, also known as the National Council Licensure Examination, is a standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for entry-level nursing practice. Completion rates are

calculated based on the Accreditation Commission of Education in Nursing's (ACEN) definition, the "number of students who complete the program in no more than 150% of the stated program length beginning with enrollment in the first nursing course" (ACEN, 2013). Licensure examination pass rates are tracked for each graduating cohort and are calculated in accordance with ACEN's definition, which is "performance on the licensure examination for first-time test takers." ACEN requires a pass rate of a three-year mean at or above the national mean for the same three-year period.

Historically, the outcomes for both programs were satisfactory. The ASN Program met or exceeded the national average for the pass rate on NCLEX-RN exams on the first sitting through 2012. In fact, the program achieved a 100% pass rate in 2012. During the same period, the pass rates for the BSN Program's ranged from 75%-82% which fell within 7-16% below the national average when compared to results for all BSN programs.

In 2013, NCLEX-RN pass rates for both program declined by 10% for the ASN program and 5% for the BSN program. These results corresponded with changes in the passing standard for the NCLEX-RN examination. In 2014, there was improvement in the ASN program NCLEX pass rates (73%) but the BSN program returned an unsatisfactory pass rate of 25%. In 2015, the ASN program's outcomes returned a 93% pass rate. In that same year, while the BSN program improved its pass rate to 50%, the results remained unsatisfactory and do not meet the established benchmark ([DR-133](#)).

One factor contributing to the low pass rate in the BSN program in 2014 was the small number of graduates taking the exam. The number of first time test takers ranged from 9-12 students in 2011-2013 while only four (4) graduates sat the examination in 2014. During the same period, the number of ASN graduates sitting the exam ranged from 10-17 students and 13 sat the exam in 2014. The reduction in the number of first time test takers in the BSN program between 2011 and 2015 may be associated with the requirement by the Virgin Islands Board of Nurse Licensure (VIBLN) that applicants submit a Certificate of Readiness in support of their application for the NCLEX examination. While the ASN program required this examination as part of the graduation requirement, the BSN program did not.

These findings, declining and unsatisfactory outcomes on the NCLEX-RN examination and the reduction in the number of graduates eligible to apply for the examination, were factors that drove the SON to undertake a comprehensive review of the BSN program curriculum and policies related to academic rigor. In December 2015, the faculty from both campuses participated in a strategic planning exercise which resulted in: 1) a revision of the BSN program and policies related to academic rigor; 2) the adoption of the Assessment Technologies Institute Predictor Examinations as a graduation requirement; and, 3) the offering of the BSN program on the Albert A. Sheen campus, effective AY2016-2017. This expansion was funded through a special appropriation from the GVI. The SON faculty were mobilized from 2014-2016 to revise the curriculum which was approved by the UVI Curriculum Committee and the Virgin Islands Board of Nurse Licensure. ACEN was also informed and a Focused Visit occurred on November 2016 ([DR-134](#)).

The *School of Education (SOE)* uses an assessment system aligned with the NCATE accreditation standards and requirements. The SOE assesses students' qualifications and eligibility, candidate performance, and unit operations. Data are collected on initial teacher licensure, content area knowledge, candidate ability in the areas of planning, managing the learning environment, using instructional strategies, and candidate impact on student learning. Built into the assessment system are processes for assuring that the assessments are consistent, fair, and free of bias and that candidates are provided support to move successfully from one point to the next.

The assessment system's conceptual framework contains four guiding themes and uses multiple measures to assess students' progress at various transition points. These transition point assessments measure the development of student proficiencies expected at each milestone. Data collected at these points are shared with faculty to inform program-level practice and decision-making. Additionally, assessments are embedded in faculty course offerings, but in a less formal manner. However, SOE is working to ensure that course-based assessment becomes a formal part of the School's assessment system.

Following a common administrative tradition for teacher education programs, the SOE had been using the PRAXIS I exam as an entry requirement for admission into all SOE teacher education degree programs. Historically, PRAXIS I failure rates for students seeking admission into the SOE had been too high. These high failure rates could indicate "high standards" for acceptance into the SOE teacher education degree programs, or students who were insufficiently college-ready.

Pathways to Greatness challenged SOE to achieve a 100% *graduation pass rate on the PRAXIS I and II*. Since teacher licensure in the Virgin Islands Public School System requires a teacher candidate to pass both the PRAXIS I and PRAXIS II exams, given their program of study, and since UVI has a history of nurturing under-prepared students, SOE faculty agreed that both PRAXIS exams would be used as exit or graduation requirements, PRAXIS I for Secondary Education majors and PRAXIS II for Elementary Education majors. To support candidates taking these examinations, the SOE through its SAFRA grant and assisted by CSS, provided tutorials that supported student success on these examinations. Since this grant is no longer available, the SOE has established a tutorial program within the School.

