Fifth-Year Interim Report

March 25, 2013
# University of Virginia  
**Fifth-Year Interim Report**

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Part I: Signatures Attesting to Integrity  
(Applicable to all institutions)

Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that the University of Virginia has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: March 25, 2013

Accreditation Liaison

Name of Accreditation Liaison David A. Wolcott

Signature

Chief Executive Officer

Name of Chief Executive Officer Teresa A. Sullivan

Signature
Southern Association of Colleges and Schools
Commission on Colleges

INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution  University of Virginia

Name, Title, Phone number, and email address of Accreditation Liaison
David A. Wolcott
Associate Vice Provost for Academic Accreditation
(434) 924-7244
wolcott@virginia.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
David A. Wolcott
Associate Vice Provost for Academic Accreditation
(434) 924-7244
wolcott@virginia.edu

Submission date of this completed document:  March 25, 2013
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - Professional degree program(s)
   - Master's degree program(s)
   - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - Doctoral degree program(s)
   - Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)
   - Occupational certificate or diploma program(s)
   - Occupational degree program(s)
   - Two-year programs designed for transfer to a baccalaureate institution
   - Liberal Arts and General
   - Teacher Preparatory
   - Professional
   - Other (Specify) _____
Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
    Name of corporation OR Name of religious affiliation and control: _____
  - Independent, for-profit *
    If publicly traded, name of parent company: _____

- Public state * (check one)
  - Not part of a state system, institution has own independent board
  - Part of a state system, system board serves as governing board
  - Part of a state system, system board is super governing board, local governing board has delegated authority
  - Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.”

**INSTITUTIONAL INFORMATION FOR REVIEWERS**

**Directions:** Please address the following and attach the information to this form.

1. **History and Characteristics**

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.
2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Site Locations and Distance and Correspondence Education

Off-Site Locations:

List locations (country, state, and city) where course work toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.

Distance and Correspondence Education

Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

4. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which of the other accrediting agencies serves that purpose.

(3) List any agency that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report. Include a copy of the letter to the institution from the agency.

5. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History

Adopted: September 2004
Updated: February 2008
Revised: March 2011
Edited: January 2012
Institutional Information for Reviewers
University of Virginia

1. History and Characteristics

Founded by Thomas Jefferson in 1819, the University of Virginia ("the University," "U.Va.") sustains the ideal of developing leaders who are well-prepared to shape the future of the nation. Mr. Jefferson designed the "academical village," which forms the core of the University's Grounds, intending it to be a place where shared learning would infuse daily life. The University is a public institution, chartered by the Commonwealth of Virginia, though it is nourished by the strong support of its alumni.

The University's primary geographic service area is the Commonwealth of Virginia, which it serves through the main campus in Charlottesville and five regional centers located across the state. In 2012-13, on-Grounds student enrollment included 14,641 undergraduates, 4,755 graduate students, and 1,699 first-professional students in law and medicine. Admission is highly selective. Students come from 50 states and 135 foreign countries. Sixty-nine percent of undergraduate students are residents of the Commonwealth of Virginia. The University has a first-year retention rate of 97.5 percent and a six-year graduation rate of 93.3 percent. The University's Data Digest provides more detailed information about the institution.  

The University is composed of 11 schools: the College and Graduate School of Arts and Sciences, the Curry School of Education, the Darden Graduate School of Business Administration, the Frank Batten School of Leadership and Public Policy, the McIntire School of Commerce, the School of Architecture, the School of Continuing and Professional Studies, the School of Engineering and Applied Science, the School of Law, the School of Medicine, and the School of Nursing.

The State Council of Higher Education for Virginia (SCHEV) maintains a list of 25 peer institutions for U.Va. The University's Board of Visitors has defined the following eight institutions as the institutional peer group: Cornell University, Duke University, University of California-Berkeley, University of California-Los Angeles, University of Michigan, University of North Carolina-Chapel Hill, University of Pennsylvania, and Vanderbilt University.

2. List of Degrees

The University of Virginia confers the following degrees. In addition to these degrees, the University confers undergraduate, graduate, and non-credit certificates abbreviated throughout this report as CERT-UG, CERT-G, CERT-NC, respectively. Table 1 details (1) degrees and certificates, (2) the major(s) within each degree and certificate program, and (3) the number of graduates for each during the 2011-12 academic year (summer 2011, fall 2011, and spring 2012). Degree and certificate programs are grouped by school.

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1 See http://avillage.web.virginia.edu/iaas/instreports/reportmain.shtm.
2 See http://research.schev.edu/peergroups/listpeers_fouryr_rbc.asp?code=1&abbrev=UVA.
BA  Bachelor of Arts
BARH  Bachelor of Architectural History
BIS  Bachelor of Interdisciplinary Studies
BS  Bachelor of Science
BSC  Bachelor of Science in Commerce
BSED  Bachelor of Science in Education
BSN  Bachelor of Science in Nursing
BUEP  Bachelor of Urban and Environmental Planning
DBA  Doctor of Business Administration
DNP  Doctor of Nursing Practice
EDD  Doctor of Education
EDS  Education Specialist
JD  Juris Doctor
LLM  Master of Laws
MA  Master of Arts
MAPE  Master of Arts in Physics Education
MARCH  Master of Architecture
MARH  Master of Architectural History
MBA  Master of Business Administration
MCS  Master of Computer Science
MD  Doctor of Medicine
ME  Master of Engineering
MED  Master of Education
MEP  Master of Engineering Physics
MFA  Master of Fine Arts
MLA  Master of Landscape Architecture
MMSE  Master of Materials Science and Engineering
MPH  Master of Public Health
MPP  Master of Public Policy
MS  Master of Science
MSN  Master of Science in Nursing
MT  Master of Teaching
MUEP  Master of Urban and Environmental Planning
PHD  Doctor of Philosophy
SJD  Doctor of Juridical Science
Table 1. Degree Programs, Certificate Programs, and Program Graduates

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</table>
3. Off-Site Locations and Correspondence Education

Off-Site Locations

Table 2 details off-site locations, as of spring 2013, where coursework toward a credit-bearing educational program – degree or certificate – may be obtained primarily through traditional classroom instruction. For each off-site location, the table includes the educational program(s) offered and whether a student may obtain 50 percent of credits toward completion of the educational program(s).

Endorsement, licensure, and course series offerings, which are collections of coursework and are not considered educational programs, are not included. In addition, this section does not include off-site locations where coursework toward a credit-bearing educational program is not obtained primarily through traditional classroom instruction. Examples of such locations include clinical rotations for medical students and externships for law students.

[remainder of page intentionally left blank]
<table>
<thead>
<tr>
<th>Location</th>
<th>City</th>
<th>State</th>
<th>Credential</th>
<th>Field</th>
<th>50% or More?</th>
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<td>BAE Systems</td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
<td>Y</td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
<td>N</td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
<td>N</td>
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<td>Fairfax County Public Schools-Leis Instruction Center</td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
<td>N</td>
</tr>
<tr>
<td>Federal Bureau of Investigation (FBI) Academy</td>
<td>Quantico</td>
<td>Va.</td>
<td>CERT-G</td>
<td>Criminal Justice Education</td>
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<tr>
<td>Federal Government Facility</td>
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<td>Va.</td>
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<td>Procurement and Contracts Management</td>
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<tr>
<td>Flint Hill School</td>
<td>Oakton</td>
<td>Va.</td>
<td>M.Ed.</td>
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<tr>
<td>Hampton Roads Agricultural Research and</td>
<td>Virginia Beach</td>
<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
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<tr>
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<td>Va.</td>
<td>Ed.S</td>
<td>Administration and Supervision</td>
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<tr>
<td>Newport News Center (Hampton Roads Center)*</td>
<td>Newport News</td>
<td>Va.</td>
<td>CERT-G</td>
<td>Reading Specialist</td>
<td>Y</td>
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<tr>
<td>Northern Virginia Center*</td>
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<td>CERT-G</td>
<td>Administration and Supervision</td>
<td>Y</td>
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<tr>
<td></td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Reading Specialist</td>
<td>Y</td>
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<td></td>
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<td>Y</td>
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<td>Va.</td>
<td>Ed.D.</td>
<td>Administration and Supervision</td>
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<td>Va.</td>
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<td>Va.</td>
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<td>Y</td>
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<tr>
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<td>CERT-NC</td>
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<tr>
<td>Location</td>
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<td>Credential</td>
<td>Field</td>
<td>50% or More?</td>
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<tr>
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<td>Accounting</td>
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<tr>
<td>Northern Virginia Community College</td>
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<td>Va.</td>
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<tr>
<td>Sterling</td>
<td>Va.</td>
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<td>Richmond Center*</td>
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<td>Va.</td>
<td>CERT-G</td>
<td>Administration and Supervision</td>
<td>Y</td>
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<td>Richmond</td>
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<td>CERT-G</td>
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<td>Richmond</td>
<td>Va.</td>
<td>Ed.S</td>
<td>Administration and Supervision</td>
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<td>M.S.</td>
<td>Management of Information Technology</td>
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</table>

* University-operated regional center
Distance and Correspondence Education

Table 3 details credit-bearing educational programs, as of spring 2013, where 50 percent or more of the credit hours are delivered through distance education modes, as well as the mode of delivery. The University offers three credit-bearing educational programs via distance education where less than 50 percent of the credit hours are delivered through distance education modes – an MBA, an MSN, and an MED in Educational Psychology-Social Foundations. As of spring 2013, U.Va. does not deliver distance education programs to specific sites.

Table 3. Educational Programs in which 50 Percent or More of Credit Hours are Delivered through Distance Education

<table>
<thead>
<tr>
<th>Credential</th>
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<td>CERT-G</td>
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<tr>
<td>MED</td>
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<td>EDS</td>
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<tr>
<td>MAPE</td>
<td>Physics</td>
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<tr>
<td>CERT-G</td>
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<td>eMarketing</td>
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<td>CERT-G</td>
<td>Information Security Management</td>
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<td>Leadership in Human Resources Management</td>
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<td>CERT-G</td>
<td>Procurement and Contracts Management</td>
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<td>Information Technology</td>
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<tr>
<td>ME</td>
<td>Chemical Engineering</td>
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<tr>
<td>ME</td>
<td>Civil Engineering</td>
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<tr>
<td>ME</td>
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<td>MMSE</td>
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<td>ME</td>
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<tr>
<td>CERT-G</td>
<td>Public Health Nursing Leadership</td>
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</table>
4. Accreditation

(1) Table 4 details the agencies that accredit educational programs at the University, including the date of the last accreditation by each agency. [Note: This section does not include accreditation by non-academically-related agencies, such as the Commission on Accreditation for Law Enforcement Agencies (CALEA) and the Joint Commission on Accreditation of Health Care Organizations (JCAHO). It also does not include the Accreditation Council for Graduate Medical Education (ACGME), which accredits non-degree, residency training programs in the U.Va. Medical Center.]

(2) The Commission on Colleges is the University’s primary accreditor for access to U.S. Department of Education Title IV funding.

(3) Since the University’s last reaffirmation, in 2007, no accrediting agency has terminated accreditation of a U.Va. educational program. U.Va. voluntarily resigned from the National Association of Schools of Theatre (Commission on Accreditation), after submission of its decennial SACSCOC compliance certification, in November 2006. [A copy of the letter to the agency from the institution, as well as a copy of the letter to the institution from the agency, is included at the end of this document.]

(4) Within the last two years, one accrediting agency has applied sanctions or taken negative actions against the University. In December 2012, the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) placed the University on Warning, for 12 months, for noncompliance with Core Requirement 2.2 (Governing Board) and Comprehensive Standard 3.7.5 (Faculty Role in Governance). [A copy of the letter to the institution from the agency is included at the end of this document.]

[remainder of page intentionally left blank]
<table>
<thead>
<tr>
<th>Agency</th>
<th>Program</th>
<th>Date of Last Accreditation</th>
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<tbody>
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<td>Southern Association of Colleges and Schools Commission on Colleges</td>
<td>Institution</td>
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<tr>
<td>College and Graduate School of Arts and Sciences</td>
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</tr>
<tr>
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<tr>
<td>Curry School of Education</td>
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<tr>
<td>American Psychological Association</td>
<td>PhD in Clinical Psychology</td>
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<tr>
<td>American Speech-Language-Hearing Association</td>
<td>MEd in Speech Communication Disorders</td>
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<tr>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
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<td>2011</td>
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<tr>
<td>Commission on Accreditation of Athletic Training Education*</td>
<td>MEd in Kinesiology</td>
<td>2009</td>
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<td>Teacher Education Accreditation Council</td>
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<td>2011</td>
</tr>
<tr>
<td>Teacher Education Accreditation Council</td>
<td>PhD in Education-Administration and Supervision</td>
<td>2011</td>
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<tr>
<td>Teacher Education Accreditation Council</td>
<td>MEd in Curriculum &amp; Instruction-Reading Education</td>
<td>2007</td>
</tr>
<tr>
<td>Darden Graduate School of Business Administration</td>
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<td>Association to Advance Collegiate Schools of Business</td>
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<tr>
<td>Mcintire School of Commerce</td>
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<tr>
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<td>Association to Advance Collegiate Schools of Business</td>
<td>MS in Management of Information Technology</td>
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<td>Date of Last Accreditation</td>
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* recently assumed accreditation responsibilities from the National Athletic Trainers’ Association (NATA). 2009 accreditation conferred by NATA.

[remainder of page intentionally left blank]
The University’s PhD in Psychology (Clinical Program) is an applicant for accreditation with the Psychological Clinical Science Accreditation System (PCSAS). In addition to the accrediting agencies listed above, various University programs are certified by, or retain membership in, the American Chemical Society (ACS), the Association of American Law Schools (AALS), the Virginia Board of Education, and the Virginia Board of Nursing.

5. Relationship to U.S. Department of Education

Within the previous three years, the University of Virginia has not been subject to any suspensions, limitations, or terminations by the U.S. Department of Education with regard to student financial aid or other financial aid programs. U.Va. voluntarily operates under the reimbursement payment method for federal financial aid funds. It has not been subject to exceptional status by the federal government or the Commonwealth of Virginia with respect to student financial aid.
November 25, 2006

NAST
Att: Samuel Hope, Executive Director
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190

Dear Mr. Hope,

Let this notice serve to inform you that the Department of Drama at the University of Virginia will not seek to renew its accreditation through the National Association of Schools of Theatre.

The Drama Department particularly wishes to acknowledge the efforts of NAST evaluators who worked with us throughout the initial accreditation process.

Sincerely,

Thomas Bloom
Chair/Drama
National Association of Schools of Theatre

March 13, 2007

Thomas Bloom
Chair, Department of Drama
University of Virginia
P.O. Box 400128
Charlottesville, VA 22904-4128

Dear Thomas:

It is with deep regret that we accept your institution's resignation from NAST as indicated in your letter dated November 23, 2006. We have caused our records to show the change of membership as of this date.

We hope that the future will bring conditions that will cause you to once again consider NAST Membership.

Please find enclosed an application for individual membership and consider this as a means to stay involved with the Association despite the resignation of membership by your institution.

We send every good wish for the continuing success of your program. Please do not hesitate to contact us if the Association may ever be of assistance in any way.

With best regards, I remain

Sincerely yours,

Samuel Hope
Executive Director

SHiko
Enclosure

Sec. John T. Castle, III, President
University of Virginia
Carole Brandt, President
National Association of Schools of Theatre
January 15, 2013

Ms. Teresa A. Sullivan
President
University of Virginia
1827 University Avenue
Charlottesville, VA 22904

Dear Ms. Sullivan:

The following action regarding your institution was taken at the December 2012 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reviewed two responses provided by the University of Virginia to requests from the SACS Commission on Colleges regarding governance issues that came to the Commission’s attention through news articles and other types of unsolicited information. The institution’s response addressed its ongoing compliance with three of the Principles of Accreditation identified by Commission staff: Principle 1.1 (Integrity), Core Requirement 2.2 (Governing Board), and Comprehensive Standard 3.7.5 (Faculty role in governance).

Following review of all materials submitted by the institution, the Commission recommended continued accreditation and that the institution be placed on Warning for twelve months for failure to comply with Core Requirement 2.2 (Governing Board) and Comprehensive Standard 3.7.5 (Faculty role in governance). The Commission on Colleges authorized a Special Committee to visit the institution. In preparation for that visit, the institution is requested to submit a Monitoring Report due four weeks in advance of the Special Committee visit, but no later than September 9, 2013, addressing the following referenced standards of the Principles:

CR 2.2 (Governing Board)
The institution’s first response to the Commission’s request regarding ongoing compliance with CR 2.2 was too general; therefore, additional information was requested. In its second response, the institution provided a revised policy outlining the removal of a president; however, it did not include a description of the specific procedure for such a removal. In addition, the situation and the institution’s response raised questions about the possibility of control by a minority of the Board of Visitors in other matters. As part of your response to this standard, provide evidence that safeguards are in place that would prevent control by a minority of the board, or by organizations or interests separate from the Board. The intent of the membership in developing and approving this standard was to ensure that members of an institution’s governing board act with authority as a collective entity responsible for holding in trust the well-being of the institution.
CS 3.7.5 (Faculty role in governance)

Although the institution's second response indicated that the Board has taken steps to increase the involvement of faculty in academic and governance matters, the responsibility and authority of faculty in these matters remain unclear. The institution should demonstrate that it publishes policies on the responsibility and authority of faculty in academic and governance matters and that these policies are appropriately approved, implemented, and enforced by the institution.

This standard was designed by the membership for institutions to explicitly delineate the responsibilities and authority of its faculty in academic and governance affairs. The standard does not dictate what those responsibilities should include; however, it does expect an institution to publish and adhere to such policies that clarify the role of faculty in relation to other constituencies regarding the fundamental academic and governance aspects of the institution.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution. When submitting your report, please send five copies to your Commission staff member.

Because your institution has been placed on a sanction, the Commission calls to your attention the enclosed policy entitled "Sanctions, Denial of Reaffirmation, and Removal from Membership."

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all the standards and requirements of the Principles of Accreditation within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution does not comply with all the standards and requirements of the Principles, representatives from the institution may be required to appear before SACS/COC Board of Trustees, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board determines good cause at that time, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Board does not determine good cause, the institution must be removed from membership. (See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership."

The Commission may stipulate, at its discretion, that a Special Committee visit an institution. As noted earlier, a Special Committee has been authorized to visit your institution to review evidence of compliance with the specific standards of the Principles of Accreditation cited in this notification letter. The Committee may extend its initial focus if any evidence of additional accreditation-related concerns comes to its attention. Your Commission staff member will contact you to discuss arrangements for this Special Committee.
Ms. Teresa A. Sullivan  
January 15, 2013  
Page Three

If you have any questions regarding this letter or the process, please contact your Commission staff member.

Sincerely,

Belle S. Wheeler

Belle S. Wheeler, Ph.D.  
President

BSW:sf

Enclosures

cc: Dr. Mark V. Smith  
    Ms. Helen E. Dragas, Chair of the Board
University of Virginia Quality Enhancement Plan
Executive Summary

"Enhancing Student-Faculty Engagement"

The University of Virginia has selected "Enhancing Student-Faculty Engagement" as the topic of its Quality Enhancement Plan. One of the hallmarks of the University of Virginia is its community of discovery, in which students are made partners in the learning process. At the core of this experience are meaningful student-faculty interactions that take place in a variety of settings. The goal of the University's QEP is to build on this foundation by creating new opportunities for student-faculty engagement to enhance student learning. The University specifically seeks to affect student learning profoundly in two specific areas: making research a fundamental part of the student experience, and incorporating thoughtful public service into the curriculum.

This plan provides the University the opportunity to build upon recent and important long-range strategic planning on the part of the Board of Visitors, senior administration, and faculty. Past U.Va. data from the National Survey of Student Engagement and from institutional surveys of alumni ground the QEP topic selection in the student learning experience. Furthermore, the data provide strong evidence that the level and quality of student interaction with faculty members could be improved.

Over the next five years, the University of Virginia will undertake seven QEP initiatives to enhance student-faculty engagement and to support its two fundamental student-learning objectives related to student research and public service.

Objective #1: Make research a fundamental part of the student experience
Objective #2: Incorporate thoughtful public service into the curriculum

Major Learning-Related Initiatives:
1. Increase Opportunities for Student-Faculty Research
2. Incorporate thoughtful public service into the curriculum

Supporting Management Requirement Initiatives:
3. Offer More Small Classes
4. Formalize and Expand Student-Faculty Lunch and Dinner Programs
5. Foster Engagement through Academic Advising
6. Expand Services of the Center for Undergraduate Excellence
7. Develop and Improve Mechanisms to Communicate Opportunities

For each learning-related initiative, the University has identified multiple learning outcomes, along with specific measures for assessing them. Further, specific action items that are central to the support of the QEP, e.g., offering more small classes and expanding the services of the Center for Undergraduate Excellence, are already underway. Incorporating thoughtful advice from the SACS Visiting Committee has strengthened the University's approach to its QEP initiatives.

Contact Person:
E. Clorisa Phillips, Ph.D.
Associate Provost for Institutional Advancement
Office of the Executive Vice President and Provost
cp4t@virginia.edu
In 2007, the University of Virginia submitted its Quality Enhancement Plan, entitled “Enhancing Student-Faculty Engagement.” Recognizing that meaningful interactions between students and faculty members are at the core of the learning experience, the University identified two fundamental objectives to advance and strengthen opportunities for student-faculty engagement:

1. Making research a fundamental part of the student experience (undergraduate research), and
2. Incorporating thoughtful public service into the curriculum (academic public service).

The University also proposed five initiatives in support of the overall goal of enhancing student-faculty engagement:

1. Offer more small classes
2. Formalize and expand student-faculty lunch and dinner programs
3. Foster engagement through academic advising
4. Expand services of the Center for Undergraduate Excellence, and
5. Develop and improve mechanisms for communicating opportunities.

The University’s QEP brought together ideas and goals that had emerged from several University planning processes, including the Ten-Year Academic Plan under development at the time of the QEP’s submission. In 2007, then-President John Casteen charged the newly convened Commission on the Future of the University (a group of faculty, students, and administrators) with proposing strategic directions for the University for the next 10 years. The Commission recommended three priorities: (1) the Student Experience, (2) Science and Technology, and (3) Global Education. The University’s governing board, the Board of Visitors, supported the Commission’s priorities and allocated funds to carry out initiatives advanced through the Commission process. These funds supported implementation of the QEP’s two fundamental initiatives on undergraduate research and public service.

Institutional support for the QEP has continued through major changes in University leadership and a significant economic downturn. Throughout these transitions, the University has maintained its commitment to the QEP, making changes as necessary and, in some instances, not achieving anticipated rates of growth due to resource limitations.

Undergraduate Research: Implementation and Assessment

Implementation of Undergraduate Research
The first objective of U.Va.’s plan was to make research a fundamental part of the student experience for an increasing number of students. To achieve this fundamental objective, the University identified “increasing opportunities for student-faculty research” as the major learning-related initiative. It said it would (1) begin creating 25 new research grants per year, starting in 2007-08, (2) solicit private funding to sustain additional research grants, and (3) reach a goal of awarding 125 undergraduate research grants by 2011-12. The University accomplished each of these items.