School of Business (SOB) has routinely assessed the baccalaureate degree (BA) and master of business administration (MBA) programs. The School used the capstone course, Business Strategy, as the context for assessing its baccalaureate degree program learning outcomes. The annual MBA Comprehensive Exam performance utilizes the candidate results to assess the MBA student learning outcomes. In 2009, SOB agreed to provide a representative from each Department to serve on the School's Assessment Committee. This committee is currently active through AY2016-2017.

Baccalaureate Degree

For each core curriculum business course, with multiple sections, SOB faculty established common, course-level learning objectives that align to the appropriate general business education (GBE's) and degree program-level learning outcomes (PLLOs) and implemented formative and summative course-level assessment strategies ([DR-176](#)).

In spring 2007, SOB implemented the Major Field Test (MFT) exam to measure student learning outcomes. However, after several issues with validity and administration, SOB discontinued the MFT in fall 2011. It was determined that the MFT's theoretical business concepts and knowledge measures are not aligned with the SOB's more application-oriented program level learning outcomes (PLLOs). SOB subsequently implemented the BSG learning outcomes that provide more meaningful assessments of the learning knowledge and skills learning outcomes the undergraduate degree programs intend to produce.

The BSG is a computer simulation of a group of companies using strategic management principles to make decisions and manage their companies in a highly competitive industry. The simulation is intended to further several learning objectives:

- to improve critical/strategic thinking, including thinking systemically (i.e., thinking about the broader system involved and interactions within it when considering specific decisions);
- hands-on experience with strategic business decisions;
- diagnosing complex business situations;
- identify key success factors;
- understand revenue/cost/profit relationships;
- develop strategies to gain competitive advantages;
- deal with competitors' moves & environmental uncertainties;
- recover from mistakes and missteps;
- gain insight into international competition;
- integrate previous School of Business course concepts to better utilize the concepts in the future; and,
- provide additional experience in team work.

UVI Business students have participated in the Business Strategy Game (BSG) <http://www.bsg-online.com/> every semester since Spring 2009. BSG is an advanced business simulation game with participation of 55,201 students (approximately 14,000 teams) in 3,333 classes/sections at 614 college/university campus locations in 50 different countries (<http://www.bsg-online.com/stats/adoption-list.html>). The BSG announces the Global Top 100 teams weekly over the 11 weeks of game play each semester. Since Spring 2009, UVI business students have made the Global Top 100 at least once in every semester. The School of Business uses the BSG as an external assessment of our exiting seniors. The BSG significantly informed the SOB's formulation of its new long-term, strategic direction and evolution into a "competency-based, experiential learning" curriculum and business culture ([DR-177](#)).

In spring 2015, the SOB received approval from the UVI Board of Trustees to replace the Bachelor of Arts (BA) with the Bachelor of Business Administration (BBA) degree in all but one program. The SOB hopes to complete a proposal in AY2016-2017 to migrate the Bachelor of Arts in Finance to the BBA degree. The assessment of

student outcomes with the BSG will continue and be re-visited after one full cycle of graduates to determine if the BSG will continue to be utilized as an assessment tool.

Graduate Degree(s)

The SOB uses the MBA Comprehensive Examination for systemically assessing the Master of Business Administration (MBA) program learning outcomes. Graduating MBA students must successfully pass the MBA Comprehensive Examination. Each Comprehensive Examination question tests the student's ability to apply the learning outcome knowledge and skill that a given MBA course subject area is designed to teach.

In the Executive Master of Business Administration Executive Thesis – Integrated Business Research Project (IBRP) is utilized as the final assessment tool. Under the supervision of an academic adviser or full-time faculty, the program participant completes an individual research project in an area of interest, which may include domestic or international business applicable to the Caribbean region or United States. The research proposal for IBRP will be submitted to the supervising Executive MBA Core Faculty, an advisor specializing in the area of interest. The research work may also include theoretical and practical aspects, conclusions and recommendations.

Performance Areas for Schools and Colleges

Each School or College has routines and processes which inform students about the impact of achieving their degree program learning outcomes on effective preparation for successful careers and future higher education opportunities. Due to their real-world focus, the graduation requirements of degree programs in the professional Schools--Nursing, Education and Business, enable students to complete internships and practicums and/or clinicals successfully. All Schools require employers and students to complete and submit assessment surveys of the students' internship/practicum performances.

Other graduating seniors gain additional career and job opportunity exposure through direct experiences during Senior Seminar, a graduation requirement in the UVI Colleges. Both Colleges use the Senior Seminar capstone course as a context within which graduating seniors are expected to demonstrate their degree program summative learning outcomes. The Senior Seminar course requires graduating seniors to complete a real-world research or major performance project which applies knowledge, skills and learning outcomes from their major and general education.