Implementation: New Research Grants
Since spring 2008, the University has introduced four new research grant programs to supplement the Harrison Undergraduate Research Award program, an existing program that supported undergraduate research in all fields. Each of these competitive award programs requires students to write a research
proposal, identify a faculty advisor who will guide their work over the course of the project, and present the final product. These grants are:

- The Community-Based Undergraduate Research Grant (CBURG), designed to encourage research projects undertaken in collaboration with a community partner.
- The Double Hoo Research Grant, supporting undergraduate-graduate student pairs who undertake substantive research projects.
- The University Award for Projects in the Arts, to support significant creative undertakings in such fields as studio art, choreography, drama, and musical composition.
- The Jefferson Public Citizens program, discussed in greater detail later in this report, for team projects combining research with community engagement.

In addition to these pan-University research programs, offices and departments throughout the institution introduced new research awards. These range from the Ingrassia Award for Echols Scholars in the College of Arts & Sciences to the Hereford Residential College research program.

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<thead>
<tr>
<th>Name of award</th>
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<th># of Students</th>
<th># of Projects</th>
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**Implementation: New Research Funding**

The University solicited private funding to sustain additional research grants. In 2008, the Harrison Award program was significantly strengthened when, after supporting the program with annual gifts for ten years, the Harrison family endowed the program with $3 million, allowing it to continue and grow. The Ingrassia family supported a new research award in their name available to Echols Scholars. The Jefferson Trust, a charitable arm of the U.Va. Alumni Association, provided $60,000 toward the Double Hoo Research Grant program, as well as supporting other research initiatives. Several families endowed individual research awards. In addition, offices throughout the University allocated funds toward undergraduate research programs, including the Community-Based, Double Hoo, and Arts awards.
**Implementation: Increase in Number of Grants**

The number of research grants at U.Va. has expanded greatly. Programs that did not exist in 2007 are now supporting from one to 59 undergraduate researchers each year; because there has been an increase in the number of opportunities for team projects, the University is counting the number of undergraduates participating in a research grant as the relevant number, rather than the actual number of grants. The chart above demonstrates that U.Va. exceeded its goal of awarding 125 undergraduate research grants by 2011-12.

**Implementation: Other Indicators**

Additional developments demonstrate that research has become a fundamental part of the undergraduate experience at U.Va., in and out of the classroom. Faculty members interested in advising student researchers and incorporating research into their courses have attended workshops and other gatherings, and the Faculty Senate’s Committee on Teaching, Research, and Scholarship held a student workshop on writing research proposals. In 2011, as part of her inaugural events, Pres. Teresa Sullivan initiated the first University-wide research/scholarship poster competition that included students. During 2011-12, a student-organized workshop on getting involved in research drew a standing-room-only crowd. And the number of research grant programs throughout the University continues to grow; for example, the Physics Department received funding in spring 2012 to launch a new undergraduate research grant in mass spectrometry.

Students are looking for new ways to publish their research. The *Oculus* undergraduate research journal, published by the Undergraduate Research Network, continues to flourish, as does the *Wilson Journal of International Affairs* and several literary journals. In 2010, students in the School of Engineering and Applied Science started *Spectra*, a new undergraduate research journal focused on science and engineering. Other student research publications established since 2007 include: *The Academical Heritage Review*, the *Virginia Policy Review*, and *Public*, which publishes research by Jefferson Public Citizens.

**Assessment of Undergraduate Research**

The University specified the following learning goal for undergraduate research:

> To develop in students the capacity to conduct academic research, and the habits of mind of learners who frame and contextualize knowledge within their own reasoned points of view, recognize that knowledge evolves, and actively rethink and question existing assumptions, arguments, methods of inquiry, and facts.

The University proposed that, over the course of the QEP, students would demonstrate a positive attitude toward research, competency and confidence in conducting research, and a growing understanding of how knowledge evolves through inquiry. Multiple instruments and approaches (e.g., rubrics, tests, and surveys, etc.) were employed to understand and assess (1) student participation, (2) the research experience, (3) student competency and intellectual development, and (4) student confidence in, and attitudes toward, conducting research. The resulting data demonstrate that, over the course of their undergraduate tenure, students are highly likely to undertake research and, in doing so, engage more fully in their own education, demonstrate both competency and confidence in conducting research, and learn not only the habits of mind of academic inquiry, but also an appreciation for the importance of the research endeavor and for their own education in research.
Assessment: Participation in Research
Student participation in course-based research is very high, based on surveys of graduating students and on analysis of course enrollments across all four years. Nearly all fourth-year students (94 percent) in 2012 reported that they were currently participating in or had done “a research project, creative activity, or research paper as part of coursework” during their tenure at the University. An analysis of course enrollment numbers (first- through fourth-year), payroll data, and research award recipient lists indicates that during the period 2004-05 and 2010-11, between 63.2 percent and 66.2 percent of degree recipients participated in an undergraduate research experience during their undergraduate career.

“Research” encompasses a wide range of endeavors. Four out of 10 fourth-year students reported participating in a capstone or senior research course, likely reflecting a continuing interest in and commitment to research. Nearly 60 percent reported having taken at least one research course and one- third at least one independent study course. Narrowing the definition of “research” to projects in which the student took responsibility for the entire research process—from selection of the research question through write-up and defense to a critical audience—51 percent of students in 2012 reported having conducted such a research project as part their undergraduate program of study. Analysis by program suggests that this is likely an underestimate (e.g., although all engineering and Bachelor of Interdisciplinary Studies students are required to submit such a research project, only 83 percent and 73 percent, respectively, reported conducting a “significant,” that is, full research project). It may be that students misinterpreted “significant” to mean “important” rather than as defined, or that they discounted team research projects (commonly undertaken by students in engineering and commerce).

Assessment: The impact of Research Participation on Student Experience
Data collected from surveys and structured interviews reveal that students who engage in undergraduate research are more likely to express higher levels of engagement with faculty, satisfaction with their educational experience, and confidence in their intellectual abilities. Specifically, students who had conducted a significant research project were significantly (p<.05) more likely than other students to report:

- More interactions with faculty, both in frequency and type of discussions.
- Greater engagement in their own education, such as contributing to class discussions, asking questions in class, choosing challenging courses, making class presentations, extensively revising a paper before submitting, raising their own standards for acceptable effort due to high standards of a faculty member, or helping a classmate better understand the course material.
- Greater satisfaction with advising, instruction, feedback, opportunities, personal contact with faculty, learning through research, and contribution of research experience to their education.
- Greater confidence in their ability to understand a specific field of study, conduct research, solve complex problems, think critically, write clearly and effectively, use scientific reasoning, judge value of information, and communicate to a critical audience.
- Greater agreement with University and departmental emphasis on teaching research methods.
- Greater agreement with the statement, “learning how to conduct research was an important goal for me while attending the University.”

Remarkable as these survey results are, they do not serve as evidence of causation or impact. The results could also be interpreted as an indication that students who are inclined to interact with faculty, be satisfied, and be confident in their abilities are more likely to participate in significant research.
A better, albeit qualitative, window on impact lies with individual interviews. When asked what they had learned from doing a significant research project (other than how to collect data, etc.), students emphasized that they had learned to be persistent and resilient throughout the process of finding a mentor, collecting data, evaluating information, and dealing with setbacks. They also noted that they had learned to maintain confidence in their ability to learn in the face of intellectual challenges.

Describing the difficulty and stress of finding a research mentor as an “awkward courtship,” students recommended that departments improve communications about research opportunities and those advisors who are willing to work with undergraduates. They emphasized the importance of finding a good mentor, which made the difference between having a research experience and having a great research experience, but they also highlighted the patience and courage it takes to do so. Students also recommended that they be exposed to the research process, through research seminars and learning of technical and close reading skills, sooner than their fourth year.

Assessment: Direct Assessment of Competency and Intellectual Development
Assessment of research papers and projects showed students to be competent researchers within their disciplines, although there is room for improvement. Faculty committees developed rubrics focusing on five learning outcomes, including approaching the study from a disciplinary point of view, forming a thoughtful research question, collecting and analyzing evidence, drawing conclusions, and communicating results. These rubrics were applied to student research projects, representing 13 disciplines, which had been submitted as course requirements. Overall, students appeared to be most competent at taking on a particular disciplinary approach, especially with respect to data collection methods. The disciplines differed substantially in research methods, ranging from scientific-style data collection in the laboratory or field to humanities-style close readings of texts. In general, students were less competent in analysis and drawing conclusions.

As one outcome of a research-rich undergraduate experience, one would expect students to gain a greater understanding of and appreciation for how knowledge grows and evolves. The most basic understanding of knowledge is dualistic: right/wrong, good/bad. At the other end of the scale, knowledge is not necessarily certain and the student learns that he or she has the responsibility to integrate knowledge and make decisions about what to believe. The Perry Scheme of Intellectual Development proposes a nine-point scale from Dualism to Relativism. To investigate assessing students’ intellectual development, the University administered two instruments developed by the Perry Network and the Center for the Study of Intellectual Development. Both instruments are used in exploratory, not confirmatory, research. While one instrument did not show significant change, the other revealed statistically significant (p<.05) positive movement along the scale of intellectual development between students in their third and eighth semesters. Students’ scores suggested that, on the Perry Scheme scale, students have grown to acknowledge diversity of opinion and uncertainty of knowledge.

Assessment: Attitude and confidence
Surveyed students indicated a positive attitude toward research and confidence in their own research skills, both increasing over time. Students strongly affirmed the University’s commitment to undergraduate education and agreed that their programs emphasized the teaching of research methods and skills. By their fourth year, students asserted strong support for the goal of learning research methods, suggesting that students increasingly learn the value of research through their four years. Not surprisingly, fourth-year students reported that their proficiency in conducting research had improved since their first year. Fourth-year students also expressed considerable confidence in conducting various aspects of research.
Academic Public Service: Implementation and Assessment

Implementation of Academic Public Service
The second objective of U.Va.’s plan was to incorporate thoughtful public service into the curriculum. To help achieve this, the University stated that it would establish a Leadership Scholars Program open to undergraduates in any major, increase service-oriented course offerings, expand internship/capstone service opportunities, and develop guidelines and review criteria for capstone projects. The University has accomplished each of these items.

Implementation: Establish Leadership Scholars Program
In 2009, the University launched the Jefferson Public Citizens program (JPC). JPC offers meaningful opportunities for students to connect civic engagement with academic learning, supporting both students and faculty through project grants, training workshops and events, and academic courses. It distinguishes itself from the University’s other co-curricular service programs by integrating community engagement with scholarship and reflection.

Some aspects of the program proposed in the QEP changed based on student, faculty, and alumni input. The name changed from Leadership Scholars to Jefferson Public Citizens. Alumni felt the term “public citizen” captured Thomas Jefferson’s intent for the University to “educate the citizenry to ensure their freedom.” Students also preferred the term “citizens” because it reflected their educational goals as well as the egalitarian spirit with which they view community engagement.

To establish the JPC program, a group of faculty, students, administrators, and alumni wrote a handbook to shape the program’s goals and vision. The University Community Partnerships Office in the Office of the Executive Vice President and Provost administers the JPC program.

Implementation: Increase Service-Oriented Course Offerings
U.Va. intended to increase service-oriented course offerings through its new public service program. However, enrollment in service courses is not required for JPC participation, nor are the courses limited to JPC participants. The JPC planning committee chose not to require specific courses for JPC participation, since students who pursue double majors, carry heavy course loads, or have major lab requirements would be ineligible for JPC. The goal is to keep JPC open for all students.

JPC increased course offerings by providing faculty members grants to develop and teach service in the classroom. In JPC Common Courses and Academic Community Engagement (ACE) courses, students learn fundamental skills of an academic discipline as well as core principles of community engagement. The courses help students to conceptualize potential projects, engage with faculty members, identify faculty advisors, and meet potential project partners. Faculty members teach students best practices in community engagement, such as cultural competency, research methodology, and project management. For students who cannot enroll in JPC or ACE courses, JPC also offers training workshops, orientations, and lectures on leadership, budget management, working with communities, and writing and public speaking skills.

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</table>
Implementation: Expand Internship/Capstone Service Opportunities
JPC teams of three to five students conduct research-service projects with communities across the world. The student groups work with a community partner, a faculty advisor, and often a graduate student to design and implement their project. JPC students present their project results at an annual public service conference and publish articles in the JPC journal Public. Once students complete the project, publish, present, and receive faculty advisor approval that the JPC project meets the University’s academic standards, they earn designation as “Jefferson Public Citizen” on their academic transcripts.

To increase project opportunities and engage individual or pairs of students who are interested in community-engaged scholarship but whose research does not lend itself to team-based work, smaller Community-Based Undergraduate Research Grants were also created. In response to student requests for entry-level opportunities, small exploratory grants support first- and second-year students who plan to apply to JPC later in their U.Va. career. These funds help students begin research on a project, volunteer with a community organization, or travel to a potential partner site.

<table>
<thead>
<tr>
<th>Academic Public Service Projects</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of undergraduate students engaged</td>
<td>3</td>
<td>83</td>
<td>99</td>
<td>88</td>
<td>68</td>
</tr>
<tr>
<td># of projects funded</td>
<td>3</td>
<td>28</td>
<td>29</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td># of faculty advisors engaged in program</td>
<td>3</td>
<td>20</td>
<td>27</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

Implementation: Develop Guidelines and Review Criteria for Capstone Projects
As proposed in the QEP, a set of guidelines and rubrics were established for rating and ranking JPC student project proposals, papers, and presentations. For JPC projects, a review committee comprised of students, faculty, administrators, and community members selects proposals according to the following criteria: proposed research topic, methodology, social impact, budget relevance, work plan, team member experience, and letters of support. The JPC Journal Review Committee evaluates submissions for how well papers present the project background, research methodology, project results, discussion of outcomes, and their overall written style. Finally, when JPC students deliver oral presentations of their projects at the annual public service conference, a panel of faculty, student, and community members follow a similar rubric to evaluate public speaking skills and to select a winning group for a JPC community partner award.

Assessment of Academic Public Service
The University specified the following learning goal associated with public service:

*To foster and instill among students a sense of civic responsibility to become concerned and involved citizens, the self efficacy to know they can make a difference in the world, and the capacity to apply academic knowledge to solve practical problems.*

To assess progress toward QEP goals, the Office of University Community Partnerships pursued a variety of approaches including student reporting, interviews, faculty direct assessment, and surveys. These methods showed statistically significant improvements in student learning outcomes related to civic engagement and global citizenship and increases in faculty-student engagement.

Assessment: Student Learning Outcomes
Youth-Nex, a U.Va. research center, focused JPC’s assessment on student academic learning and civic engagement. The JPC program aimed to (1) ensure that content/theory is deeply understood through application, intensive mentorship, and synthesis of multiple perspectives, and (2) provide students with
self-driven, distinguishing, personally enriching leadership experiences that promote a sense of global citizenship. JPC sought to build students’ personal skills, including self- and community-awareness, sensitivity to diversity, valuation of diverse perspectives, communication, and commitment to service through projects that have meaningful, positive impact on communities. Surveys show that the JPC students and students in academic public service courses have achieved many of these goals.

Student Experience in the Research University (SERU) consortium data was used to compare JPC students and students who participated in academic public service with other U.Va. students. JPC and academic public service students reported being more engaged in the classroom (asking questions, contributing to discussion, making presentations, and doing additional work for class). Both groups report high proficiency in their understanding of global issues from political, social, and economic perspectives as well as in their own leadership and interpersonal skills.

JPC students report personal growth in academic skills over the course of their project. About half of the 2011 JPC students reported substantial growth in their understanding of the community, as well as in their comfort with community and growth in their cultural sensitivity. In interviews, students repeatedly talk about the value of the community and cultural experience gained through JPC. Students enter and complete the program with a substantial amount of certainty about what careers they will pursue in the future – which almost always includes a commitment to public service; interestingly, the JPC experience appears to increase career certainty for half the students and temper certainty for the others.

For the ACE courses, students identified several areas of academic gains and growth. They felt more aware and knowledgeable about the community topic or issue covered during the course. They indicated an ability to apply course knowledge and skills to their everyday lives and community settings. Several students reported a greater commitment to, and understanding of, their academic and career aspirations and options. They also felt more self-aware about their place in their community and increased their sense of self-efficacy to enact community change. Many students expressed a deeper sense of valuing multiple perspectives when approaching a community issue and stated that taking an ACE course changed their thinking and perspective on community issues. SERU data on academic public service participants shows students reporting high levels of proficiency in appreciation of diversity and JPC students report a higher level of self-awareness and understanding. Interestingly, students engaged in academic public service found their campus less tolerant of difference (socioeconomic, gender, religious, political, or sexual) than their U.Va. peers.

JPC faculty advisors directly assessed JPC student papers and presentations and confirmed that JPC student work met the academic standards for the University. But faculty advisors also felt the program could increase expectations for student manuscripts and presentations with the overall goal to continue to raise academic quality of student products.

Assessment: Enhanced Faculty-Student Engagement
Overall, JPC students enjoyed working with faculty advisors; roughly half met with their advisors weekly and reported getting to know them better over time. JPC students and students who participated in service learning courses report statistically significant differences over their peers in terms of engagement with faculty. On the SERU survey, JPC students and students engaged in other academic public service reported that they were more likely to have had a class in which the professor knew their name, taken a small research-oriented seminar, communicated with faculty by email or in person, interacted with the instructor inside and/or outside of class, and/or worked with a faculty member on non-coursework activities. The JPC program and the academic community engagement courses have been successful in creating more opportunities for students to engage with faculty members.
Supporting Initiatives

U.Va. set out five supporting initiatives to enhance student-faculty engagement.

**Supporting Initiatives: Offer More Small Classes**

U.Va. proposed to add 120 small classes by year five. This goal was surpassed; as of summer 2012, 253 small classes have been added to course offerings. Courses formats amenable to small class size include January Term courses, Summer Session courses, Academic Community Engagement (ACE) courses, University Seminars, and College of Arts and Sciences Advising Seminars.

<table>
<thead>
<tr>
<th>Small Classes</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session</td>
<td>256</td>
<td>260</td>
<td>223</td>
<td>231</td>
<td>238</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>2,310</td>
<td>2,432</td>
<td>2,414</td>
<td>2,421</td>
<td>2,563</td>
</tr>
</tbody>
</table>

**Supporting Initiatives: Formalize and Expand Faculty-Student Lunch and Dinner Programs**

Efforts to formalize and expand the faculty student meal programs experienced limited success due to: (1) local restaurants dropping their affiliation with the national company that ran the off-campus dining program and (2) challenges with the reimbursement process. In response, the University changed its focus from funding restaurant meals to hosting University-organized, catered events. This change removed the financial burden from students and faculty and expanded the program’s reach. Although increased expenditures and triple-fold increase in participation proposed in the QEP were not achieved, student attendance at organized events and the number of events have increased in the past five years.

**Faculty-Student Meal Programs (including undergraduate and graduate students)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>298</td>
<td>307</td>
<td>341</td>
<td>406</td>
<td>439</td>
<td>538</td>
</tr>
<tr>
<td>Attendance</td>
<td>6,035</td>
<td>8,365</td>
<td>7,104</td>
<td>7,800</td>
<td>7,749</td>
<td>9,509</td>
</tr>
</tbody>
</table>

**Supporting Initiatives: Foster Engagement through Academic Advising**

The University expanded the College Advising Seminars (COLAs), one-credit, graded seminars open to new first-year students and new second-year transfer students in which approximately 20 percent of course content is devoted to advising issues. Although enrollment did not quadruple, as projected, it increased 125 percent over five years with the number of COLAs offered jumping from 23 to 46. COLAs are available to more than 800 students, which represents 30 percent of the incoming first-year class.

<table>
<thead>
<tr>
<th>College Advising Seminars</th>
<th>2007-8</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># of sections</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Enrollment</td>
<td>174</td>
<td>190</td>
<td>184</td>
<td>248</td>
<td>392</td>
</tr>
</tbody>
</table>

The College of Arts and Sciences holds advising workshops for faculty, College Advising Fellows, and COLA instructors. The College has also continued to make interest-based advisor assignments.

**Supporting Initiatives: Expand Services of the Center for Undergraduate Excellence**

In 2007, as proposed, the University hired a new director of the Center for Undergraduate Excellence. The center has significantly increased its programming, initiating two new research grant programs and new research-oriented events, including: autumn gathering of undergraduate researchers; poster session for summer researchers; research opportunities fair; and symposia for recipients of the Arts and Double Hoo awards.
Supporting Initiatives: Develop and Improve Mechanisms to Communicate Opportunities

To promote undergraduate research opportunities, the Center for Undergraduate Excellence revamped its Web site in 2008 and expanded its database of research funding and summer opportunities from fewer than 10 to more than 50. The center holds a research opportunities fair each fall at which students meet with representatives of departments and programs that offer research experiences. In response to student feedback, the center now relies on the Connections electronic newsletter (which is sent weekly to all undergraduates) rather than running print ads in the student newspaper.

U.Va.’s proposal to develop a searchable integrated faculty and student research Web-based database has been subsumed into a larger, long-term initiative to develop an effective online faculty annual reporting system; when complete, this would provide the information needed to support a research-opportunity Web portal for students. The vice provost for academic affairs holds a regularly scheduled monthly meeting with the co-chairs of the Student Council’s Academic Affairs Committee, but the group has not been expanded to include all members of that committee, as proposed.

U.Va.’s newest and most exciting communications initiative is the Learning in Action—from Classrooms to Communities Web site, a resource designed to connect students, faculty, and community members to academic community engagement and co-curricular service opportunities within and beyond U.Va.

Reflections

Implementing this QEP has provided U.Va. with the opportunity to reflect on how to maintain focus and commitment during a time of change, as well as to develop new approaches to assessment. These lessons will inform the University’s selection of a QEP topic in the future.

The QEP was developed during a time of optimism. U.Va. set out an ambitious, multi-part program and proposed extensive assessment of the program’s components. The years since 2007 have seen an economic downturn, which has led to financial and resource challenges for institutions of higher education. At U.Va., these have been manifested through recurring state budget cuts, enrollment growth, hiring restrictions, salary freezes, and the extension of a major capital campaign beyond its anticipated end date. There have also been major changes in University leadership. Nevertheless, U.Va. reports significant progress toward its goal of enhancing student-faculty engagement. One contributing factor has been remarkable consistency in leadership in the units responsible for implementing the major initiatives.

The QEP was designed, at its most hopeful, to change a culture. The University-wide increase in research grants reflects a burst of support for undergraduate research, and the Jefferson Public Citizens program has been welcomed enthusiastically by interested students. Yet assessment of student learning poses challenges. Though assessment was conducted and program improvements were made, over the course of implementing the QEP, it became clear that the course-embedded assessment outlined in the QEP had limited utility as a sole method. As such, additional assessment methods and approaches were added. However in the development of the next QEP, a more robust suite of assessment tools must be included at the outset.