Through faculty engagement and feedback with Senior Seminar students, UVI Colleges inform and encourage graduating students to advance their research in graduate schools or in careers. For example, among the biology and chemistry majors who graduated 2011-2015, 20.6% have been accepted into Ph.D. programs; 10.2% of computer science majors who graduated during that time have been accepted into Ph.D. programs; 14.2% of mathematics and applied math majors have been accepted into Ph.D. programs; 5.2% of marine biology majors have been accepted into Ph.D. programs. Three CSM math alumni have been awarded prestigious NSF Graduate Research Fellowships. UVI CSM alumni are currently in doctoral programs fully funded at Duke University, University of North Carolina at Chapel Hill, Vanderbilt University, University of Iowa, Howard University, University of Alabama at Birmingham, University of Michigan, Michigan State University, Boston University, State University of New York at Stony Brook, Washington University, and elsewhere. Indeed, in recent years several CSM alumni have been hired as UVI faculty. In addition, UVI CSM alumni are in medical schools, dental school, veterinary school, and master's programs.

The University clearly communicates expectations that performance and student learning outcomes assessment are important to the University's mission. Such clear communication is presented in the *Seven Management Values*, and in *Pathways to Greatness*. The Provost has consistently communicated and supported the clear expectations for assessment activities to the Deans of Schools and Colleges. The Deans have done the same to their Department Chairs and faculty.

Review of Assessment Processes

To begin the evaluation of assessment as required by the MSCHE standards, in 2016 UVI administered the Faculty Survey of Student Engagement (FSSE) topical module – Scholarship of Teaching and Learning. The module was administered for the first time to UVI full-time faculty in 2016; 37% of full-time faculty elected to participate. A topical module is a short set of questions on a topic related to current issues in higher education

and student engagement. The Scholarship of Teaching and Learning module assessed institutional-supported and faculty-driven assessment efforts such as surveys and other tools that are used to gather information about student educational experiences and learning. **Figure 19** demonstrates that UVI performs within the national standards.

Of the faculty members that chose to participate, the majority (83%) said that their institution was substantially (“very much” or “quite a bit”) involved in student assessment efforts. In addition, more than half of the faculty members reported that UVI substantially encouraged the following activities for its faculty members: “systematically collect information about the effectiveness of their teaching beyond end of term course evaluation” (63%); “Use assessment findings to inform changes made to their courses” (59%); “Collaborate with colleagues on improving teaching and learning” (39%). About half of the faculty members incorporated publicly presenting their information about teaching and learning (48%); however, less than a third reported incorporating publishing on teaching and learning (31%) into their work.

With respect to the frequency of making changes to their courses, most faculty responded that student feedback informed their decisions (83%) as well as student performances on assignments, exams, or formal assessments (90%). Although the majority of UVI faculty members agree that UVI as an institution is very much involved in student assessment, only 34% believe that UVI effectively disseminates the findings of its assessment efforts to faculty and 40% of them have found these findings useful.

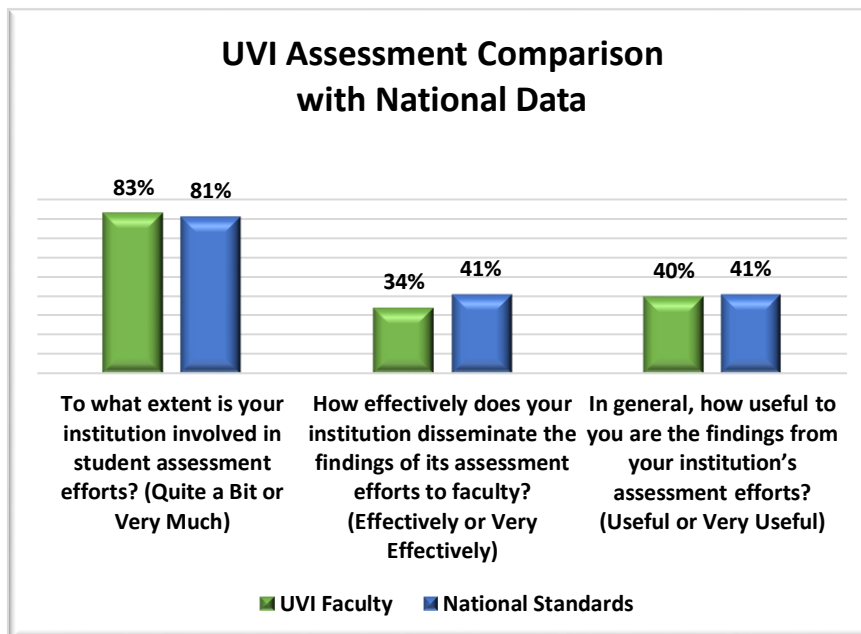


Figure 19. UVI Performance on 2016 FSSE Topical Module

Keep the Needle Moving on Educational Effectiveness

UVI will always be noted for the strength of the Academy. Clear processes are in place to review programs and curriculum development, and the University has demonstrated the ability to add new programs and revamp existing ones. There is an opportunity to improve course-based and program-based assessment activities and the use of assessment data to better demonstrate closing the loop. Schools and Colleges have the opportunity to enhance assessment use and quality; and integrate assessment goal 2A as an outcome of the University curriculum. One of the Schools or Colleges could revamp assessment practices, and build and pilot a portfolio-based, assessment protocol that could become a model for the others. This may include the development of guidelines to integrate co-curricular, extra-curricular and other support initiatives in a “whole-person” approach to graduation.

Student success and achievement are paramount to UVI, and spring boarding off the accomplishments and program developments from PTG by improving effectiveness measures could solidify a systematic and holistic approach to student development.



MSCHE Chapter Guide:

- Conclusion
- Recommendations for Improvement

Chapter Nine Transcending the Present Reality and Limitations

"I am blessed to be the President of UVI and to build upon the wonderful foundation that my predecessors and so many others have constructed. Since the start of my presidency, I have asked the University of the Virgin Islands to dream with me; to set our sights on something that transcends our present reality and limitations. Therefore, the theme we have embraced for this inauguration and for my presidency is 'The Quest for Greatness'."

--Dr. David Hall

Chapter Nine, **Transcending the Present Reality and Limitations**, takes its name from President David Hall's inauguration speech, quoted in the preamble to Chapter One, encouraging the institution to dream with him and thus transcend its reality and limitations. This closing chapter outlines the success of the University and the opportunities for continuous improvement. It also itemizes three recommendations that will be followed during the next MSCHE accreditation cycle.

Through the development of this Self-Study, it is clear that in its accomplishments, the University has made significant strides since its last decennial MSCHE visit in 2007. It has substantially improved programs, and options for students since the 2012 PRR. It has taken on the process of changing its culture and way of doing business. In examining its accomplishments alone, there is clear evidence of the extensive successes and unique possibilities along this pathway to greatness. UVI has, indeed, transcended its own reality and limitations.

Part of the Self-Study process, however, is to take a critical look at the processes behind and the impact of these accomplishments, and the impact on the institution from the world around it. In his State of the University Address on August 19, 2016, President David Hall stated,

“If we were honest with ourselves, and with each other, we would have to conclude that these are very challenging times for UVI. In the words of my favorite Roberta Flack song, ‘these are trying times’. Budgets are tight or out of balance, people are taking on the responsibilities of others because of unfilled vacancies and hiring freezes.”

Many impacts have been discussed in the previous pages. The University has encountered many difficult and disheartening circumstances, both collectively and individually, as it challenged its reality and dreamt of bringing superior practices in higher education to these shores. The President shared a quote by Marianne Williamson, which is contained in her book, Tears to Triumph. In the book she states:

“In order to create their beautiful [feathers], peacocks sometimes eat thorns. Hard, pointed, razor-like objects are processed in their stomachs and then contribute to feathers with colors and shapes unmatched throughout nature for their extraordinary beauty.”

For UVI, the analogy of the peacock feathers also holds true. The pathway to greatness is uphill, and the accompanying hardships serve to propel the drive for successes that undergirds and fuels work of all members of the University community. It is the dark moments that reveal the true light of an institution. This darkness, that would naturally tear away the focus and determination of the University, will provide the meaning which will hold it together. In trying times, such as these, the very soul of the institution is tested. The University of the Virgin Islands has the capacity to meet this test, to continue its journey, and to achieve its dreams. The unmatched, extraordinary beauty of UVI will emerge from the hardship it has endured. Despite challenges encountered on the pathway to greatness, this decennial Self-Study reminds the institution to pursue and celebrate programs that are the bedrock of its existence.

In the overall evaluation of the MSCHE seven standards, the University has clearly met both the letter, and the intention, of the individual standards. Yet, the review reveals amazing opportunities that demand inclusion for improving the journey towards, and outcome of, its pursuit of greatness. Within the context of each standard, the challenge for continuous improvement has been embraced, and work towards that improvement is underway. From a continuous improvement perspective, based on the work and discussion from the Steering Committee, the University has identified three recommendations for active pursuit as part of the MSCHE decennial review.