A future QEP should advance ongoing University-wide interests and goals, as this one did, serving as a catalyst for exciting change. A less wide-ranging plan with fewer components built upon evidence-based assessment and a documented need, however, would be far more straightforward to design, implement, and assess.
Core Requirement 2.8 – Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Compliance Certification

☒ Compliance  ☐ Non-Compliance

Narrative

As of fall 2012, the University of Virginia employed 2,297 permanent instructional and research faculty. Of these, 2,136 – or 93 percent – were classified as full-time. The remaining 161 – or seven percent – were classified as part-time. The composition and character of the faculty are driven by the mission and goals of the University.

Mission and Goals

The mission of the University of Virginia, as described in its Statement of Purpose and Goals, “places the highest priority on achieving eminence as a center of higher learning.” The goals that follow the statement of purpose describe the University’s aspirations with respect to teaching, research, public service, and patient care. Among the 14 goals, the following inform decisions relating to the size and composition of the faculty.

- To offer instruction of the highest quality to undergraduates from all walks of life, not only by transmitting established knowledge and skills, but by fostering in students the habits of mind and character required to develop a generous receptivity to new ideas, from whatever source; a disposition for applying the most rigorous criticism to all ideas and institutions, whether old or new; an ability to test hypotheses and re-interpret human experience; and a desire to engage in a lifetime of learning. (Goal 1)
- To sustain liberal education as the central intellectual concern of the University, not only in the curricula of the College of Arts and Sciences, but also as a foundation for the professional undergraduate programs. (Goal 2)
- To educate men and women for the professions in certain undergraduate and in graduate programs leading to degrees in the School of Architecture, Business Administration, Commerce, Education, Engineering and Applied Science, Law, Medicine, and Nursing. (Goal 3)
- To lead in the advancement and application of knowledge through graduate study and research and to disseminate the results among scholars and the general public. (Goal 4)
• To attract and retain eminent faculty in order to provide the highest quality of instruction and leadership in research. (Goal 5)
• To engage in research in the medical sciences and to provide innovative leadership in health care and medical services in the local community, the Commonwealth, and the nation. (Goal 10)
• To offer to the local community, the Commonwealth of Virginia, and the nation the various kinds of public service and intellectual and cultural activities which are consonant with the purposes of the University. (Goal 11)
• To provide continuing education programs of the highest quality to the Commonwealth and the nation. (Goal 12)
• To establish new programs, schools, and degrees, and to undertake such research as the needs of the Commonwealth of Virginia and the nation may require. (Goal 14)

Accordingly, the University has built a faculty that adequately supports these goals and ensures the quality and integrity of each academic program.

**Definition of Effort for Faculty and Graduate Teaching Assistants (GTAs)**

The University categorizes those faculty dedicated to the academic goals of the institution as “instructional and research faculty.” The University also employs “administrative and professional faculty” who are excluded from the discussion of Core Requirement 2.8.

The University defines a permanent full-time faculty member as 1.0 FTE (full-time equivalent). Individuals holding permanent appointments less than 1.0 FTE are considered part-time faculty. As outlined in the policy on Appointment Types and Titles, permanent faculty positions carry rank and are tenured, tenure track, or non-tenure track. Permanent faculty serve with limited term or without term.

The University also employs wage faculty, more commonly known as adjunct faculty. Wage faculty positions do not carry rank and are not tenured, tenure track, or non-tenure track. Wage faculty serve with fixed term.

By definition, GTAs are part-time. As noted in the policy on Graduate Assistantships, a full graduate assistantship is equivalent to one-half of a full-time appointment or roughly 20 hours per week.

**Roles and Responsibilities of Faculty and GTAs**

As stated in the policy on Academic Faculty Roles and Responsibilities, a tenured or tenure-track faculty member typically directs his or her effort to classroom instruction, research and scholarship, individual direction of students, and departmental/professional activities, including University governance. A non-tenure-track faculty member, the employment of which is governed by the policy on the Employment of Non-Tenure-Track Faculty, typically directs his or her effort to activities that do not encompass the full scope of responsibilities held by tenured or tenure-track faculty. Additional information on the roles and responsibilities of the various ranks within the tenured, tenure-track, and non-tenure track faculty may be found in the policy on Appointment Types and Titles.
As stated in the policy on Graduate Assistantships, GTAs are graduate students who have instructional assignments in classrooms or laboratories. In general, GTAs have responsibility for a range of activities that may include:

- Leading lecture and classroom activities connected with a single section of a multi-section course under the general supervision of a faculty member;
- Leading discussion sections or problem sessions associated with courses taught by a member of the regular faculty;
- Leading laboratory sections under the general supervision of a faculty member with responsibility for the course;
- Holding office hours, grading tests and other assignments, and responding to student inquiries in person and electronically.

GTAs must be enrolled full-time in a graduate degree program.

**Workload of Faculty & GTAs**

As stated in the policy on Academic Faculty Roles and Responsibilities, the instructional workload of a faculty member varies in accordance with his or her non-instructional responsibilities. Responsibility for assigning instructional duties rests with the relevant dean and/or department chair.

For example, the School of Architecture, as outlined in its Faculty Handbook, defines a standard instructional load as 12 to 14 credit hours, or four courses, per academic year. For studio faculty, the standard instructional load is 14 to 16 credit hours per academic year. However, precise instructional responsibilities are subject to the discretion of the dean and department chair. In addition, the Faculty Handbook delineates the service, advising, and research expectations of full-time faculty.

To accommodate requests to reduce instructional responsibilities, the College and Graduate School of Arts and Sciences specifies Guidelines on Faculty Buy-Outs. These guidelines delineate the conditions under which faculty may request a reduced course load due to obligations associated with sponsored research. The guidelines also make provision for requests to conduct research and scholarship away from the University.

Within the College and Graduate School of Arts and Sciences, many departments and academic programs articulate a standard instructional load. For example, the Department of Middle Eastern and South Asian Languages and Cultures sets a standard of four courses per year (two courses per semester) for tenured and tenure-track faculty. For non-tenure-track faculty, the standard is 12 to 15 contact hours per week with no more than three different preparations per semester. However, in consultation with coordinators of the various language programs, instructional responsibilities are the ultimate discretion of the department chair. In addition, faculty members are expected to teach at least one service course per academic year.

As stated in the policy on Graduate Assistantships, a full-time assistantship is represented by the following:

- Eight contact hours per week of supervision for laboratory and discussion sections;
• Six credit hours per semester for multi-section courses;
• Non-instructional responsibilities including maintenance of office hours, consultation with students, grading of papers, class preparation, and/or such other duties as may be assigned by the supervising faculty member.

GTAs may be appointed to a half-time assistantship or a full-time assistantship. Assistantships less than half-time are not normally assigned. However, exceptions may be granted by department chairs with approval of the dean.

Use of Part-Time Faculty and GTAs

As of fall 2012, the University employed 161 permanent part-time faculty. Fifty-three percent of permanent part-time faculty held clinical duties in the School of Medicine. Generally, these individuals are faculty who, in addition to instructional responsibilities in the School of Medicine, are employed as practicing physicians with the U.Va. Health System. In addition, the University utilizes part-time wage faculty. The schools of the University recruit permanent part-time and part-time wage faculty, the latter of which is governed by the Statement on Faculty Wage Appointments, to meet short-term and specialized instructional needs. Examples of such needs include:

• Meeting unanticipated course demand;
• Meeting course demand in introductory service courses;
• Meeting course demand in continuing education programs;
• Fulfilling instructional vacancies due to leaves of absence by full-time faculty;
• Fulfilling instructional vacancies due to resignation or retirement by full-time faculty;
• Involving emeritus faculty in the education of students;
• Involving accomplished professionals in the education of students;
• Involving visiting faculty and scholars in the education of students and in the research enterprise.

As of fall 2012, the University utilized 1,016 GTAs (headcount). In general, GTAs are responsible for one or two discussion or laboratory sections associated with a lecture-based course led by a faculty member.

Factors Used to Determine the Composition of the Faculty

In keeping with the vision of its founder, U.Va. places the highest priority on student-faculty engagement. Thomas Jefferson designed the Academical Village, a residential community of faculty and students engaged in a life of shared learning. Jefferson’s vision, as described by the University, was “based on the assumption that the life of the mind is a pursuit for all participants in the University, that learning is a lifelong and shared process, and that interaction between scholars and students enlivens the pursuit of knowledge.”

Composition of Student Body

In determining the composition of the faculty, the composition of the student body is of critical importance. At the undergraduate level, on-Grounds students – almost 97 percent – are enrolled predominantly on a full-time basis. As with undergraduate students, on-Grounds graduate students –
almost 92 percent – are enrolled predominantly on a full-time basis. The on-Grounds student population is highly residential requiring a significant cohort of full-time faculty who are able to devote full effort to teaching, research, and service.

In keeping with its goal “to provide continuing education programs of the highest quality to the Commonwealth and the nation,” the University offers certificate and degree programs, at the undergraduate and graduate levels, to students residing within and outside the Charlottesville area. As of fall 2012, the University served 2,812 students through off-Grounds instruction. Of these students, 70.3 percent (1,976 headcount) were enrolled part-time while 29.7 percent (836 headcount) were enrolled full-time. Because many of these programs are professional in nature, the University utilizes part-time permanent and part-time wage faculty who are experienced practitioners to provide instruction at regional centers across the Commonwealth. As documented in Comprehensive Standard 3.4.11, academic program coordination for such programs is provided by senior program directors qualified in the field.

As of fall 2012, among the totality of students, whether undergraduate or graduate, full-time or part-time, and residential or non-residential, the University served 23,907 students. Among these, almost 88 percent (20,929) were enrolled full-time while more than 12 percent (2,978) were enrolled part-time.

Student-Faculty Ratio and Class Size
In national discussions of educational quality and academic rankings, student-faculty ratio and class size often define academic excellence. Given the University’s mission to achieve “eminence as a center of higher learning,” student-faculty ratio and class size are significant contributors to institutional planning.

The University maintains an aspirational goal of a 15:1 student-faculty ratio. This goal has presented challenges during a decade of fluctuating state appropriations. However, using the methodology of the Common Data Set, between 2000 and 2011 the student-faculty ratio ranged from 15.14 to 15.90.

In determining the appropriate student-faculty ratio, the University strives to maintain a competitive position relative to select peers within the Association of American Universities (AAU). For the fall semester 2011, the University ranked fourth – tied with five other institutions – among AAU public institutions on this measure.

At the same time, the University strives to offer a high proportion of classes with fewer than 20 students. The theme of the University’s Quality Enhancement Plan (QEP), submitted in July 2007, was “enhancing student-faculty engagement.” One of the supporting initiatives of the QEP was to offer more small undergraduate classes. The goal was to offer an additional 120 new small undergraduate classes through 2011-12 by hiring an additional 50 faculty members. Between 2007-08 and 2011-12, the University increased such offerings from 2,310 per year to 2,563 per year, an increase of 253 classes or 10.9 percent. As a proportion of total undergraduate classes, such offerings increased from 51.9 percent to 56.3 percent. For the fall semester 2011, the University ranked second among AAU public institutions on this measure. Further, only 15 percent of University classes had 50 or more students, placing it fifth among AAU public institutions.

Specialized Accreditation
Various programs in the Curry School of Education, the Darden Graduate School of Business Administration, the Graduate School of Arts and Sciences, the McIntire School of Commerce, the School of Architecture, the School of Engineering and Applied Science, the School of Law, the School of
Medicine, and the School of Nursing are reviewed by specialized or professional accrediting agencies, as documented in Section 4 of the Institutional Summary Form. The accrediting standards of these agencies typically address the adequacy of faculty resources. Each of these programs is in compliance with the faculty-related standards of their respective accreditors.

Program review
Academic program review consists of on-going, high quality peer reviews of all the University's academic units and programs on a five-year cycle. The current cycle of program review began in 2011. As part of the program review process, each program completes a self-study. Included in the self-study is a section on assessment of quality, including the quality and diversity of faculty.

Institutional Overview of Faculty Composition
As of fall 2012, the University of Virginia employed 2,297 permanent instructional and research faculty. Of these, 2,136 – or 93 percent – were classified as full-time. The remaining 161 – or seven percent – were classified as part-time.

Permanent Instructional and Research Faculty, by School/Unit and Full-Time/Part-Time Status, Fall 2012

<table>
<thead>
<tr>
<th>School/Unit</th>
<th>Full-Time Headcount</th>
<th>Full-Time Percent</th>
<th>Part-Time Headcount</th>
<th>Part-Time Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College &amp; Graduate School of Arts &amp; Sciences</td>
<td>595</td>
<td>93.8%</td>
<td>39</td>
<td>6.2%</td>
</tr>
<tr>
<td>Curry School of Education</td>
<td>109</td>
<td>95.6%</td>
<td>5</td>
<td>4.4%</td>
</tr>
<tr>
<td>Darden School of Business</td>
<td>63</td>
<td>94.0%</td>
<td>4</td>
<td>6.0%</td>
</tr>
<tr>
<td>Frank Batten School of Leadership &amp; Public Policy</td>
<td>10</td>
<td>76.9%</td>
<td>3</td>
<td>23.1%</td>
</tr>
<tr>
<td>McIntire School of Commerce</td>
<td>63</td>
<td>96.9%</td>
<td>2</td>
<td>3.1%</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>45</td>
<td>93.8%</td>
<td>3</td>
<td>6.3%</td>
</tr>
<tr>
<td>School of Continuing &amp; Professional Studies</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>School of Engineering &amp; Applied Science</td>
<td>158</td>
<td>94.6%</td>
<td>9</td>
<td>5.4%</td>
</tr>
<tr>
<td>School of Law</td>
<td>80</td>
<td>95.2%</td>
<td>4</td>
<td>4.8%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>937</td>
<td>91.7%</td>
<td>85</td>
<td>8.3%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>41</td>
<td>93.2%</td>
<td>3</td>
<td>6.8%</td>
</tr>
<tr>
<td>Office of the President</td>
<td>13</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Office of the Executive Vice President &amp; Provost</td>
<td>21</td>
<td>91.3%</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Total</td>
<td>2,136</td>
<td>93.0%</td>
<td>161</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Among permanent faculty, 85.2 percent are full-time at the rank of assistant professor, associate professor, or professor.

Permanent Instructional and Research Faculty, by Rank and Full-Time/Part-Time Status, Fall 2012

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full-Time Headcount</th>
<th>Full-Time Percent</th>
<th>Part-Time Headcount</th>
<th>Part-Time Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>795</td>
<td>97.8%</td>
<td>18</td>
<td>2.2%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>646</td>
<td>95.3%</td>
<td>32</td>
<td>4.7%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>516</td>
<td>90.4%</td>
<td>55</td>
<td>9.6%</td>
</tr>
<tr>
<td>Instructor</td>
<td>61</td>
<td>92.4%</td>
<td>5</td>
<td>7.6%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>118</td>
<td>69.8%</td>
<td>51</td>
<td>30.2%</td>
</tr>
<tr>
<td>Total</td>
<td>2,136</td>
<td>93.0%</td>
<td>161</td>
<td>7.0%</td>
</tr>
</tbody>
</table>
Faculty Composition by Program Content Area, Academic Level, Location, and Mode of Instruction

To disaggregate full-time and part-time faculty by program content area, the following methodology was utilized. For each course mnemonic, total student credit hours taught were calculated for full-time faculty and part-time faculty/adjuncts/GTAs at the undergraduate, general education, and graduate levels. Each course mnemonic is owned by an academic organization, most commonly an academic department specializing in a program content area. Course mnemonics were then aggregated into their respective academic organization, by faculty composition, academic level, location, and mode of instruction.

[Reviewers should note that credit hours that may be counted towards both the major requirements and general education requirements are double counted in the undergraduate and general education tables referenced below. For example, in spring 2012, students enrolled in 2,918 undergraduate credit hours of astronomy. The University’s general education curriculum permits any undergraduate astronomy course to count towards the “Natural Science and Mathematics” requirement. As a result, it is not possible to distinguish between a course taken by a student as a major requirement and a course taken by a student as a general education requirement.]

For the University’s main campus in Charlottesville, separate tables are provided for undergraduate credit hours (spring 2012; fall 2012), general education credit hours (spring 2012; fall 2012), and graduate credit hours (spring 2012; fall 2012).

For the University’s regional centers and other off-site locations, separate tables are provided for undergraduate credit hours (spring 2012; fall 2012), general education credit hours (fall 2012), and graduate credit hours (spring 2012; fall 2012). [Note: While University Center, managed by the School of Continuing and Professional Studies, is contiguous to the main campus, it has been included with regional centers because of the similar nature of the course and programmatic offerings].

For distance education, separate tables are provided for undergraduate credit hours (spring 2012; fall 2012), general education credit hours (spring 2012; fall 2012), and graduate credit hours (spring 2012; fall 2012).

For any area in which 40 percent or more of total student credit hours were taught by part-time faculty, adjunct faculty, or GTAs, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included in the narrative below. In such instances, the following information is provided: (1) the proportion of permanent full-time and part-time instructional and research faculty (by headcount) within the relevant academic organization, (2) total credit hours taught by part-time faculty, adjunct faculty, and GTAs, and (3) a justification for the use of part-time faculty, adjunct faculty, or GTAs in more than 40 percent of total credit hours.

Main Campus: Undergraduate Credit Hours by Program Content Area and General Education Courses
For the University’s main campus in Charlottesville, separate tables are provided for undergraduate credit hours – spring 2012 and fall 2012 – and general education credit hours – spring 2012 and fall 2012. For any area in which 40 percent or more of total credit hours were taught by part-time faculty, adjunct faculty, or GTAs, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included below.
**African-American and African Studies**

In 2012-13, the Carter G. Woodson Institute for African-American and African Studies employed three full-time (75 percent) and one part-time (25 percent) permanent instructional and research faculty. In fall 2012, 63.1 percent of undergraduate credit hours in the program content area and 63.5 percent of credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

African-American and African Studies is a small interdisciplinary program that relies on full-time faculty with split appointments, which gives it a base of just seven courses when none of the three full-time faculty are on leave. Two courses per year are sectioned, which alone account for a large proportion of credit hours in the program. As a result, when even one full-time faculty member who teaches a large sectioned course is on leave, and is replaced by an adjunct, it has an immediate impact on the proportion of credit hours taught by adjunct faculty. In 2012-13, a full-time faculty member, who normally teaches a large introductory course, was on leave and replaced by a tenured faculty member from the College of William and Mary.

As a point of comparison, in spring 2012, when no full-time faculty were on leave, only 12 percent of undergraduate credit hours in the program content area and 12 percent of credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. Because 75 percent of the permanent faculty of the program are all full-time, adequate oversight exists to maintain quality and integrity of the academic program(s).

**Architectural History**

In 2012-13, the Department of Architectural History employed six full-time (85.7 percent) and one part-time (14.3 percent) permanent instructional and research faculty. In fall 2012, 62.4 percent of undergraduate credit hours in the program content area and 66.2 percent of credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

During fall 2012, a full-time faculty member, who normally teaches a large survey course, was on leave. The course (ARH 1010), enrolling more than 100 majors and non-majors, was taught by an adjunct faculty member. As a point of comparison, in spring 2012, when no full-time faculty were on leave, only 2.5 percent of undergraduate credit hours in the program content area and no credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. Because more than 85 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**Economics**

In 2012-13, the Department of Economics employed 25 full-time (86.2 percent) and four part-time (13.8 percent) permanent instructional and research faculty. In spring 2012, 40.2 percent of undergraduate credit hours in the program content area were taught by part-time faculty, adjuncts, or GTAs.

As one of the College of Arts and Sciences largest majors, the economics program experiences significant course demand. In addition, the department provides instruction for a large number of general education service courses, in addition to coursework relevant to students in the Frank Batten School of Leadership and Policy, the McIntire School of Commerce, and the School of Engineering and Applied Science. The department houses a graduate program through which students gain instructional experience as GTAs, particularly in large introductory-level courses. However, because more than 85 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).
Education-Human Services

In 2012-13, the Department of Human Services employed 26 full-time (89.7 percent) and three part-time (10.3 percent) permanent instructional and research faculty. In spring 2012, 51.7 percent of undergraduate credit hours in the program content area were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 53.6 percent of undergraduate credit hours in the program content area were taught by part-time faculty, adjuncts, or GTAs.

Of the more than 1,000 credit hours taught by part-time faculty, adjuncts, and GTAs in spring 2012 and fall 2012, approximately 42 percent were generated by one course in spring 2012 (EDHS 4600) and approximately 40 percent were generated by one course in fall 2012 (EDHS 2240). Effective spring 2013, EDHS 4600 is now taught by a full-time faculty member. In addition, the department houses a graduate program through which students gain instructional experience as GTAs, particularly in introductory-level courses. However, because almost 90 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

English

In 2012-13, the Department of English employed 51 full-time (94.4 percent) and three part-time (5.6 percent) permanent instructional and research faculty. In spring 2012, 48.4 percent of undergraduate credit hours in the program content area and 53.0 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 44.4 percent of undergraduate credit hours in the program content area and 47.5 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

The Department of English rarely uses part-time faculty, adjunct faculty or GTAs in 3000- and 4000-level courses. Exceptions are made due to leave appointments, replacement appointments, and spousal accommodation. In addition, a limited number of 3000-level discussion sections are taught by GTAs. The department houses a graduate program through which students gain instructional experience as GTAs, particularly in large introductory-level courses. The majority of GTA-taught courses are at the 1000- and 2000-level, more specifically English writing (ENWR) courses. Approximately 50 to 60 ENWR courses are offered each semester, with a total enrollment of approximately 1,000 students. However, because almost 95 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

French

In 2012-13, the Department of French employed 16 full-time (94.1 percent) and one part-time (5.9 percent) permanent instructional and research faculty. In spring 2012, 68.3 percent of undergraduate credit hours in the program content area and 77.9 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 52.1 percent of undergraduate credit hours in the program content area and 54.0 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

The languages, including French, often rely on part-time faculty, adjunct faculty, and GTAs for introductory-level courses. Such courses are taken by students majoring in the program content area, non-majors, and those fulfilling the foreign language requirement of the College of Arts and Sciences. The department houses a graduate program through which students gain instructional experience as GTAs, particularly in introductory-level courses. Permanent faculty – tenured and tenure-track – teach
“post-2020” courses. Because almost 95 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**German**

In 2012-13, the Department of Germanic Languages and Literatures employed nine full-time (90.0 percent) and one part-time (10.0 percent) permanent instructional and research faculty. In spring 2012, 78.1 percent of undergraduate credit hours in the program content area and 76.3 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 69.5 percent of undergraduate credit hours in the program content area and 70.7 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

The languages, including German, often rely on part-time faculty, adjunct faculty, and GTAs for introductory-level courses. Such courses are taken by students majoring in the program content area, non-majors, and those fulfilling the foreign language requirement of the College of Arts and Sciences. The department houses a graduate program through which students gain instructional experience as GTAs, particularly in introductory-level courses. Permanent faculty – tenured and tenure-track – teach “post-2020” courses. Because 90 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**Mathematics**

In 2012-13, the Department of Mathematics employed 22 full-time (100 percent) and no part-time (0 percent) permanent instructional and research faculty. In spring 2012, 70.0 percent of undergraduate credit hours in the program content area and 70.1 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 66.9 percent of undergraduate credit hours in the program content area and 66.9 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

Due to recent retirements, resignations, and faculty on sesquicentennial leave, the Department of Mathematics has utilized a greater number of adjunct faculty and GTAs than in previous years. However, because the department houses a graduate program through which students gain instructional experience as GTAs, the use of GTAs is a customary practice, particularly in large introductory-level courses. Because 100 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**Music**

In 2012-13, the Department of Music employed 15 full-time (51.7 percent) and 14 part-time (48.3 percent) permanent instructional and research faculty. In fall 2012, 40.8 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

The composition of faculty within the Department of Music is typical for music departments throughout the United States. It is dictated by the need to provide highly specialized training in a large number of areas of musical performance – including voice, piano, jazz ensemble, and orchestra sectional – that require faculty with a singular specialty, such as clarinet, percussion, piano, trumpet, or viola. Adjunct faculty are supervised by the department chair and the director of performance. When the department employs graduates students as instructors of record, a permanent full-time faculty member supervises the teaching of a pre-developed curriculum and, in many cases, teaches a parallel section of the same
course. Thus, adequate oversight exists to maintain the quality and integrity of the academic and performance programs.