Keep the Needle Moving on the Self-Study

Perhaps the most immediate work, that the University will undertake at the end of the self-study process, is the completion of the next strategic plan. This is an opportunity to take what has been learned in the analysis of the Self-Study and form the 2018 strategic plan. While this planning effort does not yet have a name, it asks the question, “What are the pillars of success that the University needs to adopt, to provide continuity of the University and its programs, extension of services and programs to meet its mission, and transformation of what it means to be the University of the Virgin Islands on its quest for greatness?” Six basic pillars to support the continuing quest for greatness have been identified in this Self-Study:

- **Innovations and distinction**

There are many things that are special about the University of the Virgin Islands. The University must focus its energy on the innovative approaches that it takes, and make them the signature of the institution. Such initiatives could include:

- At least 50% of all students are involved in some aspect of entrepreneurial, research and innovative activities.
- Innovation Centers are greatly expanded, and housed in facilities that students and the community access on a regular basis; and products, inventions, and ideas are developed; and technology transfer occurs.
- Degree programs are ranked nationally, and are some of the most distinctive and innovative programs in the nation.
- **Academic leadership and excellence**
The University faculty and curriculum are the drivers of the institution. UVI must continue to grow programs and research that establish the institution as a leader in scholarly research and teaching excellence. Such initiatives could include:
 - School of Medicine is fully operational and accredited, and other health science degrees are offered.
 - Online degrees, in multiple fields, are offered, and student enrollment, in this area, matches the number of traditional students.
 - Faculty course loads are strategically reduced to facilitate increased research and publications.
 - Additional doctoral programs, in distinctive areas, are adopted.
 - UVI is a national leader for the advancement of STEM education for students of color.
- **Student success and achievement**
The University will graduate students who are academically excellent, globally sensitive, emotionally and spiritually balanced and committed to serving the world. These students will be able to demonstrate these qualities, provide evidence of how they were achieved, and represent the success of a holistic approach to learning.
- **Measurement, analysis, knowledge management and results**
Accrediting agencies, governments, and stakeholders want to understand what the University is doing and why it is being done. UVI must move itself to embrace all aspects of assessment, and manage results and continuous improvements. It needs to become THE example of how data are used effectively to support its mission and strategic goals.
- **Operational efficiencies and focus**
The University should operate in an environment where processes are aligned, and documented results are expected. The improvements undertaken in the new strategic plan should: 1) simplify workflows and maximize impact; 2) generate funding resources that support overall operational growth; and 3) allow all constituents to transparently view, and participate in both processes and results.
- **Valuing of the people and relationships**
The value driven environment of the University includes how it governs itself, the environment it builds for its students and employees, and how it interacts with the community. UVI needs to manifest the valuing of people and relationships in its curriculum, assessment, and its very existence. Results of this pillar may include:
 - The integration of emotional and spiritual values is the systematic basis of general education requirements.
 - Service learning is a requirement for graduation.
 - A comprehensive employee wellness program is adopted and implemented.

Recommendations for Continuous Improvement

Recommendation One:

Implement a streamlined process, that maximizes the impacts of budgeting, planning and assessment, and fully utilizes the shared-governance framework.

While much progress has been made by the University in assessment and shared governance processes, there are opportunities to enhance assessment and improve processes that strengthen the institution's operations, and improve accountability and decision-making responsibilities. The University has many tools and initiatives in place to achieve this growth – such as *UVINext* – but they need to be fully integrated into the fabric and operations of the University, and seamlessly implemented, to capture evidence of achievement. This will enhance the University's ability to achieve the goals of standards VI and VII. The development of the UVI ASPIRE draft is

good progress towards the achievement of this recommendation. The draft should be fully vetted through the shared governance process, including constituencies and leadership teams, to make sure concerns of the constituents are addressed. This will allow the entire University to understand their role and the role of the selected committees within the process. An assessment process should be written into the ASPIRE document to capture and continually improve the important operations of the University. This should include a baseline survey of the understanding of the existing processes, so that it can be compared to a similar survey, once the ASPIRE process is fully implemented. The implementation should be completed by the four-year peer review, so the progress can be fully reported in the University's next self-study.

Recommendation Two:

Intentionally integrate the student experience (academic, support services and co-curricular activities) to create a holistic approach to measurable achievement of Pathways to Greatness, Goal 2A.

Currently, UVI has initiatives in place to enhance the capture and utilization of student success data, that have the potential to improve the student experience at UVI, positively inform student services, and impact student retention. While the Self-Study demonstrates successes of the current operations, and UVI provides a variety of options for students, the improved use of data and assessment information in program development and advising could transform UVI into a model for student success. Working together in a seamless way, UVI's Schools and Colleges must collaborate, with Student Affairs and other university entities, to ensure that relevant, experiential learning is provided; and that it contributes to overall student outcomes that impact holistic development of the UVI graduate. This will foster the integration of standards III and IV, as well as expand the implementation of standard V to extra and co-curricular activities. The implementation, of a holistic approach to student success and achievement, would set the University apart from its peers, institutional and aspirational, and make it a model for a student-centered approach to higher education. A benchmark should be created to measure how current students perceive their achievement of PTG:2A. Progress toward students attaining the attributes described in PTG:2A would be measured mid-way, and again at graduation. Focus on PTG:2A would ensure that the entire University embraces the goal, and each entity would see their role in moving the needle towards achieving the goal.