Public Policy
In 2012-13, the Frank Batten School of Leadership and Public Policy employed 10 full-time (76.9 percent) and three part-time (23.1 percent) permanent instructional and research faculty. In spring 2012, 100 percent of undergraduate credit hours in the program content area were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 76.3 percent of undergraduate credit hours in the program content area and 100.0 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

In spring 2012, the Batten School did not offer an undergraduate degree program. However, it offered three undergraduate courses in public policy. As an interdisciplinary field of study, these courses were taught by faculty from other areas within the University, including the School of Law. While full-time faculty devoted their instructional efforts to graduate degree programs, they maintained curricular oversight of undergraduate course offerings.

In fall 2012, the Batten School initiated a B.A. in Public Policy and Leadership. Of the 619 undergraduate credit hours in the program content area taught by part-time faculty, adjuncts, or GTAs, 58 percent were generated by one course (PPOL 3200). This course was taught by a visiting faculty member from UCLA, a preeminent scholar in the field of public policy. In addition, as a professional field, the Batten School utilizes practitioners and experts to provide undergraduate instruction. Because almost 80 percent of the permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Sociology
In 2012-13, the Department of Sociology employed 16 full-time (94.1 percent) and one part-time (5.9 percent) permanent instructional and research faculty. In spring 2012, 41.1 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 41.5 percent of undergraduate credit hours in the program content area and 42.5 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

The proportion of credit hours taught by part-time faculty, adjuncts, or GTAs is the result of a decision to staff a handful of large 2000-level lecture courses (criminology, violence and gender, death and dying, and popular culture) with individuals other than full-time faculty. These 2000-level courses are popular among students majoring in sociology and by students seeking to satisfy the general education social science requirement. In addition, the department houses a graduate program through which doctoral students gain instructional experience as GTAs and, once they reach “all but dissertation” status, serve as adjunct instructors of their own courses. Permanent faculty teach almost all 3000-level and above courses. Because 94 percent of permanent faculty are full-time, adequate oversight exists to maintain quality and integrity of the academic program(s).

Spanish, Italian, and Portuguese
In 2012-13, the Department of Spanish, Italian, and Portuguese employed 28 full-time (100 percent) and no part-time (0 percent) permanent instructional and research faculty. In spring 2012, 79.9 percent of undergraduate credit hours in the program content area and 83.5 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012,
61.6 percent of undergraduate credit hours in the program content area and 67.0 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

The languages, including Spanish, Italian, and Portuguese, often rely on part-time faculty, adjunct faculty, and GTAs for introductory-level courses. Such courses are taken by students majoring in the program content area, non-majors, and those fulfilling the foreign language requirement of the College of Arts and Sciences. The department houses a graduate program through which students gain instructional experience as GTAs, particularly in introductory-level courses. Permanent faculty – tenured and tenure-track – teach “post-2020” courses. Because 100 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**Women, Gender, and Sexuality**

In 2012-13, the Women, Gender, and Sexuality program employed two full-time (66.6 percent) and one part-time (33.4 percent) permanent instructional and research faculty. In spring 2012, 70.7 percent of undergraduate credit hours in the program content area and 72.6 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 64.7 percent of undergraduate credit hours in the program content area and 65.5 percent of undergraduate credit hours in general education courses were taught by part-time faculty, adjuncts, or GTAs.

Women, Gender and Sexuality is a small interdisciplinary program that relies on permanent full-time faculty with split appointments, which gives it a base of just seven courses when no full-time faculty are on leave. As a result, when even one full-time faculty member who teaches a large course is on leave, and is replaced by an adjunct, it has an immediate impact on the proportion of credit hours taught by adjunct faculty. Such faculty leaves impacted the terms for which data are provided. Because 67 percent of permanent faculty are full-time, adequate oversight exists to maintain quality and integrity of the academic program(s).

**MISC-Physical Education**

In spring 2012, 100 percent of undergraduate credit hours in the program content area were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 100 percent of undergraduate credit hours in the program content area were taught by part-time faculty, adjuncts, or GTAs.

Physical education courses, which do not constitute an academic program, are taught exclusively by GTAs. A faculty member, housed within the kinesiology program, provides oversight of the GTA population. In 2012-13, the Department of Human Services, which provides oversight of the physical education mnemonic, employed 26 full-time (90 percent) and 3 part-time (10 percent) permanent instructional and research faculty. Because 90 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of physical education course offerings.

**Executive Vice President and Provost**

In fall 2012, 54.1 percent of undergraduate credit hours in in the program content area and 59.1 percent of general education courses were taught by part-time faculty, adjuncts, or GTAs.

The Office of the Executive Vice President and Provost owns two pan-University course mnemonics – University Seminars (USEM) and University Studies (UNST). USEMs are two- or three-credit courses designed to provide first-year students the opportunity to develop critical-thinking skills and explore
new ideas in an environment that encourages interactive learning and intensive discussion. USEMs are taught by a variety of individuals including instructional faculty, research faculty, administrative and professional faculty, emeritus faculty, or professional staff with expertise in a particular content area. Oversight of the USEM mnemonic is provided by a committee of permanent instructional and research faculty, from a variety of disciplines, who review proposals and develop the USEM schedule for each academic term.

UNST 2820 is a one-credit course, offered each fall, for students who are required to each academic credit for summer internship opportunities. The course is taught by an administrative faculty member from the Office of the Executive Vice President and Provost, with oversight provided by the vice provost for academic affairs.

Main Campus: Graduate Credit Hours by Degree Program
For the University’s main campus in Charlottesville, separate tables are provided for graduate credit hours for spring 2012 and fall 2012. For any area in which 40 percent or more of total credit hours were taught by part-time or adjunct faculty, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included below.

Landscape Architecture
In 2012-13, the Department of Landscape Architecture employed seven full-time (100 percent) and no part-time (0 percent) permanent instructional and research faculty. In spring 2012, 70.4 percent of graduate credit hours in the degree program were taught by part-time or adjunct faculty.

As a professional field, the Department of Landscape Architecture utilizes practitioners to provide graduate-level instruction. During 2011-12, the department also had two vacancies among the permanent faculty for which adjunct faculty assumed teaching responsibilities during Spring 2012. These two vacancies were filled in advance of the 2012-13 academic year. (One additional resignation was tendered at the end of 2011-12.) As a result, in fall 2012, part-time instruction represented only 12.8 percent of graduate credit hours in the degree program. Because 100 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Medicine
As discussed in Federal Requirement 4.9, the School of Medicine does not utilize credit hours in the M.D. program. In 2012-13, the School of Medicine employed 937 full-time (91.7 percent) and 85 part-time (8.3 percent) permanent instructional and research faculty. Because more than 90 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Urban and Environmental Planning
In 2012-13, the Department of Urban and Environmental Planning employed six full-time (100 percent) and no part-time (0 percent) permanent instructional and research faculty. In spring 2012, 60.9 percent of graduate credit hours in the degree program were taught by part-time or adjunct faculty.

As a professional field, the Department of Urban and Environmental Planning utilizes practitioners to provide graduate-level instruction. During 2011-12, the department also had two vacancies among the permanent faculty for which adjunct faculty assumed teaching responsibilities during spring 2012. These two vacancies were filled in advance of the 2012-13 academic year. Because 100 percent of
permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**MISC-Applied Mathematics**

In 2012-13, the applied mathematics program employed seven full-time (77.8 percent) and two part-time (22.2 percent) permanent instructional and research faculty. In spring 2012, 66.7 percent of graduate credit hours were taught by part-time or adjunct faculty.

Applied mathematics courses, which do not constitute an academic program, are housed within the Department of Engineering and Society in the School of Engineering and Applied Science. During the spring 2012 term, one course – accounting for 66 of the 72 credit hours taught by part-time or adjunct faculty – was taught by an individual from Information Technology Services. (As a point of comparison, in fall 2012, 100 percent of graduate credit hours were taught by full-time faculty.) Because almost 80 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of physical education course offerings.

**Dean-Architecture**

In 2012-13, the School of Architecture employed 45 full-time (93.8 percent) and three part-time (6.2 percent) permanent instructional and research faculty. In fall 2012, 41.3 percent of graduate credit hours were taught by part-time or adjunct faculty.

The Office of the Dean, in the School of Architecture, owns one school-wide course mnemonic – SARC. The mnemonic is used for a relatively small number of courses that address topics spanning two or more of the school’s four departmental disciplines. In fall 2012, the school introduced a new courses series – SARC 5555: Visualization Elective Modules. These one-credit courses assist students in the development of particular skills, typically related to graphics and fabrication. Examples include courses in casting with specialized concrete, digital graphic tools, and parametric 3D computer-based modeling. Many of the courses are taught by local professionals who bring specialized knowledge of up-to-date techniques and methods. Because almost 95 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of physical education course offerings.

**Off-Site Locations: Undergraduate Credit Hours by Program Content Area and General Education Courses**

For the University’s regional centers and other off-site locations, separate tables are provided for undergraduate credit hours – spring 2012 and fall 2012 – and general education credit hours – fall 2012 (no undergraduate general education credit hours were provided through off-site locations in spring 2012). [Note: While University Center, managed by the School of Continuing and Professional Studies, is contiguous to the main campus, it has been included with regional centers because of the similar nature of the course and programmatic offerings].

For any area in which 40 percent or more of total credit hours were taught by part-time faculty, adjunct faculty, or GTAs, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included below. Because offerings at off-site locations are coordinated by individual schools, the tables and the following discussion group program content areas and general education courses by school.
Continuing and Professional Studies, School of

The School of Continuing and Professional Studies (SCPS) furthers the mission of the University by “provid[ing] continuing education programs of the highest quality to the Commonwealth and the nation.” SCPS offers undergraduate courses and programs at University Center in Charlottesville and at regional centers and off-site locations across the Commonwealth of Virginia. At the undergraduate level, SCPS offers multiple certificate programs and one degree program – the Bachelor of Interdisciplinary Studies (BIS).

In spring 2012, 100 percent of undergraduate certificate-related credit hours were taught by part-time or adjunct faculty, regardless of location, in the following fields: accounting, business, criminal justice, health policy, human resources, political leadership, and project management. In fall 2012, 100 percent of undergraduate certificate-related credit hours were taught by part-time or adjunct faculty, regardless of location, in the following fields: accounting, criminal justice, health policy, procurement and contracts management, and project management. In spring 2012, 91.9 percent of degree-related credit hours were taught by part-time or adjunct faculty. In fall 2012, 92.0 percent of degree-related credit hours were taught by part-time or adjunct faculty.

Because these part-time program offerings are distributed in locations across the Commonwealth of Virginia, part-time and adjunct faculty play a significant role in instructional delivery. Oversight of curricula is provided through program-level coordination by senior program directors. In addition, the Course Review and Curriculum Committee (CCRC) maintains oversight authority over “program proposals and modifications, program retirements, and new courses or revisions to existing courses.” CCRC is comprised of 12 members of the faculty of the University whose academic expertise is in the areas of programs and courses offered by SCPS.

Additional oversight is provided for the Bachelor of Interdisciplinary Studies (BIS) degree program through the BIS Academic Oversight Committee. The committee consists of faculty representatives from the schools of the University with which BIS most closely collaborates (arts and sciences, commerce, and education). In addition, a representative of the Virginia Community College System (VCCS) and the BIS director serve as ex-officio members. The committee works closely with the other schools of the University to ensure that the BIS program is academically sound and appropriately rigorous and that it meets the standards of the University and the educational needs of the region’s adult students. The committee also approves admissions and graduation requirements and reviews the credentials of program faculty. Further, it oversees the growth and expansion of the BIS program around the Commonwealth and establishes and monitors program policies.

Education, Curry School of

The Curry School of Education offers certificate and degree programs to education professionals across the Commonwealth of Virginia. In spring 2012, 100 percent of undergraduate credit hours – 13 credit hours total – in curriculum, instruction, and special education were taught by part-time or adjunct faculty at the Northern Virginia Center.

Oversight of course offerings at off-site locations is provided by permanent instructional and research faculty in Charlottesville. Part-time faculty are utilized at off-site locations to accommodate specific instructional needs during the course of a program. Because 100 percent of the 38 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).
Off-Site Locations: Graduate Credit Hours by Degree Program
For the University’s regional centers and other off-site locations, separate tables are provided for graduate credit hours for spring 2012 and fall 2012. [Note: While University Center, managed by the School of Continuing and Professional Studies, is contiguous to the main campus, it has been included with regional centers because of the similar nature of the course and programmatic offerings].

For any area in which 40 percent or more of total credit hours were taught by part-time or adjunct faculty, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included below. Because offerings at off-site locations are coordinated by individual schools, the tables and the following discussion group offerings by school.

Arts and Sciences, Graduate School of
The Graduate School of Arts and Sciences offers a limited number of courses for continuing education programs – namely a graduate certificate in American History Specialists (offered at the Southwest Virginia Higher Education Center) and a Master of Arts in Physics Education (offered at the University Center and via distance education). Oversight of course offerings at off-site locations is provided by permanent instructional and research faculty in Charlottesville. Part-time faculty are utilized at off-site locations to accommodate specific instructional needs during the course of a program.

History – In spring 2012, 100 percent of graduate credit hours – 23 credit hours total – were taught by part-time faculty, adjuncts, or GTAs at the Southwest Virginia Higher Education Center. In fall 2012, 100 percent of graduate credit hours – 45 credit hours total – were taught by part-time or adjunct faculty at the Southwest Virginia Higher Education Center. Because 100 percent of the 33 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Mathematics – In spring 2012, 40.8 percent of graduate credit hours – 93 credit hours total – were taught by part-time or adjunct faculty at University Center. In fall 2012, 74.3 percent of graduate credit hours – 156 credit hours total – were taught by part-time or adjunct faculty at University Center. Because 100 percent of the 22 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Physics – In spring 2012, 100 percent of graduate credit hours – 27 credit hours total – were taught by part-time or adjunct faculty at University Center. Because 100 percent of the 31 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Continuing and Professional Studies, School of
The School of Continuing and Professional Studies (SCPS) furthers the mission of the University by “provid[ing] continuing education programs of the highest quality to the Commonwealth and the nation.” SCPS offers graduate courses and programs at University Center in Charlottesville and at regional centers and off-site locations across the Commonwealth of Virginia. At the graduate level, SCPS offers multiple certificate programs.

In spring 2012, 100 percent of graduate certificate-related credit hours were taught by part-time or adjunct faculty, regardless of location, in the following fields: business, criminal justice, human resources, information technology, and procurement and contracts management. In other fields, in spring 2012, graduate credit hours taught by part-time or adjunct faculty varied by location: accounting (26.1 percent to 100 percent) and education (79.2 percent to 100 percent). In fall 2012, 100 percent of graduate certificate-related credit hours were taught by part-time or adjunct faculty, regardless of
location, in the following fields: accounting, criminal justice, human resources, information technology, and procurement and contracts management. In other fields, in fall 2012, graduate credit hours taught by part-time or adjunct faculty varied by location: education (68.6 percent to 100 percent).

Because these part-time program offerings are distributed in locations across the Commonwealth of Virginia, part-time and adjunct faculty play a significant role in instructional delivery. Oversight of curricula is provided through program-level coordination by senior program directors. In addition, the Course Review and Curriculum Committee (CCRC) maintains oversight authority over “program proposals and modifications, program retirements, and new courses or revisions to existing courses.” CCRC is comprised of 12 tenured members of the faculty of the University whose academic expertise is in the areas of programs and courses offered by SCPS.

Education, Curry School of
The Curry School of Education offers certificate and degree programs to education professionals across the Commonwealth of Virginia. Oversight of course offerings at off-site locations is provided by permanent instructional and research faculty in Charlottesville. Part-time faculty are utilized at off-site locations to accommodate specific instructional needs during the course of a program.

Curriculum, Instruction, and Special Education – In spring 2012, 100 percent of graduate credit hours – 243 credit hours total – were taught by part-time or adjunct faculty at the Hampton Roads Center. In spring 2012, 57.2 percent of graduate credit hours – 321 credit hours total – were taught by part-time or adjunct faculty at the Northern Virginia Center. In spring 2012, 69.6 percent of graduate credit hours – 96 credit hours total – were taught by part-time or adjunct faculty at the Richmond Center. In spring 2012, 53.3 percent of graduate credit hours – 48 credit hours total – were taught by part-time or adjunct faculty at the Roanoke Center. In fall 2012, 73 percent of graduate credit hours – 309 credit hours total – were taught by part-time or adjunct faculty at the Hampton Roads Center. In fall 2012, 61.7 percent of graduate credit hours – 304 credit hours total – were taught by part-time or adjunct faculty at the Northern Virginia Center. In fall 2012, 100 percent of graduate credit hours – 60 credit hours total – were taught by part-time or adjunct faculty at the Richmond Center. In fall 2012, 100 percent of graduate credit hours – 126 credit hours total – were taught by part-time or adjunct faculty at the Roanoke Center. In fall 2012, 100 percent of graduate credit hours – 48 credit hours total – were taught by part-time or adjunct faculty at the Southwest Virginia Higher Education Center. Because 100 percent of the 38 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Leadership, Foundations, and Policy – In spring 2012, 80.3 percent of graduate credit hours – 294 credit hours total – were taught by part-time or adjunct faculty at the Hampton Roads Center. In spring 2012, 80.1 percent of graduate credit hours – 666 credit hours total – were taught by part-time or adjunct faculty at the Northern Virginia Center. In spring 2012, 63.4 percent of graduate credit hours – 192 credit hours total – were taught by part-time or adjunct faculty at the Richmond Center. In spring 2012, 100 percent of graduate credit hours – 33 credit hours total – were taught by part-time or adjunct faculty at the Southwest Virginia Higher Education Center. In spring 2012, 90.9 percent of graduate credit hours – 90 credit hours total – were taught by part-time or adjunct faculty at University Center. In fall 2012, 100 percent of graduate credit hours – 57 credit hours total – were taught by part-time or adjunct faculty at the Hampton Roads Center. In fall 2012, 59.2 percent of graduate credit hours – 420 credit hours total – were taught by part-time or adjunct faculty at the Northern Virginia Center. In fall 2012, 100 percent of graduate credit hours –147 credit hours total – were taught by part-time or
adjunct faculty at the Richmond Center. Because 95 percent of the 40 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Human Services – In spring 2012, 100 percent of graduate credit hours – 24 credit hours total – were taught by part-time or adjunct faculty at the Richmond Center. Because 95 percent of the 40 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Distance Education: Undergraduate Credit Hours by Program Content Area and General Education Courses
For the University’s distance education programs, separate tables are provided for undergraduate credit hours – spring 2012 and fall 2012 – and general education credit hours – spring 2012 and fall 2012. For any area in which 40 percent or more of total credit hours were taught by part-time faculty, adjunct faculty, or GTAs, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included below. Because distance education offerings are coordinated by individual schools, the tables and the following discussion group program content areas and general education courses by school.

Continuing and Professional Studies, School of
The School of Continuing and Professional Studies (SCPS) furthers the mission of the University by “provid[ing] continuing education programs of the highest quality to the Commonwealth and the nation.” SCPS offers courses and programs through distance education to further its mission. At the undergraduate level, SCPS offers multiple certificate programs and one degree program – the Bachelor of Interdisciplinary Studies (BIS).

In spring 2012, 100 percent of undergraduate certificate-related credit hours, delivered through distance education, were taught by part-time or adjunct faculty in the following fields: accounting, human resources, procurement and contracts management, and technology and society. In fall 2012, 100 percent of undergraduate certificate-related credit hours, delivered through distance education, were taught by part-time or adjunct faculty in the following fields: human resources, information technology, and procurement and contracts management. In fall 2012, 100 percent of degree-related credit hours, delivered through distance education, were taught by part-time or adjunct faculty

Because these part-time program offerings are distributed, part-time and adjunct faculty play a significant role in instructional delivery. Oversight of curricula is provided through program-level coordination by senior program directors. In addition, the Course Review and Curriculum Committee (CCRC) maintains oversight authority over “program proposals and modifications, program retirements, and new courses or revisions to existing courses.” CCRC is comprised of 12 members of the faculty of the University whose academic expertise is in the areas of programs and courses offered by SCPS.

Additional oversight is provided for the Bachelor of Interdisciplinary Studies (BIS) degree program through the BIS Academic Oversight Committee. The committee consists of faculty representatives from the schools of the University with which BIS most closely collaborates (arts and sciences, commerce, and education). In addition, a representative of the Virginia Community College System (VCCS) and the BIS director serve as ex-officio members. The committee works closely with the other schools of the University to ensure that the BIS program is academically sound and appropriately rigorous and that it meets the standards of the University and the educational needs of the region’s adult students. The committee also approves admissions and graduation requirements and reviews the
credentials of program faculty. Further, it oversees the growth and expansion of the BIS program around the Commonwealth and establishes and monitors program policies.

**Education, Curry School of**
The Curry School of Education offers limited coursework via distance education at the undergraduate level. Oversight of distance education course offerings is provided by permanent instructional and research faculty in Charlottesville.

In spring 2012, 100 percent of undergraduate credit hours (12 credit hours total) in curriculum, instruction, and special education, delivered through distance education, were taught by part-time faculty, adjuncts, or GTAs. In fall 2012, 100 percent of undergraduate credit hours (75 credit hours total) in curriculum, instruction, and special education, delivered through distance education, were taught by part-time faculty, adjuncts, or GTAs. Because 100 percent of permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**Engineering, School of**
The School of Engineering offers one undergraduate degree program – the Bachelor of Engineering Science – via distance education. Courses taught via distance education constitute a distinct section of a multi-section course that is simultaneously offered on-Grounds in Charlottesville. Oversight of distance education course offerings is provided by permanent instructional and research faculty in Charlottesville.

In spring 2012, 100 percent of undergraduate credit hours (30 credit hours total) in systems engineering, delivered through distance education, were taught by part-time faculty, adjuncts, or GTAs. Because 100 percent of the 20 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

**Distance Education: Graduate Credit Hours by Degree Program**
For the University’s distance education programs, separate tables are provided for graduate credit hours for spring 2012 and fall 2012. For any area in which 40 percent or more of total credit hours were taught by part-time or adjunct faculty, a brief rationale has been provided in the “Comments” column of the table with a more detailed rationale included below. Because distance education offerings are coordinated by individual schools, the tables and the following discussion group offerings by school.

**Arts and Sciences, Graduate School of**
The Graduate School of Arts and Sciences offers coursework towards the Master of Arts in Physics Education via distance education. Oversight of distance education course offerings is provided by permanent instructional and research faculty in Charlottesville. Part-time faculty are utilized in distance education coursework to accommodate specific instructional needs during the course of a program.

In spring 2012, 52 percent of graduate credit hours (39 credit hours total) in physics, delivered through distance education, were taught by part-time or adjunct faculty. In fall 2012, 77.1 percent of graduate credit hours (81 credit hours total) in physics, delivered through distance education, were taught by part-time or adjunct faculty. Because 100 percent of the 31 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).
Continuing and Professional Studies, School of
The School of Continuing and Professional Studies (SCPS) furthers the mission of the University by “provid[ing] continuing education programs of the highest quality to the Commonwealth and the nation.” SCPS offers graduate courses and programs through distance education to further its mission. At the graduate level, SCPS offers multiple certificate programs.

In spring 2012, 100 percent of graduate certificate-related credit hours, delivered through distance education, were taught by part-time or adjunct faculty in the following fields: business, human resources, marketing, procurement and contracts management, project management, and public administration. In education, 97.8 percent of graduate certificate-related credit hours, delivered through distance education, were taught by part-time or adjunct faculty in the following fields: business, human resources, marketing, procurement and contracts management, project management, and public administration.

Because these part-time program offerings are distributed, part-time and adjunct faculty play a significant role in instructional delivery. Oversight of curricula is provided through program-level coordination by senior program directors. In addition, the Course Review and Curriculum Committee (CCRC) maintains oversight authority over “program proposals and modifications, program retirements, and new courses or revisions to existing courses.” CCRC is comprised of 12 members of the faculty of the University whose academic expertise is in the areas of programs and courses offered by SCPS.

Education, Curry School of
The Curry School of Education offers certificate and degree programs to education professionals across the Commonwealth of Virginia and the nation through distance education. Oversight of distance education course offerings is provided by permanent instructional and research faculty in Charlottesville. Part-time faculty are utilized in distance education coursework to accommodate specific instructional needs during the course of a program.

Curriculum, Instruction, and Special Education – In spring 2012, 82.9 percent of graduate credit hours (368 credit hours total), delivered through distance education, were taught by part-time or adjunct faculty. In fall 2012, 54.1 percent of graduate credit hours (329 credit hours total), delivered through distance education, were taught by part-time or adjunct faculty. Because 100 percent of the 40 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Leadership, Foundations, and Policy – In fall 2012, 100 percent of graduate credit hours (171 credit hours total), delivered through distance education, were taught by part-time or adjunct faculty. Because 95 percent of the 40 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

Nursing, School of
The School of Nursing offers certificate and degree programs to nursing professionals across the Commonwealth of Virginia and the nation through distance education. Oversight of distance education course offerings is provided by permanent instructional and research faculty in Charlottesville. Part-time faculty are utilized in distance education coursework to accommodate specific instructional needs during the course of a program.
In spring 2012, 100 percent of graduate credit hours (111 credit hours total), delivered through distance education, were taught by part-time or adjunct faculty. Because 93.2 percent of the 44 permanent faculty are full-time, adequate oversight exists to maintain the quality and integrity of the academic program(s).

References

- Statement of Purpose and Goals
- Policy: Appointment Types and Titles
- Policy: Graduate Assistantships
- Policy: Academic Faculty Roles and Responsibilities
- Policy: Employment of Non-Tenure-Track Faculty
- School of Architecture: Faculty Handbook
- College and Graduate School of Arts and Sciences: Guidelines on Faculty Buy-Outs
- Department of Middle Eastern and South Asian Languages and Cultures: Teaching Load and Policy
- Statement on Faculty Wage Appointments
- Policy: Leaves of Absence
- Policy: Faculty Resignation and Retirement Notice
- Policy: Part-Time Employment of Retired Members of the Faculty
- Policy: Professors of Practice
- Policy: Appointment of Visiting Faculty and Scholars
- Thomas Jefferson’s Academical Village
- Jefferson’s Vision of the Academical Village
- Undergraduate Students (on-Grounds), by School and Full-Time/Part-Time Status, Fall 2012
- Graduate Students (on-Grounds), by School and Full-Time/Part-Time Status, Fall 2012
- Comprehensive Standard 3.4.11
- Student-Faculty Ratio, Fall 2000 to Fall 2011
- Student-Faculty Ratio at AAU Public Institutions, Fall 2011
- Quality Enhancement Plan (QEP): Supporting Initiatives—Offer More Small Classes
- Undergraduate Small Classes, 2007-08 to 2011-12
- Institutional Summary Form
- Institutional Assessment and Studies, Program Review
- University of Virginia, Program Review
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in Each Major or Program Content Area (Main Campus), Spring 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in Each Major or Program Content Area (Main Campus), Fall 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in General Education Courses (Main Campus), Spring 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in General Education Courses (Main Campus), Fall 2012
- Number of Graduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty or Adjuncts in Each Degree Program (Main Campus), Spring 2012
- Number of Graduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty or Adjuncts in Each Degree Program (Main Campus), Fall 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in Each Major or Program Content Area (Off-Site Locations), Spring 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in Each Major or Program Content Area (Off-Site Locations), Fall 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in General Education Courses (Off-Site Locations), Fall 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in General Education Courses (Distance Education), Spring 2012
- Number of Undergraduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty, Adjuncts, or GTAs in General Education Courses (Distance Education), Fall 2012
- Number of Graduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty or Adjuncts in Each Degree Program (Distance Education), Spring 2012
- Number of Graduate Credit Hours Taught by Full-Time Faculty and Part-Time Faculty or Adjuncts in Each Degree Program (Distance Education), Fall 2012
- Executive Vice President and Provost: University Seminars, Spring 2013
- University Career Services: Internships, Academic Credit
- Federal Requirement 4.9
- School of Continuing and Professional Studies: Academic Program Coordination
- School of Continuing and Professional Studies: Course Review and Curriculum Committee
Core Requirement 2.10 – Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

The University of Virginia seeks to provide all students a rewarding and enriching experience inside and outside of the classroom. Throughout the University, schools and units work together to provide extensive student support programs, services, and activities that promote student learning and enhance student development. The University entrusts students with the responsibility to live honorably and govern their own affairs, combining the scholarly resources of a research institution with a learning environment built on Thomas Jefferson’s ideal of an Academical Village. Through broad-based institutional support, the University seeks not only to promote its central purpose of “enrich[ing] the mind,” but also to accomplish the following institutional goals, as outlined in the Statement of Purpose and Goals:

- To attend to [students’] total development and well-being; and to provide appropriate intellectual, athletic, and social programs (Goal 6);
- To strive for diversity in the student body and in the faculty and to promote international exchange of scholars and students (Goal 7); and
- To provide for students and faculty an atmosphere conducive to fellowship and understanding and to their constructive participation in the affairs of the University and the community at large (Goal 8).

The Student Experience

Consistent with its mission and goals, the University endeavors to make the student experience a hallmark of the institution. In October 2001, the University completed a strategic examination of the student experience at the University of Virginia. The resulting report, Student Experience 2020, reinforced by the Commission on the Future of the University (2008), articulates many of the strengths described below.
Organization

Student support services that are intended to promote student learning and enhance the development of students are delivered by an array of units housed primarily under two vice presidents. The Office of the Executive Vice President and Provost includes functions such as international, summer, and special academic programs; academic community engagement; and student support services in the University’s 11 schools.

The most significant cohort of units is housed within the Division of Student Affairs. Reporting to the vice president and chief student affairs officer, the Division of Student Affairs comprises multiple units, including: Office of the Vice President and Chief Student Affairs Officer (including Community Engagement); University Career Services; Office of African-American Affairs, Elson Student Health Center (including the Gordie Center for Substance Abuse Prevention) and the Office of the Dean of Students. The Office of the Dean of Students, in turn, comprises: Peabody Hall (dean’s office), which serves as the center for crisis response and day-to-day student support; Housing and Residence Life; Student Activities; Fraternity and Sorority Life; and Orientation and New Student Programs.

Institutional Support for the Student Experience

The University’s design and delivery of academic and nonacademic support services are closely integrated. Faculty and staff in the deans’ offices of each of the schools regularly interact with members of the Division of Student Affairs.

The Division of Student Affairs is responsible for most of the University’s student services and plays a fundamental role in the University’s efforts to shape the student experience. Also central to the support of students outside the classroom, the Office of the Dean of Students provides a range of services, including on-call crisis management for students in urgent need of support or attention, assistance to student survivors of sexual assault or other crimes, general support of students with other personal concerns or family situations that affect their ability to function academically, and cultural support for minority students. Other units within the Office of the Dean of Students provide support and guidance for the fraternity and sorority system, student activities, and new student orientation and first-year and transfer student programming and support. The Office of the Dean of Students collaborates routinely with deans’ offices within schools, as well as with other units, such as the University Police Department, Counseling and Psychological Services, and the Women’s Center.

Student Self-Governance

Student self-governance is fundamental to the U.Va. student experience, and the University takes pride in encouraging students to participate in and maintain a community of trust. The student-run Honor Committee, which enforces the University’s Honor System, and the University Judiciary Committee, which adjudicates violations of the University’s Standards of Conduct, are critical components of student self-governance. Additionally, each school within the University has its own student governing body, such as the College Council and the Engineering Student Council.

The Division of Student Affairs provides support to these bodies, as well as to the Student Council, University Board of Elections, and more than 700 independent student organizations, including cultural
groups, political organizations, performance groups, and hobby and sport clubs. Though by contractual agreement with the University, student organizations are independent and self-governing entities, the University provides them with significant opportunities for skill development and advising, most commonly through the Student Activities Center in Newcomb Hall (the student union), as well as other benefits, including access to space and financial support.

Samples of Targeted Populations for Support

In addition to high levels of support for historically underrepresented student populations (described in the “Diversity” section of this narrative) and increased support for international students (described in the “Global Experience” section of this narrative), a number of other student populations are supported in targeted ways.

Low-Income Students
Over the past four years, great attention has been paid to the success of students receiving full or partial financial aid through AccessUVa, the University’s financial aid program, with a particular focus on supporting and advising students with extreme financial need, many of whom are first-generation college students. In 2008, an associate dean in the Office of the Dean of Students was charged with supporting this population of students through one-on-one support and outreach, as well as educational programming.

Collaborating with Student Financial Services, the associate dean provides critical financial literacy information for all students, with a targeted focus to those receiving full or partial funding through AccessUVa. Throughout the academic year, a variety of monthly workshops are offered on topics such as budgeting, working while being a student, using financial aid to study abroad, a walk-through of the Free Application for Federal Student Aid (FAFSA), and many others. Workshops in the fall are geared toward first-, second-, and third-year students while workshops in the spring are targeted at fourth-year students preparing for the workforce or graduate school.

In 2011, the Office of Undergraduate Admission joined the non-profit QuestBridge to bring students from low socioeconomic backgrounds to the University. In fall 2011, nine students joined the entering first-year class as a part of the QuestBridge program. These students receive a four-year fully grant-funded financial aid package. The associate dean who works with AccessUVa students also offers programming and one-on-one support to the students matriculating through the QuestBridge program. These students have formally organized to create their own student group and the associate dean has worked throughout the year to support their mission of socioeconomic diversity at U.Va. Another student organization that the associate dean supports is Hoos for Open Access whose mission is to also support socioeconomic diversity at the University. Both student organizations help co-sponsor the monthly financial literacy workshops and assist with publicity. Monthly newsletters are also sent to first- through fourth-year students who are identified as receiving full or partial financial aid funding through AccessUVa. These newsletters include information about upcoming financial literacy workshops, job openings for students, scholarship opportunities, as well as resources and events designed to be helpful to students who are on a limited budget. More than 4,000 students receive these communications.

The goal of these resources and support is to help students receiving substantial financial aid know that they can access all academic and extracurricular opportunities regardless of their financial means. In
spring 2012, the associate dean launched a new Web site for AccessUVa recipients – AccessUVa Student Support. This Web site serves as one of many resources for students receiving significant financial aid and lists opportunities geared toward students who may need additional financial assistance as they complete their undergraduate degree.

**Transfer Students**

Each year, more than 500 transfer students enroll at U.Va. One quarter of transfers are nontraditionally aged, while one third transfer from the Virginia Community College System (VCCS), with which the University maintains two guaranteed admissions agreements. Dedicated outreach to students accepted through transfer begins with orientation. Upon arrival in August, students participate in Transfer Welcome Week. To assist transfer students with making the transition to U.Va., the Office of Orientation and New Student Programs (ONSP) operates the Transfer Peer Advisor Program. Peer advisors serve as a dedicated resource for transfer students during their first semester and into their second semester.

In addition, an associate dean in the Office of the Dean of Students provides outreach to transfer students throughout their period of enrollment. Dean’s support includes one-on-one meetings with transfer students, periodic topical workshops, monthly e-newsletters with targeted information, and a comprehensive Web site of transfer student resources. Transfer students have the option of living on-Grounds in one of many residential communities, including a designated residential community that provides intentional programming for transfer students. Transfer students, who elect to reside in the complex, live with returning upper-class students to ensure transfer cohort support, as well as that provided by experienced returning students.

**Graduate and Professional Student Support**

The University has tailored certain student programs and services for its graduate and professional students. This includes the development, in 2008, of the Graduate Guide and programs such as Tomorrow’s Professor Today and the International Teaching Assistants program. Student services specifically geared toward graduate and professional students are also provided at the departmental or school level. The professional schools (law and medicine) and most graduate schools (architecture, business administration, commerce, education, engineering, nursing, and public policy) have either student affairs professionals or faculty with both student affairs and instructional responsibilities.

In contrast, the Graduate School of Arts and Sciences relies on graduate directors and faculty to support student needs, in addition to the services provided by the Division of Student Affairs. In the last two years, an associate dean in the Office of the Dean of Students has been assigned to provide additional support for graduate and professional students. This is achieved through advising of the Graduate Student Council, as well as the coordination of social events designed to bring together decentralized departments and students. Graduate students also have access to academic support services through units such as the Office of the Vice President for Research (Graduate Studies and Postdoctoral Programs) and the Teaching Resource Center, as well as career services support through individual schools and University Career Services. Moreover, graduate students are active contributors to the governance of the student body through their participation in the Honor Committee, University Judiciary Committee, and Student Council.

**Student Veterans**

Although the current population of student veterans at the University is relatively small, particularly compared to institutions in closer proximity to major military facilities, the University is committed to
ensuring that student veterans assimilate smoothly into the University and surrounding communities, with the hope that more veterans returning for higher education will find the University to be a veteran-friendly institution. The graduate and professional schools, where the majority of student veterans currently are enrolled, each have personnel designated as particularly knowledgeable with respect to admission and funding issues for veterans. Further, the University Registrar employs a dedicated 

vetern’s benefits specialist whose sole professional function is serving as a resource to veteran students for issues related to the application of veteran’s benefits and certification of courses.

In addition, an associate dean in the Office of the Dean of Students has been charged with serving as the primary student services resource for student veterans to assist them by serving as a triage point for a broad range of issues and concerns with which they may present. The Office of the Dean of Students also is collaborating with a researcher in the Curry School of Education (whose research interest pertains to veterans and their families) to develop content for a comprehensive veteran’s information Web site for U.Va. student veterans. This Web site, when complete, will house student services, compliance and benefits, and regional and national resources for student veterans and their families.

Public Service

Both the Quality Enhancement Plan and the Commission on the Future of the University call for the University to “thoughtfully integrate public service into the student experience,” in order to produce citizen leaders equipped with the knowledge, skills, and abilities to take active roles in their local, national, and global communities. Opportunities to develop such knowledge and experience abound and include both direct service and academic community engagement. Evidence of student involvement includes Project SERVE, wherein 400 new students partner with more than 30 community organizations for a day of service at the beginning of the academic year; throughout the year, almost 250 of the more than 700 student organizations perform service as part of their mission. Through Madison House (an organization independent of the University), more than 3,000 students participate in weekly service with more than 100 community partners, contributing approximately 110,000 hours of service worth $2.2 million each year to the local community.

In an effort to strengthen student access to public service opportunities, a new Web site was launched in 2011. “Learning in Action – From Classrooms to Communities” (LIA) is designed to connect students, faculty, and community members to academic community engagement and co-curricular service opportunities within and beyond the University. LIA lists events, opportunities, and organizations involved with service and community-based research, as well as resources that direct users to specific programs and offices based on individual interest. The initiative is a product of a multi-year collaborative process lead by the Office of the Executive Vice President and Provost and the Office of the Vice President and Chief Student Affairs Officer that included students, faculty, staff, and community members. Strengthening access to opportunities that can lead to successful Jefferson Public Citizens program applications is a central goal of the site. Student input, in particular, has been central to LIA's development; the logo and marketing plan for the new site was developed by students as part of a service-learning course in spring 2011, and members of Student Council meet biweekly with staff to review and update site content.

Several ongoing programs expose students to both the skills and experience necessary to become effective citizens and to the faculty and community partners who can guide the reflective learning process. An annual public service conference, featuring students, faculty, and community members,
facilitates connections, shares knowledge, and builds capacity for innovation in public service; close to 300 participants have taken part over three years. The Service in Society seminar series takes an interdisciplinary approach by providing students with seminars on academic civic engagement and community-based research by U.Va. faculty, attracting close to 100 attendees each semester. Both of these programs are designed to support successful application to the Jefferson Public Citizens program, as well.

University Career Services (UCS) funds stipends for between 16 to 20 students each year (134 total in the eight years of the program) who have competed for merit-based internships in community and public service fields. UCS also houses a Peace Corps representative who serves as an informational resource for students. In the past five years, an average of 68 students have entered the Peace Corps, and the University currently ranks eighteenth among institutions of similar size for the number of graduates who have volunteered. Finally, UCS maintains a strong relationship with Teach for America and in the most recent reported hiring year (2011), 65 U.Va. graduates joined the program.

Public service is encouraged in each of the professional schools as well. Evidence of the innovative, interdisciplinary work being done includes the ecoMOD project, a joint effort between the School of Architecture and the School of Engineering and Applied Science. This project explores the intersection of sustainable design, affordable housing, and prefabricated construction, and more than 300 students have participated in building six housing units since 2004. Students in the new Batten School for Leadership and Public Policy are awarded $100,000 in grants to seven local non-profits in a class on philanthropy. The School of Law launched a new Program in Law and Public Service in 2010, and in 2010-11 law students contributed 15,502 hours to pro bono work. The Young Women Leaders Program (YWLP), co-sponsored by the Curry School of Education and the Women’s Center, is an after-school, curriculum-based mentoring program that pairs middle school girls with college women for a year to boost the self-esteem and leadership skills of both groups. Approximately 80 pairs participate each year, with more than 1,000 women trained and 1,000 girls served since the program’s inception in 1997.

As part of the Social Issues in Medicine course, all first-year medical students are placed at a community service site in Central Virginia to perform 30 hours of service. More than 50 private and public social service agencies, schools, and health-related programs partner with the School of Medicine through this course. Based on a service-learning model, this course offers medical students a pre-clinical experience with at-risk populations who will later comprise their patient population, and introduces students to the diverse social, cultural, and economic factors that impact the practice of medicine. Medical students contribute more than 4,600 hours of service annually through their community engagement activities. More than 40 medical students participated in three health screenings at the Boys and Girls Club of Central Virginia last year under the direction of the Department of Pediatrics. They modeled healthy lifestyles, performed height, weight, blood pressure and BMI screenings for more than 150 children in the community. They provided sun safety education, fitness education, and healthy eating tips and tools. In addition they participated in sports physicals performed by pediatric faculty.

These are just a few highlights of the academic public service in which students participate.

Residential Experience

Housing and Residence Life (HRL) works collaboratively to create inclusive, welcoming communities where residents are encouraged to stretch themselves as scholars and leaders thorough self-governance
and engagement in their residential community. The unit’s primary focus is to provide services and programmatic direction for all on-Grounds residential students (undergraduate and graduate), faculty, staff, and conference guests. With more than two million square feet of residential building space, HRL strives to create inclusive environments that support the academic, cultural, and social goals of the University.

Specific living and learning programs include language immersion houses, three residential colleges, a transfer student-focused community, and a comprehensive first-year experience. Residential environments encompass a diverse array of building styles, including traditional residence halls, suite-style residence halls, apartment complexes, townhouses, and single family homes. Almost 6,000 students live on-Grounds in undergraduate housing, and almost 1,000 students, spouses, and children live in graduate, family, faculty, and staff housing. HRL reports jointly to the Office of the Vice President and Chief Financial Officer and the Office of the Vice President and Chief Student Affairs Officer.

First-Year Residential Experience
First-year students are required to live on-Grounds in first-year housing – Alderman Road (comprised of suites and traditional hall-style dorms) and McCormick Road (traditional hall-style dorms) – or in one of three residential colleges. The Residence Life unit collaborates with a variety of University offices to orient students when they arrive in the fall, and students are immediately introduced to student self-governance as part of the First-Year Leadership Experience (FYLE). FYLE, which was refashioned in 2009 after a summer-long research study, is an opportunity for first-year students. Through FYLE, first-year students are able to build leadership skills and live the core value of student self-governance as participants in their Association (residence hall) Council or First-Year Council (the University’s representative body for first-year students). Participation in FYLE helps students develop a well-rounded set of practical leadership skills, interact with faculty and staff from across Grounds, and work with motivated student leaders dedicated to serving the needs of their class.

Since 2008, three new first-year residence halls and one “commons” building have opened in the Alderman Road area as part of the Alderman Road Replacement Project that was initiated in 2006. Construction for two additional buildings began in May 2011. In addition to student rooms, studies and lounges, entry-level floors house a variety of program spaces for teaching, meeting and studying. The separate commons building provides a flexible, central gathering venue for first-year students and others from across Grounds.