Recommendation Three:

Improve fiscal stability and accountability.

Fiscal stability remains critical for the University, and the Self-Study shows evidence of challenges, with respect to the requisite level of resources, to enable the University to achieve its strategic goals. Growing long-term obligations, such as pension plan contributions, healthcare benefits, compensation and increasing operational expenses, continue to strain the finances of the University, highlighting that careful consideration must be given to the short-term and long-term consequences of key decisions. In addition to growing existing revenue streams and creating new ones, the University's resource allocation process could be strengthened through an ongoing comprehensive budget review, and assessment of the linkage between budgeting and strategic planning. The outcomes of these processes should be shared with constituent groups to further enhance the University's transparency and accountability goals. This recommendation will strengthen the achievement of standards VI, I, and II, but it will also provide an improved platform to support the University's continued ability to meet standards III, IV, and V. It will build a strong financial base, that would enable the University to achieve its mission, and remain financially viable.

Conclusion

UVI's anchor is its students, and it exists to serve students, and to ensure they excel, and that their dreams are not short circuited. UVI exists so that those, who others may have rejected, become the head of the academic cornerstone of life. UVI exists so that its students, who are being wooed by the most prestigious institutions in the country, can be academically inspired and challenged here, as much as they would if they had left these beautiful islands. UVI exists so that no student, or their dreams, falls through the cracks of the educational process.

UVI is critically important to the U.S. Virgin Islands, the Caribbean, and the mainland during these challenging political and social times. UVI must be the voice of reason. It must bring facts and analysis, to challenge fear and hyperbole. It must lead with its heart, yet always use its head. It must look within, and correct its internal

challenges, without forgetting that it ultimately exists to serve others. The resilience of the institution is even greater than it was during the last decennial visit, and this resilience is exceeded only by an abundance of creative energy. The sharp and uncomfortable objects, it has consumed, will only make the University more beautiful, more creative, and more resilient. The soul of UVI is intact, and will continue to inspire as it charts the next stage on the quest for greatness.

UVI must also focus on the needs of those who are serving its students. Its faculty, staff, and administrators, who have carried, and continue to carry a very heavy load, must be nurtured and supported. The institution's success is due to their collective sacrifices and dedication. They are the soul of the University and during "trying times," the University must pour its soul, and resources, into the well from whence it draws its strength.

University of the Virgin Islands



Pillars of Greatness



List of UVI Acronyms

A

AAS	Albert A. Sheen Campus on St. Croix
AAUP	American Association of University Professors
ACBSP	Accreditation Council for Business Schools and Programs
ACEN	Accreditation Commission for Education in Nursing
ACES	Access and Enrollment Services
ACT	American College Testing
ADA	Americans with Disability Act
AES	Agricultural Experiment Station
AGB	Association of Governing Boards of Universities & Colleges
APLU	Association of Public and Land Grant Universities
ASN	Associate of Science in Nursing
ARSA	Academic, Research and Student Affairs Committee
ASQ	Admitted Student Questionnaire
AUP	Acceptable Use Policy
AVPI	Anti-Violence and Peace Initiative

B

B&G	Buildings and Grounds Committee
BOT	Board of Trustees
BSN	Bachelor of Science in Nursing
BU	Boston University
BUSM	Boston University School of Medicine

C

CAP	Career Advancement Policy
CAPE	Caribbean Advanced Proficiency Examinations
CBA	Collective Bargaining Agreement
CCAMPIS	US Department of Education-Child Care Access Means Parents in School
CCRA	College Cost Recovery Act
CCSA	Cooperative Center for Study Abroad
CDP	Comprehensive Development Plan
CEA	Campus Executive Administrators
CELL	Center for Community Engagement and Life-long Learning
CERC	Caribbean Exploratory Research Center
CES	Cooperative Extension Service
CETL	Center for Excellence in Teaching and Learning
CEU	Continuing Education Units
CHEA	Council for Higher Education Accreditation
CHP	Credit Hour Production
CIP	Collaborative Implementation Project
CIRP	Cooperative Institutional Research Program Freshman Survey
CLA	Collegiate Learning Assessment
CLASS	College of Liberal Arts and Social Science
CMES	Center for Marine and Environmental Studies
COI	Conflict of Interest
CPAC	St. Croix Presidential Advisory Committee
CPM	Certified Public Manager
CRL	College Reading and Learning Association
CSAP	Center for Spirituality and Professionalism
CSM	College of Science and Math
CSS	Center for Student Success
CVI	College of the Virgin Islands

D

DFW	Grade of D or F or Withdraw
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E

EAB	Educational Advisory Board Student Success Collaborative
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EAL	Environmental Analysis Laboratory
ECC	Eastern Caribbean Center
ECS	Emerging Caribbean Scientists
ERP	Emergency Response Plan
ESL	English as a Second Language

F

FAFSA	Free Application for Federal Student Aid
FDS	Freshman Development Seminar
FEC	Faculty Executive Committee
FIU-CIARA	Florida International University's Center for Internet Augmented Research and Assessment
FPM	Faculty Policy Manual
FSSE	Faculty Survey of Student Engagement
FTE	Full Time Equivalent
FUV	Foundation of the University of the Virgin Islands

G

GBE	General business education
GCE	General Certificate of Education
GED	General Education Equivalency Diploma
GeoCAS	Institute of Geocomputational Analysis and Statistics
GEP	Global Engagement Partnerships
GILMD	Global Institute for Leadership and Management Development
GIS	Geographic Information Systems
GPA	Grade Point Average
GVI	Government of the Virgin Islands

H

HBCU	Historically Black Colleges and Universities
HBCU-UP	Historically Black Colleges and Universities Undergraduate Program
HIPAA	Health Information and Portability Accountability Act
HR	Human Resources
HR	Manual Human Resources Policy Manual

I

IA	Office of Institutional Advancement
IACET	International Association of Continuing Education and Training
IACUC	Institutional Animal Care Committee
IBRP	Integrated Business Research Project
IEAAB	Institutional Effectiveness and Assessment Advisory Board
IL	Information Literacy
ILOE	Institute for Leadership and Organizational Effectiveness
IPEDS	Integrated Post Secondary Education Data System
IRB	Internal Review Board
IRP	Institutional Research and Planning
ISIA	Information Services & Institutional Assessment
ISP	Internet Service Provider
IST	Information Systems and Technology
IT	Information Technology
ITS	Information and Technology Services

K

KPI's	Key Performance Indicators
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L

LCME	Liaison Committee for Medical Education
LAI	Liga Atletica Interuniversitaria

M

MARC	Maximizing Access to Research Careers
MCAT	Medical College Admission Test®
MFT	Major Field Test

MMSC	MacLean Marine Science Center
MOU	Memoranda of Understanding
MSCHE	Middle States Commission on Higher Education
MV	Seven Management Values

N

NAIA	National Association of Intercollegiate Athletics
NASA	National Aeronautics and Space Administration
NCATE	National Council for Accreditation of Teacher Education
NCBA	National Black College Alumni
NCLEX	National Council Licensure Examination
NIH	National Institutes of Health
NSE	National Student Exchange Program
NSF	National Science Foundation
NSSE	National Survey for Student Engagement

O

OECD	Organization for Economic Cooperation and Development
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P

PDP	Professional Development Plans
PLLO's	Program-level learning outcomes
PLTL	Peer Led Tutor Learning
PRC	Personnel Review Committee
PRO	Public Relations Office
PRR or PRR 2012	Periodic Review Report
PTF	Planning Task Force
PTG	Strategic Plan 2017: Pathways to Greatness

R

RCA	Reichhold Center for the Arts
RFP	Request for Proposals
RISE	Research Initiative for Scientific Enhancement
ROA	Record of Activities
RPS	Research and Public Service
RPT	Retention, Promotion and Tenure
RTPark Or RTP	UVI Research and Technology Park

S

SAC	Space Allocation Committee
SAFRA	Student Aid and Fiscal Recovery Act
SAILS	Standardized Assessment of Information Literacy Skills
SAT	Standardized Academic Testing
SBA	U.S. Small Business Administration
SGA	Student Government Association
SIDS	Small Island Developing States
SLO	Student Learning Outcomes
SOB	School of Business
SOE	School of Education
SON	School of Nursing
SPOL	Strategic Planning Online
SSI	Self Study Initiative Steering Committee
STEM	Science, Technology, Engineering and Mathematics
STJ	St. John Island
STJAC	St. John Academic Center
STT	St. Thomas Island
STX	St. Croix Island
SWP	Sisters with Purpose

T

TBD	To Be Determined
TMCF	Thurgood Marshall College Fund
TMS	Tuition Management System
TOEFL	Test of English as a Foreign Language
TPAC	St. Thomas Presidential Advisory Committee

U

U.S.V.I.	United States Virgin Islands
UBC	University Budget Committee
UPAC	University Parking Advisory Committee
USDA-NIFA	United States Department of Agriculture National Institute of Food and Agriculture
USM	University of St. Martin
UVI	University of the Virgin Islands
UVI	Catalog University of the Virgin Islands Undergraduate Catalog 2016-2018
UVICELL	Community Engagemnt and Lifelong Learning Center
UVISOM	UVI School of Medicine