Living-Learning (Focused) Communities
U.Va. has three residential colleges – Brown College, Hereford Residential College, and the International Residential College. Each college has a principal (teaching faculty) in residence, faculty fellows (live-in and several others who are affiliated with each college), and strong student governance councils. Each college also offers short courses, regular opportunities to interact with faculty, and a variety of academic-cultural programs such as seminars, lecture series, and service trips. A residential college assessment, completed in 2009, reaffirmed the value of the residential college model and offered recommendations for the continued vitality of the residential college system. As a result of the assessment, day-to-day management of residential colleges moved to the Division of Student Affairs (under the supervision of an associate vice president who partners closely with the provost’s office), and a strategic plan focused on recruitment, marketing, and individual college missions was developed. The University’s three residential colleges house almost 800 students from every class. In addition to the residential college system, Housing and Residence Life partners with the College of Arts and Sciences to provide language immersion experiences in 12 language house programs: French, Spanish, Russian,
German, Arabic, Hindi/Urdu, Persian, Japanese, Chinese, Italian, Korean, and Hebrew. These programs provide residents with opportunities to interact with faculty and to engage in meaningful learning. A total of nine full-time faculty and academic department staff members live in the residential colleges and language houses.

**Special Interest Communities & Upperclass Apartments**
The Transfer Residential Community, established in 2007 in suite-style residence halls, was redeveloped and relocated to hall-style residence halls in fall 2010 based on assessment of resident experiences. The Transfer Residential Community offers a community designed to provide new transfer students to the University with a supportive and engaging residential experience. Clusters of incoming transfers live on floors with returning upper-class students, thereby providing the dual benefit of the support of fellow transfer students who are also experiencing the transition, and of experienced U. Va. students who can help new transfers to engage with the broader University community.

Outstanding fourth-year and graduate students continue to apply to live in rooms in the Lawn and Range communities, the historical heart of the University, by the hundreds. One hundred and five students are selected annually for this honor. A panel of students selects those peers whose academic performance and service to the University merit a coveted Lawn room, while a panel of current Range residents selects those graduate students who merit a residence on the Range. Academic deans, accomplished professors, and the vice president and chief student affairs officer reside alongside students in the 10 pavilions on the Lawn.

Approximately 1,500 students live in apartments for upperclass students. Second-, third- and fourth-year students living on-Grounds may pursue leadership within their communities through area councils. While the Upperclass Leadership Experience (UCLE), introduced to upperclass students in fall 2011, is similar to the first-year model, it leverages the increased knowledge and skills of students as they move beyond their first year. In addition to programming that brings the community together, students who participate in the UCLE focus on issues of particular importance to upperclass students such as career development, academic opportunities, and independent (apartment-style) living. Upperclass communities with large transfer student populations also elect an individual to represent transfer student interests.

**Resident Staff & Student Self-Governance**
The Resident Advisor program acts as a self-governing body. A total of 247 student staff members live in on-Grounds housing facilities. This total includes 216 resident assistants, 25 senior residents (undergraduate hall directors), two program coordinators (one for leadership development and one for resident advisor selection), two graduate assistants, and two co-chairs. Student self-governance is embodied in resident staff and within the community of residents. Resident staff members serve as role models and leaders, and are charged with providing educational programs and articulating and enforcing community standards of conduct and University policies. Under the guidance and supervision of professional staff, resident staff gain leadership skills and practice self-governance by selecting, supervising, evaluating, and promoting their peers. This high level of responsibility and accountability ensures that they are key players in accomplishing the mission of the program. While professional staff members serve as mentors to senior staff, in particular, and provide on-going training, the students are vested with ultimate accountability for ensuring the program meets institutional requirements.
Diversity

The University has a deep commitment to diversity, seeking to ensure that students are immersed in experiences exposing them to different perspectives and providing them with an opportunity to learn. Key to the University’s approach is the work of the President’s Commission on Diversity and Equity, which produced a final report, “Embracing Diversity in Pursuit of Excellence,” in September 2004. Implementation of the report’s recommendations has affected the student experience in and outside of the classroom. The Commission’s chief recommendation was the appointment of a senior-level administrator to coordinate the University’s efforts related to diversity and equity. William B. Harvey became the University’s first vice president and chief officer for diversity and equity in November 2005 and was succeeded by Marcus L. Martin, MD in 2011. Additional implemented recommendations include the development of a system for bias reporting as described in Federal Requirement 4.5; the Office of Graduate Student Diversity Programs; enhanced support for peer mentorship education and cultural group assistance; and the development of community-based research grants for students advised by University faculty.

In addition, staff in the Office of the Dean of Students, the Lesbian Gay Bisexual Transgender Resource Center, and the Office of African-American Affairs specialize in programs and services related to cultural support, education and outreach, peer mentoring, and equity within the University community, and provide specialized support for those populations of students. Within the Office of the Dean of Students, in addition to the support of all students, targeted support is provided for Hispanic/Latino Students, Asian and Asian Pacific American Students, Native American/American Indian Students, Middle Eastern students, transfer students, and low-income students. Orientation programs for new students focus on issues of diversity and mutual respect through such programs as Grounds for Discussion, which is a peer theater-type program designed to raise awareness of diversity issues and other topics.

Staff in the Division of Student Affairs work closely with independent student organizations whose missions and programs promote diversity awareness, and ongoing programs of all kinds include a commitment to education in issues of diversity and equity. Some noteworthy examples include: Asian Pacific American Heritage Month, Hispanic Heritage Month and African-American History Month University-wide celebrations; CultureFest; Diversity Career Day; faculty-advised peer mentorship programs for Hispanic/Latino, Asian Pacific American, Middle Eastern, and African-American students; the Cultural Programming Board; and the Students Educating and Empowering for Diversity Program. The Minority Rights Coalition (an umbrella organization of multiple student organizations representing underrepresented populations) and Sustained Dialogue (a University-wide dialogue organization) are both student-run organizations that collaborate closely with the administration in addressing issues and needs within the student community.

One example of the success of diversity efforts is the work of the Office of African-American Affairs (OAAA). Strengthening the academic readiness of African-American students, in particular those who are interested in pursuing graduate or professional studies, represents a key effort of the unit. For the past six years, OAAA has focused on academic preparedness through an array of programs. As a result, the proportion of African-American students earning between a 3.4 and 4.0 in their first semester has increased from 10 percent, for the incoming class of 2005, to 22 percent, for the incoming class of 2011. Additionally, the six-year graduation GPA of African-American students has increased more than one grade point over a three year period, from 2.835 in 2008 to 2.951 in 2011. For the twentieth straight year, U.Va. has attained the highest African-American graduation rate of any public university in the nation.
Global Experience

The University supports a globally aware, culturally diverse education and research environment and encourages students to broaden their perspectives through international study. In its Virginia 2020 planning process, the University identified international activities as an area of institutional emphasis; the resulting report noted that “including different peoples and cultural traditions and framing the University’s tasks in global dimensions” would expand Thomas Jefferson’s spirit of free inquiry (Report of the 2020 Commission on International Activities). The University’s prioritization of international education was reaffirmed by the Commission on the Future of the University (2008) which stated that the University should seek “to equip students for success in the global economy and to prepare them for public life” and to help U.Va. become “a center for discovery, study, and service on a global scale.” The Commission provided funds to develop new study abroad programs, train faculty to lead education abroad programs, allow faculty to create new courses with an international or global focus, finance overseas internships and student research projects, and establish the Center for International Studies.

The University boasts over 2,500 international students, who contribute their knowledge and culture to the broader University community, representing a resource that benefits the teaching, learning, and social dynamics on a daily basis. The University’s international students, scholars, and faculty, the increasing number of students studying abroad, and the activities of the International Residential College and the International Studies Office all serve to create an enriching international environment. One example of the services offered by the International Studies Office is the World Wide Wahoos International Student Ambassadors program, which includes more than 100 international undergraduate and graduate students and helps incoming international students make the transition to the University. The Center for American English Language and Culture offers support for students whose first language is not English. The Center provides language assessment classes, conversation partners, and writing support for graduate and undergraduate students, faculty, staff and family members.

University students who go abroad to study and immerse themselves in the daily life of another country reap immense lifelong benefits from the experience. In recent years, the number of undergraduate and graduate students studying abroad has increased to almost 2,000 in 2010-11. The University is currently ranked 28th among similar universities in the United States in terms of students studying abroad, based on figures for 2009-10 (Open Doors). However, among public universities, U.Va. ranked second for the proportion of the student body abroad in 2009-10. In 2010, a U.Va. faculty task force identified learning outcomes for education abroad participants and identified measures to assess those outcomes as a core undergraduate competency.

The International Residential College (IRC) serves as a natural focus for programming that involves students, faculty, and visitors with academic and cultural interests in international studies. As home to a mixture of international and U.S. students, the IRC is a dynamic living and learning center that supports the University's internationalization efforts. Faculty and students within the IRC coordinate a wide range of cultural programs, lectures, and events involving members of the community as well as distinguished guests.

January Term (or “J-Term”) is yet another example of the University's commitment to providing international experiences for students. After a successful inaugural year, J-Term grew from two study
abroad course offerings in 2005 to 10 such offerings in 2012. Twenty percent of the 2012 J-Term students joined an overseas J-Term program. Students had the opportunity to study biology and environmental science in Belize; business in Argentina, Bangladesh, and Southeast Asia; and public health in Guatemala.

Another example of the University’s commitment is its continuing partnership with the Institute for Shipboard Education. This partnership allows students to earn academic credit at the University when participating in the Semester at Sea program.

The International Studies Office (ISO) provides a University-wide resource that supports the institution’s mission to prepare individuals for a world characterized by heterogeneous and increasingly interdependent societies and a complex global economy. ISO serves as the primary point of contact for issues related to logistics, day-to-day program concerns, documentation, preparation, and reentry both for students going abroad and for faculty leading international study programs. ISO also serves as the support office to the international students, scholars, and faculty in the University community. In partnership with the global development studies program and the Department of Anthropology, ISO developed a series of workshops and courses called CORE (Cultural Orientation, Reflection, and Engagement). The curriculum has proven popular with faculty, staff, international students, and education abroad students.

The Arts

In the past five years, the University has seen a significant groundswell of coordination and planning for arts initiatives, many of which have been spearheaded by the vice provost for the arts, hired in December 2007. Joining an arts-rich University and community, the vice provost has overseen a breadth of initiatives to enhance the promotion and funding of arts programs and initiatives at the University. A new and vibrant Arts in Action Web presence brings attention to the huge range of activities, initiatives and opportunities for students, faculty, staff and the Charlottesville community.

Many major construction projects, in support of the arts, have been completed or are underway in the Betsy and John Casteen Arts Grounds. Completed in 2011, the Hunter Smith Band Building is one of few like it in the country, and provides practice, storage, and performance space for the Cavalier Marching Band, the men’s and women’s basketball bands, the bands for the Olympic sports, the wind ensemble, and the concert band. Completed in 2008, Ruffin Hall, the new home for studio arts, provides abundant teaching and office space for students and faculty with modern resources and abundant natural light. Fayerweather Hall, home to the art history program, has undergone major renovations, completed in 2006, to meet the needs of students and faculty in this field. The Caplin Thrust Theater is currently underway at the Culbreth Theater, and is designed to provide an additional 7,000 square feet of performance and theater space joined to the existing Culbreth lobby and box office areas, which are also under renovation in this project. Campbell Hall, home of the School of Architecture, has also undergone significant renovations, completed in 2008, to create an additional 12,000 square feet of studios, office and instructional spaces. This precinct of the Grounds has flourished as a hub for the arts, and continues to develop.

The University seeks to provide students with many opportunities to participate in programs, events, and academic coursework associated with the arts. To encourage participation, students receive “Arts Dollars” as a benefit of their student fees. These electronic “dollars,” stored as credit on student
identification cards, can be used to purchase tickets for many of the University performances sponsored by the music or drama departments, including some Virginia Film Festival events. Arts-oriented independent student organizations include dance performance clubs, comedy troupes, theater groups, and a cappella music groups (of which the University boasts a large and diverse array). The intramural and recreational sports program provides opportunities for dance instruction and performance. Annual student affairs-sponsored programs such as CultureFest provide students with opportunities to share the elements of their culture through artistic expression. The University Art Museum, renamed the Fralin Art Museum in 2012, provides members of the University community with a rotating collection of art of all genres.

Health and Wellness

The University is at the forefront of addressing health and wellness issues facing today’s university students. The University’s Elson Student Health Center employs numerous full-time health care professionals, including general medicine and gynecology physicians and nurses, mental health clinicians, a nutritionist, as well as specialists in learning needs and evaluation services and disability services, and non-clinical professionals in health promotion and health risk reduction. The University’s teaching hospital provides additional resources to students through medical, nursing, and dietetic students who have clinical rotations at Student Health, as well as access to hospital emergency facilities when Student Health is closed. The executive director of Student Health is a nationally recognized expert on college health issues and is particularly known for his work on meningitis and alcohol issues, as well as for his assistance locally in pandemic (flu and mumps) planning for the University.

In addition to clinical, counseling, and pharmacy services, Student Health focuses on the promotion of healthy behaviors and provides outreach programs to University students on topics ranging from nutrition to sexual health to alcohol use. The model of peer education is highly valued in these efforts. Peer educators are trained through a mandatory three-credit academic course taught by Student Health staff. In addition to traditional outreach presentations to student organizations and residence hall groups, peer educators provide one-on-one patient education, collaborate on University-wide wellness events, and develop and implement social marketing campaigns to create a more health-enhancing environment. Student Health’s Gordie Center for Substance Abuse Prevention was created in 2010 through a merger between the national non-profit Gordie Foundation and the University’s existing Center for Alcohol and Substance Education. A multi-year curricular collaboration between the Gordie Center and systems and information engineering faculty resulted in the first documented use of curriculum infusion for alcohol education with engineering students and an assessment of the impact of integrating prevention topics and program development into engineering courses.

The department of Intramural-Recreational Sports (IM-Rec Sports) offers students facilities and opportunities for self-directed and team sports, general fitness, and experiential programs. During the 2010-11 academic year, at least 87 percent of students participated in some sort of fitness/sport activity; roughly 2,800 students participated in club sports; and almost 12,300 players competed in one of more than 1,417 intramural teams in one of 15 main facilities available. In 2008, a new computerized system was implemented for tracking participation resulting in improved data collection. In 2009, IM-Rec Sports contracted a Program Planning and Project Formulation Study, which included detailed discussions with University leadership; intercept interviews with students; Web-based survey of students, faculty, and staff; interviews with key staff and administrators; benchmarking of peer institutions; and use assessment of existing IM-Rec Sports facilities. The initial phase of the resulting...
plan, to expand the **North Grounds Recreation Center** including a 25 yard x 25 meter pool, will be completed by fall 2013.

Students consistently participate in **varsity intercollegiate sports** at U.Va. By the conclusion of the 2010-11 academic year, 656 student-athletes had been a part of various teams. Participation data for these men and women reached 671 for 2011-12.

**Distance Education, Off-Site Locations, and Programs for Non-Traditional Students**

While the University is primarily engaged in residential education, at the undergraduate, graduate, and professional levels, it offers a growing number of non-residential programs via distance learning, at off-site locations, and for non-traditional students. Such students have full access to the student support services at U.Va. Individual schools supplement institutional resources and programs to ensure adequate student support services for such students.

**School of Continuing and Professional Studies**

The **School of Continuing and Professional Studies** (SCPS) operates a range of on- and off-site credit and non-credit programs, including the part-time **Bachelor of Interdisciplinary Studies** (BIS) program. In support of the School’s mission to be responsive to non-traditional learners seeking to achieve their educational goals, SCPS offers programming and courses throughout the Commonwealth in both classroom and online environments. SCPS offers off-site programming through five regional centers, each of which has a student services coordinator who provides assistance to students locally and acts as the liaison to connect off-site students to the broader University community in Charlottesville.

The BIS program is offered in Charlottesville, at Northern Virginia Community College, at Tidewater Community College, and at the Richmond Center. BIS strives to create a student experience that is characterized by a high level of academic and social support, individualized attention, and affiliation with the University at large. **BIS Student Orientation**, for example, begins with an on-site component for each cohort. Students have the opportunity to interact with fellow students, faculty with whom they will study in their first term, alumni living in the region, and the BIS staff. The second part of the orientation process brings newly admitted students from every location to Charlottesville to learn about opportunities available to them on Grounds, meet additional faculty, and tour the Academical Village. For the first four terms after matriculation, BIS students meet, face to face or remotely, with the BIS Program Director of Academic Services at regular intervals for advising and to discuss issues inhibiting their academic success. After this initial period, students are assigned a faculty advisor who provides guidance as they formulate ideas that will lead to their capstone projects.

BIS offers a number of student-governed leadership opportunities in all locations. Each site has its own peer mentoring program which pairs current with incoming students. New students are invited to participate in social events and service activities and are supported through informal peer counseling. Twice a year, members of Alpha Lambda Sigma, the national honor society for non-traditional undergraduates, hosts a day-long writing workshop for current students taught by esteemed authors and faculty from the U.Va. community. An active alumni board sponsors seminars for students on career planning and development, as well as graduate education. On and off-grounds BIS students represent SCPS on the University’s Honor Committee, Student Council, Jefferson Literary and Debating Society, and Raven Society. BIS operates faculty-staffed writing centers to help students hone their
academic writing skills. In addition, writing center faculty edit a literary magazine, Mosaic, which showcases the writing, photography and art work of the program’s current students.

In fall 2011, SCPS implemented “Live Chat” functionality through its Web site. Students throughout Virginia can now interact with an SCPS inquiries specialist outside of normal business hours. SCPS continues to find innovative methods and technologies to meet the academic and student support needs and better serve non-traditional students.

School of Engineering and Applied Science
Another example is the School of Engineering and Applied Science (SEAS), which offers multiple degree programs through distance education. The first program, initiated in 1983, is the Commonwealth Graduate Engineering Program (CGEP). Students enrolled in one of six non-research-based master’s programs complete the curriculum through distance education. Within each program, students have access to a dedicated faculty contact and staff contact to answer questions, respond to concerns, and facilitate access to institutional student support services. In addition, the assistant dean for research and outreach, as well as a dedicated staff member, are available to assist students with questions and direct them to institutional student support services.

The second program, initiated in 2008, is Engineers PRODUCED in Virginia (PRODUCED). Students enrolled in this program, a partnership with the Virginia Community College System (VCCS), earn a B.S. in Engineering Science through distance education. The learning environment of the PRODUCED program is designed to provide access to a rigorous academic curriculum and co-curricular student experience. Through instant messaging, e-mail, real-time voice, video, and content sharing, students have access to faculty and support staff. A program director, as well a dedicated staff member, also are available to assist students with questions and direct them to institutional student support services. In addition, students have access to resources at VCCS partner institutions in their home communities. Students also make a limited number of visits to Charlottesville, which facilitates their curricular and co-curricular experience. Examples of such visits include an initial program orientation prior to the first semester of classes and selected laboratory activities. Such visits enable students to take advantage of additional physical resources available on-Grounds.

Assessment of Student Services
Assessment is a core practice in the University’s student-service units. Assessment methods range from satisfaction surveys for programs, facilities, and services to statistical analyses of the effects of various programs and initiatives. For example, the Department of Student Health collects extensive data on its services, including information related to access to and quality of care, which are used to enhance the department’s activities. Student Health is accredited by the Joint Commission on Accreditation of Healthcare Organizations, a standing that requires it to monitor all facets of its operations. The U.Va.-developed health survey provides data biennially on student alcohol and other drug use and perceptions. The American College Health Association’s National College Health Assessment is administered on alternate years to provide data on a broader range of health behaviors. Together, these data guide Student Health programs and services to meet University student health needs. Student Health’s Gordie Center for Substance Abuse Prevention and National Social Norms Institute (NSNI) collect empirical data on a wide range of programs, and their work is closely connected to their research findings. Efforts include the creation of the first national database of college health service utilization and epidemiology, which will be used to guide Student Health resources, and an evaluation of
the short-term effects of the Step Up! bystander intervention training, which were used to improve the program thorough assessment of long-term impact.

The Office of Orientation and New Student Programs (ONSP) conducted an analysis of the effectiveness and efficiency of first-year summer orientation. As a result, in 2010-11, the structure and approach was revised. A work team began by reconfirming the primary objectives of summer orientation. The work team also conducted best practices research to inform its work. With this context as an anchor, and accounting for significant space limitations due to construction, the number of summer orientation sessions was reduced from eight to five, resulting in an average increase of approximately 200 students per session and a calendar shift of sessions from two months to one month. Changes to content, including a new approach to initial student advising and enrollment, were instituted. In addition to increased collaboration across schools to manage advising and enrollment in a more coordinated manner, other modifications to the program (e.g., ID production, print and on-line communications, etc.) were instituted.

The Office of Housing and Residence Life created a First-Year Experience ad-hoc committee, in 2009, which researched best practices in the first-year experience at 10 peer institutions and identified common themes. Lessons learned from these institutions resulted in the First-Year Leadership Experience – an opportunity for first-year students to help foster the growth of their new residential and class communities through core values of academic rigor, diversity and multiculturalism, health and wellness, honor, public service, and student self-governance.

In 2009, the Office of the Vice President and Chief Student Affairs Officer also conducted an assessment of the residential colleges which included interviews with college principals, deans, faculty, and students, as well as quantitative student surveys. Changes based on this assessment include: moving the supervision and management of the program from the Office of the Executive Vice President and Provost to the Division of Student Affairs; consolidating recruitment and marketing for all colleges; and cross listing academic courses among the three colleges. Hereford College refined its core values of environmental sustainability, community outreach, and cultural diversity and enhanced marketing and recruitment.

A residential program for transfer students was created in 2007; however, assessment results demonstrated that the selected location was not conducive to a successful residential experience. In 2010, the program was moved to hall-style residences and a new programming model was developed. Assessment results from 2010-11 showed a high degree of satisfaction with the residential experience. Assessment of new student orientation programs for transfer students resulted in reducing transfer student orientation to one-day instead of an overnight program.

University Career Services (UCS) conducts frequent and detailed assessments of individual and group advising, workshops and career-related programs, and other services targeted to students and employers. These assessments address event activity/attendance, customer satisfaction, and student and employer outcomes. Review of three years of evaluation data of a four-part workshop series designed to prepare students for career fairs indicated that one of the four programs was consistently less well-attended and received lower evaluations than the other three. Eliminating the lowest-rated program made it possible to schedule the higher-rated programs on career fair preparation and interviewing skills, and deliver them in a just-in-time fashion consistent with the office’s strategic plan.
The University also participates in a number of national surveys in order to collect University-specific data and have access to peer benchmarking data. Examples of surveys in which the University regularly participates include the Cooperative Institutional Research Program (CIRP) survey, the National Survey of Student Engagement (NSSE), and the College Student Experiences Questionnaire (CSEQ). In 2012, the University administered the Student Experience in the Research University (SERU) survey, which offers the opportunity to share and compare survey results within a consortium of 20 peer institutions. The SERU includes questions on the full range of the undergraduate experience, including multiple questions in the realm of student services. Additionally, the Office of Institutional Assessment and Studies conducts surveys on a range of topics regarding students, as issues or questions arise for which data analyses are needed. The NSSE and CSEQ, for example, have helped student affairs to understand levels of student engagement with faculty and out-of-class experiences in ways that have shed light on the drop-off in the engagement of second-year students within the University community. This has allowed staff to target second-year students with particular opportunities that may help them to reengage with their peers. These data and others are critical to the evaluation and development of student support services at the University.