V

V.I.C.	Virgin Islands Code
VC	Videoconferencing
VI-EPSCoR	Virgin Islands Experimental Program to Stimulate Research
VI-SBDC	Virgin Islands Small Business Development Center
VIBLN	Virgin Islands Board of Nurse Licensure
VICA	Virgin Islands Council on the Arts
VICCC	Virgin Islands and Caribbean Cultural Center
VIERS	Virgin Islands Environmental Resource Station
VIMAS	Virgin Islands Marine Advisory Service
VINGN	Virgin Islands Next Generation Network
VIPA	Virgin Islands Port Authority
VIUCEDD	Virgin Islands University Center for Excellence in Developmental Disabilities

W

WRRRI	Water Resources and Research Institute
WUVI	UVI Radio Station

Meet the President's Cabinet

DR. DAVID HALL

PRESIDENT



DR. CAMILLE A. MCKAYLE

PROVOST & VP OF ACADEMIC AFFAIRS



MRS. SHIRLEY LAKE-KING

CFO & VP OF ADMINISTRATION & FINANCE



Dr. David Hall became the fifth president of the University of the Virgin Islands on August 1, 2009. At that same time, he was also awarded a Distinguished Professorship of Spirituality and Professionalism at UVI.

Dr. Camille A. McKayle is the Provost and Vice President of Academic Affairs. She had previously served as Dean of the College of Science and Mathematics.

Mrs. Shirley Lake-King is the Chief Financial Officer and Vice President for Administration and Finance. In this capacity, she serves as the Corporate Secretary/Treasurer of the University and the University's Research and Technology Park.

MR. MITCHELL NEAVES

VP OF INSTITUTIONAL ADVANCEMENT



Mr. Mitchell Neaves serves as Vice President for the Institutional Advancement which comprises Alumni Affairs, Development, Public Relations and the Reichhold Center for the Arts. These areas work in concert with various constituents including a diverse network of community stakeholders in the Virgin Islands, Caribbean and U.S. Mainland.

Mrs. Tina Koopmans is the Vice President of Information Services and Institutional Assessment. Mrs. Koopmans is responsible for accreditation, strategic planning, assessment, technology, and libraries.

MRS. TINA KOOPMANS

VP OF INFORMATION SERVICES & INSTITUTIONAL ASSESSMENT



DR. HALDANE DAVIES

VP FOR BUSINESS DEVELOPMENT & INNOVATION



Dr. Haldane Davies is the Vice President for Business Development and Innovation. Davies leads the University's agenda to create new and innovative opportunities for income generation through targeted expansion, sustainability and growth of programs, strategic partnerships, contract acquisitions, and entrepreneurial activities.

Ms. Una Dyer serves as the Director of Presidential Operations. Dyer oversees the daily operations of the Office of the President and is one of two recipients of the President's Appreciation Award of June 2016 as a result of her outstanding contributions to the University.

MS. UNA DYER

DIRECTOR OF PRESIDENTIAL OPERATIONS



Mr. Stephan Moore is the Dean of Student Affairs on the Albert A. Sheen Campus (AAS) on St. Croix. Moore has been a professional in the field of higher education and student affairs for more than 12 years.

Mrs. Verna J. Rivers is the Dean of Student Affairs on the St. Thomas Campus. For 20 years, Rivers has served at UVI in various roles, including as an administrator and counseling supervisor in the Division of Student Affairs, and as a training and benefits supervisor in the Department of Human Resources.

MR. STEPHAN MOORE

DEAN OF STUDENT AFFAIRS AAS CAMPUS



Mrs. Nereida Washington is the Director of Campus Operations and Facilities on the Albert A. Sheen Campus (AAS) on St. Croix. Ms. Washington is charged with overseeing a broad range of departments including Business Services, Maintenance, Custodial, Grounds, Bookstore, Security and Compliance.

Dr. Frank L. Mills is the Vice Provost for Research and Public Service, and holds the rank of Professor of Social Sciences.

Dr. Kevin Williams is the Vice Provost for Access & Enrollment. Dr. Williams comes to UVI having served in leadership roles in enrollment management, admissions, retention and diversity – most recently at Talladega College in Alabama, but also at Mississippi Valley State University, Clark Atlanta University, Morehouse College, Ross University and others.

MRS. VERNA J. RIVERS

DEAN OF STUDENT AFFAIRS ST. THOMAS CAMPUS



MRS. NEREIDA WASHINGTON
DIRECTOR OF CAMPUS OPERATIONS & FACILITIES AAS CAMPUS



DR. FRANK L. MILLS

VICE PROVOST RESEARCH & PUBLIC SERVICE



DR. KEVIN WILLIAMS

VICE PROVOST ACCESS & ENROLLMENT