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• Higher Education Research Institute, CIRP Freshman Survey
• National Survey of Student Engagement
• The College Student Experiences Questionnaire Assessment Program
• Center for Studies in Higher Education, Student Experience in the Research University
• Institutional Assessment and Studies
Comprehensive Standard 3.2.8 – Qualified Administrative and Academic Officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

The University of Virginia employs a diverse, experienced, and well-qualified cadre of senior administrative and academic officers who direct the institution. The University follows appropriate policies and procedures to ensure that it hires only the most qualified candidates for senior administrative and academic positions. In addition, the University conducts periodic reviews to ensure that its administrators and academic officers perform effectively. The University’s organizational chart reflects the officers’ reporting relationships.

The accompanying biographical and employment summaries confirm that the president, executive vice presidents, vice presidents, and deans possess the proven competence and depth of experience necessary to accomplish the University’s mission. The recruitment, appointment, and evaluation of senior academic officers are governed by the Policy on the Appointment, Annual Evaluation, and Reappointment of Academic Deans. The recruitment, appointment, and evaluation of senior administrative officers are governed by the Policy on Recruiting and Hiring of University Staff and Wage Employees.

President Teresa A. Sullivan is the George M. Kaufman Presidential Professor of Sociology in the College and Graduate School of Arts and Sciences. Prior to her appointment in 2010, she served as provost and executive vice president for academic affairs at the University of Michigan, executive vice chancellor for academic affairs for the University of Texas System, and in numerous other administrative and academic positions within higher education. President Sullivan received her Ph.D. and M.A. in Sociology from The University of Chicago (1975; 1972) and her B.A., with high honor, in Sociology from James Madison College and The Honors College, Michigan State University (1970). [CV]

Officers Reporting to the President

The following administrative officers report directly to the president: John D. Simon, executive vice president and provost; Patrick D. Hogan, executive vice president and chief operating officer; Robert D. Sweeney, senior vice president for development and public affairs; Patricia M. Lampkin, vice president and chief student affairs officer; James L. Hilton, vice president and chief information officer; Thomas C.
Skalak, vice president for research; Marcus Martin, vice president and chief officer for diversity and equity; and Craig K. Littlepage, director of intercollegiate athletics programs.

Executive Vice President and Provost John D. Simon is the University’s chief academic officer and the Robert C. Taylor Professor of Chemistry. Prior to his appointment in September 2011, Mr. Simon served as the vice-provost for academic affairs at Duke University from 2005 to 2011. He chaired Duke’s chemistry department from 1999 to 2004. He received his B.A. in Chemistry from Williams College (1979) and his Ph.D. in Chemistry from Harvard University (1983). [CV]

Executive Vice President and Chief Operating Officer Patrick D. Hogan is charged with overseeing the non-academic support areas of the University, including operations of the Health System. Prior to his appointment in October 2012, Mr. Hogan served for 37 years, in various roles, with Ernst and Young. Most recently, he served as a member of the Ernst and Young senior global leadership team and oversaw the global quality and risk management function for various professional services. Mr. Hogan holds a B.S. in Business Administration (1975), with an accounting concentration, from Old Dominion University. [CV]

Senior Vice President Robert D. Sweeney has served as senior vice president for development and public affairs since 2001. He holds a B.S. in Transportation, Travel, and Tourism from Niagara University (1972). Prior to his arrival at U.Va., Mr. Sweeney served as associate vice chancellor of development, and director of the Bicentennial Campaign, at The University of North Carolina at Chapel Hill. He assumed leadership of the University's advancement initiatives in August 1991 and has been the architect of two capital campaigns at U.Va. In 2001, he was promoted to senior vice president for development and public affairs after the successful completion of a $1.43 billion capital campaign. At its conclusion, it was the largest philanthropic campaign in the history of public higher education. [CV]

Vice President and Chief Student Affairs Officer Patricia M. Lampkin holds an Ed.D. in Higher Education from the University of Virginia (1986) and an M.Ed. in Student Personnel Services from the University of Vermont (1978). She has more than 30 years experience in the field of student affairs and has served in her present capacity since 2002. She is the co-author of Mountains and Passes: Traversing the Landscape of Ethics and Student Affairs Administration. In 2000, the University of Vermont presented her with the Salva Dignitate (“With Dignity Uncompromised”) Award, which honors alumni who are exceptional educators and leaders in times of change. Ms. Lampkin is the recipient of numerous awards from the University community and is an adjunct professor in the Curry School of Education. [CV]

Vice President and Chief Information Officer James L. Hilton has served in his present capacity since 2006. He is also a faculty member in the Department of Psychology. Prior to his current appointment, Mr. Hilton was the associate provost for academic information and instructional technology affairs and a faculty member at the University of Michigan in the Institute for Social Research and the Department of Psychology. He served as the chair of undergraduate studies from 1991 to 2000. He is a three-time recipient of the College of Literature, Science, and Arts Excellence in Education Award, was named an Arthur F. Thurnau Professor (1997-2006), and received the Class of 1923 Memorial Teaching Award. He has published extensively in the areas of information technology policy, person perception, stereotypes, and the psychology of suspicion. Mr. Hilton received a B.A. in Psychology from the University of Texas (1981) and a Ph.D. from the social psychology program at Princeton University (1985). [CV]

Vice President for Research Thomas C. Skalak received a Ph.D. in Applied Mechanics and Engineering Science from the University of California, San Diego (1984) and a B.E.S from Johns Hopkins University in
Mechanics and Material Science (1979). He has held his current position since 2008, before which he chaired the Department of Biomedical Engineering at U.Va. He is past president of the American Institute of Medical and Biological Engineering and the Biomedical Engineering Society. [CV]

Vice President for Diversity and Equity Marcus L. Martin is professor and past chair of the Department of Emergency Medicine at the University of Virginia. He was appointed interim vice president in July 2009 and was appointed as vice president in April 2011. Prior to his appointment as assistant vice president for diversity in equity, in 2007, Dr. Martin served as assistant dean in the School of Medicine. While in the School of Medicine, Dr. Martin served as the clinical director of a summer program for underrepresented pre-medical students, the Summer Medical Dental Education Program. Dr. Martin earned bachelor’s degrees in pulp and paper technology (1970) and chemical engineering (1971) from North Carolina State University. A member of the charter class of Eastern Virginia Medical School and the first African-American graduate, he earned his M.D. in 1976. [CV]

Director of Athletics Craig K. Littlepage earned his B.S. in Economics from the University of Pennsylvania (1973). He has served as director of athletics since 2001 and has been a member of the University’s athletics administration since 1990. Mr. Littlepage was the first African-American athletics director in the Atlantic Coast Conference (ACC) and has received numerous awards and recognitions for his leadership in intercollegiate athletics. [CV]

**Officers Reporting to the Executive Vice President and Provost**

The deans of the University’s 11 schools report to the executive vice president and provost: Meredith Jung-En Woo, dean of the College and Graduate School of Arts and Sciences; Robert C. Pianta, dean of the Curry School of Education; Robert F. Bruner, dean of the Darden Graduate School of Business Administration; Harry Harding, dean of the Frank Batten School of Leadership and Public Policy; Carl P. Zeithaml, dean of the McIntire School of Commerce; Kim Tanzer, dean of the School of Architecture; Billy K. Cannaday, dean of the School of Continuing and Professional Studies; James H. Aylor, dean of the School of Engineering and Applied Science; Paul G. Mahoney, dean of the School of Law; Steven T. DeKosky, vice president and dean of the School of Medicine; and Dorrie K. Fontaine, dean of the School of Nursing.

Dean Meredith Jung-En Woo came to U.Va. in summer 2008 from the University of Michigan, where she served for eight years as professor of political science and associate dean for the social sciences in the College of Literature, Science, and the Arts. She previously taught for 12 years at Northwestern University, where she helped rebuild the Department of Political Science and co-founded the Center for International and Comparative Studies. In addition to a B.A. in History from Bowdoin College (1980), Dean Woo holds a Ph.D. in Political Science (1988), an M.A. in Latin American Studies (1985), and an M.A. in International Affairs (1982), all from Columbia University. [CV]

Dean Robert C. Pianta, who was appointed dean of the Curry School of Education in 2007, also serves as the Novartis Professor of Education, director of the Center for Advanced Study of Teaching and Learning, professor of psychology in the College and Graduate School of Arts and Sciences, and director of the National Center for Research in Early Childhood Education. Dean Pianta began his career as a special education teacher and joined the Curry School of Education faculty in 1986. He holds a Ph.D. in Psychology from the University of Minnesota-Twin Cities (1986) and an M.A. and B.S. in Special Education from the University of Connecticut (1978; 1977). [CV]
Dean Robert F. Bruner has served as a faculty member of the Darden Graduate School of Business Administration since 1982 and was the founding executive director of Darden’s Batten Institute before being appointed dean in 2005. During his tenure at Darden, Dean Bruner has expanded Darden’s Business Incubator, established a Fellows Program, and served as chair of the Board of the Consortium for Graduate Study in Management. Dean Bruner, a financial economist, holds a D.B.A. and an M.B.A. from Harvard University (1982; 1974) and a B.A. from Yale University (1971). He has also served as a visiting professor at INSEAD, IESE, and Columbia business schools. [CV]

Dean Harry Harding was appointed dean of the Frank Batten School of Leadership and Public Policy in 2009. He is also a professor of public policy and politics and a member of the affiliated faculty of the School of Architecture. Dean Harding serves as vice chair of the Asia Foundation, a member of the Board of Governors of the Rajaratnam School of International Studies, a member of the Board of Directors of the National Committee on U.S.-China Relations, and a member of the Committee on International Security Studies of the American Academy of Arts and Sciences. His previous positions include, but are not limited to, university professor of international affairs at George Washington University, director of research and analysis at Eurasia Group, dean of the Elliott School of International Affairs at George Washington University, senior fellow in the Foreign Policy Studies Program at the Brookings Institution, and faculty appointments at Swarthmore College and Stanford University. Dean Harding holds a Ph.D. and M.A. in Political Science from Stanford University (1974; 1969) and an A.B. in Public and International Affairs from Princeton University (1967). [CV]

Dean Carl P. Zeithaml has served as the dean and the F.S. Cornell Professor of Free Enterprise at the McIntire School of Commerce since 1997. Prior to joining the McIntire School, Mr. Zeithaml spent more than a decade in various positions at The University of North Carolina at Chapel Hill and served on the faculties at Texas A&M University and the University of Maryland. Dean Zeithaml specializes in the field of strategic management, with an emphasis on global and competitive strategy and has led the implementation of McIntire’s strategy to achieve a position of global preeminence in business education. He holds a D.B.A. with a concentration in strategic management from the University of Maryland (1980), an M.B.A. with a concentration in health and hospital administration from the University of Florida (1974), and a B.A. in Economics from the University of Notre Dame (1971). [CV]

Dean Kim Tanzer was appointed dean and the Edward E. Elson Professor of Architecture in 2009. Prior to her tenure at U.Va., she served as a professor of architecture at the University of Florida for more than 20 years. She worked extensively with Gainesville, Florida’s Fifth Avenue/Pleasant Street historically African-American neighborhood and was co-founder and founding executive director of the Florida Community Design Center, Inc. Dean Tanzer is co-editor of The Green Braid: Towards an Architecture of Ecology, Economy, and Equity and has served as president of the Association of Collegiate Schools of Architecture and founding president of the National Academy of Environmental Design. Dean Tanzer holds an M.Arch. from North Carolina State University (1984), with a minor in landscape architecture, and an interdisciplinary B.A. from Duke University (1977). [CV]

Dean Billy K. Cannaday was appointed dean of the School of Continuing and Professional Studies in October 2008. He previously served in various capacities in Virginia K-12 education: state superintendent of public instruction, superintendent of Chesterfield County Public Schools, superintendent of Hampton City Public Schools, director of secondary education and assistant superintendent for instruction of Hampton City Public Schools, and principal of Huntington Middle School. In addition, he has served on the College of William and Mary’s Gifted Advisory Board, the
Dean James H. Aylor has been a member of the faculty of the School of Engineering and Applied Science since 1978 and currently serves as the Louis T. Rader Professor of Electrical and Computer Engineering. He also served as an interim dean of the School of Engineering and Applied Science for one year before being appointed as dean in 2005. Dean Aylor has held multiple positions in the school, including senior associate dean of academic programs, chair of the Department of Electrical and Computer Engineering, and professor. He has served as president of the Institute of Electrical and Electronic Engineers (IEEE) Computer Society and as a division director of IEEE. He is a fellow of the IEEE and currently the editor-in-chief of IEEE Computer. He holds a Ph.D. (1977), M.S. (1971), and B.S. (1968) in Electrical Engineering from the University of Virginia.

Dean Paul G. Mahoney is the David and Mary Harrison Distinguished Professor, the Arnold H. Leon Professor, and dean of the School of Law. His teaching and research areas include securities regulation, law and economic development, corporate finance, financial derivatives, and contracts. After receiving a B.S. in Electrical Engineering and Political Science from MIT (1981) and a J.D. from Yale University (1984), Dean Mahoney clerked for the U.S. Court of Appeals and the U.S. Supreme Court and practiced law with Sullivan & Cromwell. Dean Mahoney has taught at the U.Va. School of Law since 1990 and was appointed dean in 2008. He has been a visiting professor at the University of Chicago and the University of Southern California and has taught short courses at numerous universities around the world. He has also served as a consultant on legal reform projects in Kazakhstan, Kyrgyzstan, Mongolia, and Nepal.

Dean Steven D. DeKosky is the James Carroll Flippin Professor of Medical Science and vice president and dean of the University of Pittsburgh as professor and chair of the Department of Neurology, professor of psychiatry, director of the Division of Geriatrics and Neuropsychiatry, and director of the Pitt Alzheimer’s Disease Research Center. Currently, he is the director of the Alzheimer’s Disease Research Center and the Memory Disorders Clinic at U.Va. Dr. DeKosky has received numerous recognitions including the Rita Hayworth Award and the Ronald and Nancy Reagan Research Institute Award from the Alzheimer’s Association and the Zaven Khachaturian Award for his contributions to the field of Alzheimer’s disease research. He holds an M.D. from the University of Florida (1974) and an A.B. in Psychology from Bucknell University (1968).

Dean Dorrie K. Fontaine has served as the Sadie Heath Cabaniss Professor of Nursing and dean of the School of Nursing since 2008. She also serves as the associate chief nursing officer of the U.Va. Health System. Prior to her appointment at U.Va., Dean Fontaine was the associate dean for academic programs and clinical professor at the University of California, San Francisco. She also has held associate dean positions and faculty appointments at Georgetown University and the University of Maryland. Dean Fontaine served as president of the American Association of Critical Care Nurses, was inducted into the American Academy of Nursing, received the Presidential Citation from the Society of Critical Care Medicine, and was honored with a Medallion for Contributions to the Profession by Villanova University. She holds a Ph.D. in Nursing from Catholic University of America (1987), an M.S. in Nursing
from the University of Maryland at Baltimore (1977), and a B.S. in Nursing from Villanova University (1972).[CV]

**Officers Reporting to the Executive Vice President and Chief Operating Officer**

The following vice presidents report to the executive vice president and chief operating officer: Susan Carkeek, vice president and chief human resources officer; R. Edward Howell, vice president and chief executive officer of the Medical Center; Colette Sheehy, vice president for management and budget; and the vice president and chief financial officer (vacant).

Vice President and Chief Human Resources Officer **Susan A. Carkeek** has served in her current position since November 2006. She is responsible for the human resource functions for the academic division of the University, as well as having oversight of the University of Virginia’s College at Wise and for the health plan and other benefits for the University’s Medical Center. Her areas of responsibility include recruitment and staffing, benefits, classification and compensation, learning and development, employee relations and career services, payroll, information management, and leadership development, as well as non-academic aspects of the faculty personnel system. Carkeek holds an M.B.A. from the University of Montana (1983) and has more than 30 years experience in higher education human resource management at the University of New Mexico, University of Nevada, and University of Montana.[CV]

Vice President and Chief Executive Officer of the Medical Center **R. Edward Howell** oversees the operations of the University’s hospital and clinics, the U.Va. primary care network, the U.Va. Transitional Care Hospital, the U.Va. HealthSouth Rehabilitation Hospital, and the U.Va. dialysis network, as well as business development and finance, marketing, strategic planning, and information technology functions for the U.Va. Health System. Mr. Howell holds an M.S. in Hospital and Health Services Administration from The Ohio State University (1977). He has served in his current capacity since 2002 and has more than 30 years experience in academic medicine at the Universities of Minnesota, Georgia, and Iowa.[CV]

Vice President for Management and Budget **Colette Sheehy** joined the University in 1982 and has served in her current position since 1993. She serves as the institution’s senior budget officer and oversees the financial and administrative functions of facilities management, operating and capital budgets, financial planning, purchasing and accounts payable, space and real estate management, state governmental relations, and pan-institutional process improvement. Ms. Sheehy serves as a primary point of contact with state legislators and officials and played a significant role in the creation and negotiation of the 2005 Higher Education Restructuring and Administrative Operations Act, which redefined the relationship between the Commonwealth and its public institutions of higher education. Currently, she is the primary coordinator for the University’s support of the 2011 Virginia Higher Education Opportunity Act. In 2009, the governor appointed her to the Virginia Retirement System (VRS) Board of Trustees. Ms. Sheehy earned a B.A.in Economics from Bucknell University (1978) and an M.B.A, with a concentration in finance, from Rutgers University (1985).[CV]

The position of **vice president and chief financial officer** serves as the chief business officer of the University, with responsibility for establishing and maintaining financial infrastructure and policies for all units and divisions of the University. The chief financial officer (CFO) position is vacant after the retirement of the incumbent, Yoke San L. Reynolds. During the vacancy, duties assigned to this role have been redistributed to the executive vice president and chief operating officer (EVP/COO), the vice
president for management and budget, and staff reporting to the vice president and chief financial officer. On February 21, 2013, the EVP/COO informed the Finance Committee of the Board of Visitors that he intended to eliminate the CFO position through a restructuring of the portfolio of the EVP/COO.

**Distance Education and Off-Site Locations**

Deans of the individual schools, in cooperation with the executive vice president and provost, are responsible for general academic oversight of distance education programs and programs offered at off-site locations. Comprehensive Standard 3.4.11 indicates those individuals responsible for academic program coordination of distance education and off-site programs.

**References**

- [University of Virginia Organizational Chart](#)
- [Policy on Recruiting and Hiring of University Staff and Wage Employees](#)
- [Policy on the Appointment, Annual Evaluation, and Reappointment of Academic Deans](#)
- [Biography of President Teresa A. Sullivan](#)
- [Curriculum Vitae of President Teresa A. Sullivan](#)
- [Biography of Executive Vice President and Provost John D. Simon](#)
- [Curriculum Vitae of Executive Vice President & Provost John D. Simon](#)
- [Biography of Executive Vice President & Chief Operating Officer Patrick D. Hogan](#)
- [Curriculum Vitae of Executive Vice President & Chief Operating Officer Patrick D. Hogan](#)
- [Biography of Senior Vice President for Development & Public Affairs Robert D. Sweeney](#)
- [Curriculum Vitae of Senior Vice President for Development & Public Affairs Robert D. Sweeney](#)
- [Biography of Vice President & Chief Student Affairs Officer Patricia M. Lampkin](#)
- [Curriculum Vitae of Vice President & Chief Student Affairs Officer Patricia M. Lampkin](#)
- [Biography of Vice President & Chief Information Officer James L. Hilton](#)
- [Curriculum Vitae of Vice President & Chief Information Officer James L. Hilton](#)
- [Biography of Vice President for Research Thomas C. Skalak](#)
- [Curriculum Vitae of Vice President for Research Thomas C. Skalak](#)
- [Biography of Vice President & Chief Officer for Diversity and Equity Marcus Martin](#)
- [Curriculum Vitae of Vice President & Chief Officer for Diversity and Equity Marcus Martin](#)
- [Biography of Director of Intercollegiate Athletics Programs Craig K. Littlepage](#)
- [Curriculum Vitae of Director of Intercollegiate Athletics Programs Craig K. Littlepage](#)
- [Biography of Dean Meredith Jung-En Woo, College and Graduate School of Arts and Sciences](#)
- [Curriculum Vitae of Dean Meredith Jung-En Woo, College and Graduate School of Arts and Sciences](#)
- [Biography of Dean Robert C. Pianta, Curry School of Education](#)
- [Curriculum Vitae of Dean Robert C. Pianta, Curry School of Education](#)
- [Biography of Dean Robert F. Bruner, Darden Graduate School of Business Administration](#)
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• Curriculum Vitae of Dean Carl P. Zeithaml, McIntire School of Commerce
• Biography of Dean Kim Tanzer, School of Architecture
• Curriculum Vitae of Dean Kim Tanzer, School of Architecture
• Biography of Dean Billy K. Cannaday, School of Continuing and Professional Studies
• Curriculum Vitae of Dean Billy K. Cannaday, School of Continuing and Professional Studies
• Biography of Dean James H. Aylor, School of Engineering and Applied Science
• Curriculum Vitae of Dean James H. Aylor, School of Engineering and Applied Science
• Biography of Dean Paul G. Mahoney, School of Law
• Curriculum Vitae of Dean Paul G. Mahoney, School of Law
• Biography of Vice President and Dean Steven T. DeKosky, School of Medicine
• Curriculum Vitae of Vice President and Dean Steven T. DeKosky, School of Medicine
• Biography of Dean Dorrie K. Fontaine, School of Nursing
• Curriculum Vitae of Dean Dorrie K. Fontaine, School of Nursing
• Biography of Vice President and Chief Human Resources Officer Susan A. Carkeek
• Curriculum Vitae of Vice President and Chief Human Resources Officer Susan Carkeek
• Biography of Vice President and Chief Executive Officer of the Medical Center R. Edward Howell
• Curriculum Vitae of Vice President and Chief Executive Officer of the Medical Center R. Edward Howell
• Biography of Vice President for Management and Budget Colette Sheehy
• Curriculum Vitae of Vice President for Management and Budget Colette Sheehy
• Vice President and Chief Financial Officer
• BOV Supports Raising Faculty Salaries, Development of Four-Year Financial Plan (UVAToday)
• Comprehensive Standard 3.4.11
Comprehensive Standard 3.3.1.1 – Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes.

Compliance Certification

☐ Compliance  □ Non-Compliance

Narrative

The mission of the University of Virginia, reflected in the Statement of Purpose, serves as the foundation for institutional effectiveness of educational programs. Both student learning outcomes assessment and related academic program planning are grounded in the principles set forth in the Statement of Purpose and manifested through the academic disciplines. Some professional associations and accrediting agencies provide an additional basis, often focused on competencies, for assessment and program planning. The University Assessment Advisory Committee, created in 2006 and composed of faculty members from a majority of the schools, provides broad oversight for both institution-wide and program-based assessment of student learning outcomes.

This narrative, which describes the assessment of student learning at the University, is organized into four parts:

- Assessment at the Institutional Level
  - Direct Assessment: Core Competencies
  - Indirect Assessment: Surveys
- Assessment at the School, Department, and Program Level
  - Program Review
- Assessment at the Educational Program Level
  - Foundation
  - Phase I (2005 to 2007)
  - Phase II (2007 to 2010)
  - Phase III (2010 to present)
  - Phase IV (2013 to 2016)
- Evidence of Student Learning Outcomes Assessment
  - Reporting Requirements
  - Sampling Guidelines
  - Sample of Assessment Reports
Student Learning Outcomes Assessment: Institutional Level

The University employs both direct and indirect measures to assess student learning outcomes at the institutional level.

Direct Assessment: Core Competencies
The University conducts direct assessments of undergraduate core competencies in six areas:

- Critical Thinking
- Oral Communication
- Quantitative Reasoning
- Research
- Scientific Reasoning
- Written Communication

This competency assessment program is part of a statewide effort in Virginia, administered by the State Council of Higher Education for Virginia (SCHEV), to enhance the Commonwealth's commitment to instructional quality and to document the effectiveness of the Commonwealth's educational institutions.

For each of six competency assessments, a committee of faculty and administrators is convened to plan the assessments and provide oversight. Members may be selected for their specific expertise or to represent an undergraduate school or major discipline area (e.g., social sciences, etc.). Members may be contacted directly and invited to serve or they may be asked to serve by the dean of their respective school.

The committees tailor the assessment plans to the respective competencies and the University’s undergraduate population. Each plan includes a definition of the core competency, with respect to learning outcomes, the assessment standards, and a description of the methodology. Committees have developed assessment instruments (i.e., for quantitative reasoning and scientific reasoning), administered existing assessment instruments (i.e., for critical thinking), and developed rubrics to assess student work submitted to meet course or program requirements (i.e., for written communication, oral communication, and undergraduate research).

Students are invited to participate on a voluntary basis and may be incentivized to participate through payment via gift cards. The University's Office of Institutional Assessment and Studies (IAS) implements the plans and administers the assessments. The committees evaluate the findings and make recommendations to the executive vice president and provost. Results of the assessments are provided to the provost, deans, curriculum committees, and faculty to be used, as necessary, to improve the curriculum and teaching. The provost and the vice provost for academic affairs, in turn, share the results with the Board of Visitors. For example, in February 2012, the Board was briefed on the results of the assessment of written communication. In May 2012, the Board was briefed on preliminary results of the assessment of research, which was part of the assessment plan for the QEP. In February 2013, the Board was briefed on the results of the assessment of critical thinking.
Preparation for the competency assessment program began in 2000-01, with the first assessment completed in 2002-03. Since then, the University has conducted one to two assessments each academic year. In 2011, the University added international perspective, for those students who studied abroad, as a seventh core competency. Completed assessment reports include:

- **2001-02**
  - Information Technology Literacy [replaced with Research in subsequent core competency assessment cycle for purposes of the Quality Enhancement Plan]
    - Architecture, Arts and Sciences, Commerce, Education, Nursing
    - Engineering

- **2002-03**
  - Written Communication
    - Architecture, Arts and Sciences, Commerce, Education, Nursing
    - Engineering

- **2003-04**
  - Quantitative Reasoning
    - Architecture, Arts and Sciences, Commerce, Education
    - Engineering
    - Nursing
  - Scientific Reasoning
    - Architecture, Arts and Sciences, Commerce, Education
    - Engineering
    - Nursing

- **2005-06**
  - Critical Thinking
  - Oral Communication

- **2007-08**
  - Quantitative Reasoning
  - Written Communication

- **2008-09**
  - Written Communication
    - Architecture, Arts and Sciences, Nursing
    - Bachelor of Interdisciplinary Studies
    - Commerce
    - Engineering
    - First-Writing Requirement

- **2009-10**
  - Scientific Reasoning

- **2010-11**
  - Critical Thinking

- **2011-12**
  - Research [report in preparation]

The primary goal of these assessments is to gauge competency of the undergraduate student population as measured against institution-wide standards. While this institutional perspective is valuable, the assessment results generally are not applicable at the program level because the sample size does not permit such analysis. For two competencies, however, written communication (2008-09) and research (2011-12), the assessments were designed to produce findings at both the institutional and program...
levels. Scoring rubrics reflected institutional- and program-level outcomes with sufficiently large sample sizes to support program-level analysis. For written communication, program faculty instituted curricular or pedagogical changes in response to the program-specific findings. As of this writing, the research assessment findings are under final analysis for committee consideration.

**Indirect Assessment: Surveys**

Also employing indirect methods, the University gathers information through surveys of undergraduate students and alumni. Both nationally-administered and locally-developed surveys provide student self-reporting of intellectual activities and learning.

**National Survey of Student Engagement**

Since 2000, the University has monitored student learning through the National Survey of Student Engagement (NSSE). While not a direct assessment of student learning, the survey provides corroborative information in the form of self-assessments, by first- and fourth-year students, of proficiency in a variety of skills both at the time of the survey and when the students matriculated. The survey also asks students to report on engagement in their learning (e.g., participation in class discussions, research projects, papers written, etc.). In addition, the five NSSE Benchmarks of Effective Educational Practice, derived from individual survey items, provide a basis for comparison with other institutions, which the University has monitored over time. Survey results and reports are available for the five NSSE administrations at the University: 2000, 2002, 2005, 2008, and 2011.

**Student Experience in Research University Survey**

Beginning in 2012, the University began administration of the Student Experience in the Research University (SERU) survey to gather similar information regarding student self-assessment of proficiency and engagement. SERU, however, offers three major advantages over NSSE: (1) all undergraduates are invited to take the survey, as opposed to only first- and fourth-year students, (2) the survey asks specific evaluative questions about each respondent’s major, and (3) as the product of an active research consortium of peer research institutions, the survey provides both an excellent comparison group and collaborative opportunities, including access to survey results from other members of the consortium, down to the major level. Survey results and reports are available for the 2012 administration of the SERU, including on core questions, academic experience and globalization skills, civic and community engagement, student development, and a U.Va.-specific module.

**In-house Surveys**

The University has designed and administered surveys of undergraduate students – through the First and Fourth-Year Survey – and alumni – through the Undergraduate Alumni Survey – to elicit student and alumni perspectives on their undergraduate educational experience and learning. As one purpose of the surveys was to gather data for assessment of the Quality Enhancement Plan (QEP), they share similar questions regarding participation in, and learning through, undergraduate research and public service. The current alumni survey, in the field during spring 2013, poses many of the same questions about the student experience.

**Student Learning Outcomes Assessment: School, Department, and Program Level**

Through program review, academic schools, departments, and programs undertake a comprehensive process of assessment and planning. Beginning with the first cycle in 1996, the University recently embarked on the third cycle of program review. The Office of the Executive Vice President and Provost,
in collaboration with deans of individual schools, oversees scheduling, process, and reporting. The program review process is intended to improve the quality of teaching, research, and service by enabling faculty and administrators to systematically and thoughtfully self-assess their educational practices and to make changes when needed. Program review provides a means for each school, department, or program to ask whether it is moving towards its stated goals and to reaffirm the appropriateness of those goals. Academic units identify needed improvements and develop strategies to effect those improvements.

Program review begins with the academic program undertaking a comprehensive self-study that serves as the basis for self-assessment and for identifying future directions and opportunities. The self-study process is intended to assist the department or school faculty in establishing developmental priorities and identifying strategies for achieving the goal of academic excellence or eminence in the field. The outcome of the self-study is an action plan for the next five years.

Although schedules for program review have been adjusted year-to-year to respond to program-specific issues (e.g., new chair or director, coincident professional accreditation review, etc.), the purpose has remained unchanged – continuous improvement through evidence-based decision-making. The program review process has increasingly become integrated into program management. For example, beginning in 2006, the provost amended the guidelines for program review to include a new requirement – explicit consideration of student learning outcomes assessment.

One example of continuous improvement through program review concerns the biomedical sciences – an umbrella graduate program for seven doctoral degree programs. In 2010, the self-study highlighted curriculum reform as an area of urgent attention. The report of the external review team, while noting the strength of individual programs, highlighted reform of the curriculum, particularly the first-year curriculum, as an area of import. In its response to the external review team, the biomedical science graduate programs committed to “the creation of a new curriculum based on the model put forth in the self-study and an assessment of curriculum models that are being used by other institutions.” In 2012-13, a new biomedical sciences curriculum was implemented, with particular attention paid to the first-year curriculum. The graduate program worked closely with the Office of Institutional Assessment and Studies (IAS) to develop a sustainable assessment plan for the new curriculum.

**Student Learning Outcomes Assessment: Educational Program Level**

The University assesses students learning outcomes at the educational program level. The maturation of such assessment and the formalization of the processes contributing to institutional effectiveness is an ongoing endeavor. This section documents the development of the University’s assessment of educational programs, with particular attention to the period preceding the last decennial reaffirmation up to, and including, the submission of the *Fifth-Year Interim Report*.

**Foundation**

While academic programs have long defined and assessed student learning outcomes as part of program management, for the most part, such assessments were neither formalized nor well documented. Comprehensive Standard 3.3.1.1, however, requires a transparent and systematic approach to implementation of student learning outcomes assessment. The University successfully demonstrated compliance at the decennial review and has, since then, moved purposefully through three more distinct phases to bring academic programs into compliance with rising standards for student learning
outcomes assessment. The phases reflect complementary “bottom up” (i.e., grassroots) and “top down” approaches, both of which are necessary in an institution where authority is highly decentralized.

**Phase I: Decennial Reaffirmation (2005-07)**

Beginning in 2005, in preparation for the SACSCOC decennial reaffirmation, the University defined fundamental elements of student learning outcomes assessment:

1. **Nature and purpose** – The purpose of assessment is to provide valid, reliable information about student learning. While assessment results may affirm faculty expectations concerning student achievement, equally welcome are results that help guide program enhancements. Just as a search for truth is at the heart of the academic enterprise, good, truthful information concerning student learning guides the educational mission of the institution. As one department chair asserted, "I firmly believe that without effective assessment, one is piloting the ship blindfolded."

2. **Program ownership and faculty involvement** – Student learning outcomes and assessment methods are developed within educational programs to address program priorities and to meet program needs. Program faculties are responsible for defining and assessing student learning outcomes. As such, while attuned to best practices, assessment processes reflect the culture of individual programs (i.e., centralized vs. decentralized management).

3. **Unit of analysis** – The educational program is the focus of assessment, not individual courses, instructors, or students. While student work submitted to fulfill course requirements may be assessed, the assessment results pertain to the program. Student learning outcomes assessment is not to be applied to personnel performance evaluation.

4. **Feasibility and sustainability** – Assessment methods are feasible and sustainable within program resources and constraints. Assessments that take advantage of work already being done (e.g., comprehensive exams, capstone projects, etc.) are most likely to yield valid and reliable results and to do so sustainably. An assessment process is most sustainable when it can be adjusted as faculty learn through experience how best to conduct assessments and when the process is flexible enough to take into account unforeseen events and program changes.

5. **Usefulness of results** – Assessments are designed to yield robust results that can be used in decision-making regarding, for example, curricula, course requirements, and testing. Once obtained, assessment results are considered and applied to improve the program. To be useful, it is vital that high-quality assessments be designed and conducted to yield meaningful findings. Assessment results that meet faculty expectations can serve to affirm the program.

6. **Documentation** – Assessment reports, including expectations, implementation, results, follow-up, and supporting documentation provide evidence of assessment accomplishments.

7. **University support** – The University provides support, especially for faculty members preparing for initial assessments and learning how to conduct assessments, through the Office of Institutional Assessment and Studies (IAS). IAS also provides consulting, workshops, analytical assistance, and survey capability to support program-based assessments.

In 2006, the University requested all degree programs, undergraduate and graduate, to create and submit assessment plans that described learning outcomes, expectations, assessment methods, and processes for consideration of results. These assessment plans were entered into **WEAVEonline** and made available to SACSCOC reviewers during the decennial reaffirmation.

Seeking examples of completed assessments, the reviewers required additional information on Comprehensive Standard 3.3.1. In response, the University submitted a **Focused Report** detailing and
documenting complete assessments for a variety of academic programs, as well as assessments within student services and administrative support programs, and thereby was found in compliance with the institutional effectiveness standard.

**Phase II: Support for University-wide, Program-based Assessment (2007-10)**

A profound respect for each discipline underpins student learning outcomes assessment regarding both the definition of outcomes and the process of assessment. For example, critical thinking and research both manifest differently depending on the discipline – expectations for critical thinking or for a research paper in history are different than in biology, commerce, or English. Even within a single department, such as a social science, sub-disciplines may interpret learning outcomes differently. As a result, to be effective, support for assessment at the University must take into account the wide variability in, and distinctiveness of, academic program disciplines, cultures, resources, and histories. In this environment, one size does not fit all. That is, even identically-worded outcomes and their associated rubrics or tests may be interpreted differently depending on the discipline.

Likewise, while the professional schools (e.g., business, law, and medicine, etc.) are more likely to adopt a centralized approach to decision-making, other schools support highly-decentralized authority. “What binds us together as a faculty is our commitment to decentralization.” This tongue-in-cheek observation by an associate dean aptly expresses the importance of, and respect for, the academic disciplines, even sub-specialty disciplines, at the University. Especially revealed within the College and Graduate School of Arts and Sciences, the embrace of decentralization has nurtured a wide variety of interdisciplinary programs (e.g., political and social thought, environmental thought and practice, etc.) and specialized educational programs (e.g., neuroscience, etc.) in addition to the traditional disciplinary programs.

During Phase II, the Office of Institutional Assessment and Studies (IAS) served as the locus for direct support for departments engaging in assessment. To help programs initiate a sustainable assessment process, IAS published an Assessment Guide and an assessment Web site. Facilitated by IAS, and funded by the Office of the Executive Vice President and Provost, each school appointed a school assessment coordinator to provide support for assessment planning, implementation, and reporting within the school and to serve as a point-person for IAS. Within the College and Graduate School of Arts and Sciences, the University’s largest school, each department assigned the responsibility for assessing that assessments were conducted within each educational program to one or two program assessment coordinators. Often, the directors of graduate studies or directors of undergraduate programs served as assessment coordinators. In interdisciplinary programs, the director served.

In addition, during this period:

- The provost implemented revised program review guidelines regarding consideration and reporting of student learning outcomes assessment.
- The Curriculum and Educational Policy Committee (CEPC) of the College of Arts and Sciences instituted a new requirement for course approval. To be approved, the course must identify learning outcomes that address one or more of the six core competencies (writing, oral communication, quantitative reasoning, scientific reasoning, critical thinking, research) or international perspectives.
- The Teaching Resource Center initiated an annual Course Design Institute, which includes a module on student learning outcomes assessment. On average, 30 to 35 instructors attend the weeklong institute each year.
• IAS organized 14 faculty workshops on assessment tools, methods, reporting, and special topics (e.g., assessment in graduate programs, etc.), in addition to ongoing individual consultations.
• IAS initiated a grants program, in collaboration with the Teaching Resource Center, to assist programs with the initiation of new, or refinement of existing, assessment processes. Eighteen Learning Assessment Grants were awarded during this period, many of which were used to design and pre-test scoring rubrics.
• IAS contracted with Waypoint Outcomes for an online software tool to facilitate use of rubrics in assessment.

Prior to Phase II, student learning outcomes assessments were well underway throughout the University, although not universally so and not always reported to IAS. Programs subject to professional accreditation led the way (business, commerce, engineering, nursing, and individual programs in education), but even non-accredited programs completed and reported on assessments (e.g., chemistry, drama, interdisciplinary studies, philosophy, physics, politics, psychology, Slavic, Spanish, among others). However, as reflected through efforts during Phase II, the University sought to formalize the conduct and reporting of student learning outcomes assessment through institutional leadership.

Phase III: Firm Expectations for Assessment and Reporting (2010 to present)
Established support for assessment has been ongoing; assessment coordinators are still in place; 12 additional faculty workshops were offered; 27 additional Learning Assessment Grants were awarded; new software to support rubric-based assessment (iRubric), via the course management system, was provided; and four program-specific alumni surveys were conducted by IAS.

On August 1, 2010, the University welcomed a new president, Teresa A. Sullivan. Her arrival, along with that of Executive Vice President and Provost John D. Simon in September 2011, has transformed the University’s commitment to the assessment of student learning. Four major initiatives, instituted under the president’s leadership, highlight this heightened commitment.

Evidence-based Teaching and Learning
From the beginning of her term, President Sullivan brought a high-profile emphasis on teaching, learning, and assessment. For example, the president’s daylong inaugural academic symposium was dedicated to presentations and discussions of evidence-based teaching, learning, and assessment. In her remarks at the symposium, the president asserted that “assessment is an act of academic inquiry,” encouraging faculty to “apply the same rigor to assessment of student learning that we do to research and scholarship in our own disciplines.” The Learning Assessment Grants program was well represented among the symposium presentations, as were assessment coordinators well represented as presenters. The emphasis on evidence-based teaching and learning is echoed by the creation of a research center in the Curry School of Education, the Center for Advanced Study of Teaching and Learning-Higher Education (CASTL-HE), which provides consultation for course-based assessment of student learning and pedagogical practices. Initiated in 2008, through the Commission on the Future of the University, the center began collaborative work with University programs in 2010.

Assessment and Reports Required
As a new requirement, all proposals for new degree programs must have assessment plans approved by Institutional Assessment and Studies (IAS). For existing programs, in early 2011, the interim provost requested that all academic programs submit assessment reports by early 2012. Each incoming report was reviewed via a scoring rubric. A subsequent evaluation highlighted strengths and weaknesses of the aggregate reports. Of the population of academic programs, a substantial number did not meet minimal
In Hybrid, the Center with the respective student coordinators to request that deans of each school ensure that every educational program submit a minimum of two complete assessment reports by fall 2012 and to submit annual reports henceforth. In response, for example, the associate deans in the College of Arts and Sciences organized workshops to assist programs that lacked sufficient evidence of assessment. The highlights of these workshops were the panel presentations by assessment coordinators who shared successful experiences in conducting assessments of their respective programs.

**Student Experience in the Research University (SERU) Survey**

In 2012, undergraduate program faculties received specific and systematic feedback about their academic programs by way of a new survey administered by the University. The SERU survey, designed to understand “the undergraduate experience and to promote a culture of institutional self-improvement,” includes a unique module that asks students a set of questions about their majors – why they chose the major, what kinds of intellectual activities are asked of them and how often, how the program is managed, and their satisfaction with a wide range of program aspects.

Most relevant to student learning outcomes assessment, the survey asks students, “Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?”:

- Recognize or recall specific facts, terms or concepts.
- Explain methods, ideas, or concepts and use them to solve problems.
- Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions.
- Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning.
- Create or generate new ideas, products, or ways of understanding.

Responses to these questions offer the opportunity to relate program-specific learning outcomes with student perceptions of the intellectual work required of them. Student responses may reflect how well the program communicates learning objectives to its students and how well course work reflects those learning objectives.

Program-specific results from SERU were shared with individual program leadership and assessment coordinators in early fall 2012, including comparisons with results from other University programs (in aggregate). As an added benefit, in spring 2013, individual programs will be able to compare results with the same disciplines at other institutions in the consortium. Although the SERU survey represents indirect assessment, the results, especially those regarding intellectual requirements of the programs, offer potentially useful insights into programmatic learning outcomes as perceived by students.

**Hybrid Challenge Grants**

In 2012, this joint initiative of the Office of the President, the Faculty Senate, and the Teaching Resource Center funded 14 projects to develop and assess new hybrid technology-enhanced courses. The goal of the project was to encourage development of courses that motivate and help students learn through technological, as well as traditional means. Grant recipients were expected to measure the impact of their technology implementations on student learning. In February 2013, the Board of Visitors received
a presentation on the first round of hybrid challenge grants, including sample assessment data, while the president has agreed to fund an additional round of grants to continue the development and assessment of hybrid courses.

**Phase IV: Plans for Institutional Effectiveness: Assessment and Reporting (2013-16)**

Within a population of more than 250 degree and certificate programs, the University utilizes a wide range of approaches to adopting assessment. Some have incorporated assessment into routine program management and proactively embraced assessment as a tool to assess fundamental aspects of the program to guide future developments. Other departments have established faculty committees to manage assessments within the academic programs or, more commonly, have added assessment responsibilities to the job descriptions for directors of undergraduate and graduate programs (see Comprehensive Standard 3.4.11). In particular, in the College and Graduate School of Arts and Sciences, this evolution beyond the departmental assessment coordinator role reflects a maturation of assessment from an externally-required activity to an integrated function of program management. We also, however, can find a number of programs that continue to struggle to conduct regular direct assessments because of the deeply-rooted historical culture or management structure of the program. These programs continue to require directed institutional support.

The University implemented the SERU survey in part to demonstrate the value of systematically collected and analyzed program-specific data. IAS will administer the survey in spring 2013 and spring 2014 and, once again, share major-specific results with the programs. By viewing SERU results over time, faculty will have the ability to gauge how student perceptions and experiences can change in response to program improvements. Although this is an indirect assessment, these major-specific results may help to improve student experiences and learning. After the 2014 SERU administration, IAS will assess the impact and value of the survey, especially for student learning outcomes assessment.

Perhaps most indicative of the progress in incorporating student learning outcomes assessment into program management, the provost has formalized reporting to require annual reports, due in October of each year. In a communication to the deans of each school, the provost wrote:

*To promote the practice of systematic student learning outcomes assessment and to demonstrate compliance with SACSCOC requirements regarding such assessment, all academic degree programs are to submit at least one report every year on completed assessments. For assessments completed in one academic year (e.g., AY 2012-13) reports are due by the end of October of the next academic year. As this expectation is effective immediately, all programs should plan to submit an assessment report by the end of October 2013. Certificate programs that are not embedded within existing degree programs also require assessment and annual reporting in October.*

Looking forward, and building off the successes of the leadership of the president and provost, the University seeks to facilitate continued integration of assessment into program management and improved quality of assessment practices. As part of these efforts, the University will enhance support for the:

1. Evolution of assessment grant programs, with a focus on rewarding excellence in assessment, encouraging innovation in assessment efforts, and enabling dissemination of best practices at regional and national conferences.
2. Provision of tools and resources to support best practices in school, programmatic, and institutional assessment efforts, including evaluative rubrics to provide feedback on assessment
reports, rubric software to facilitate use of grading rubrics in assessment, and enhanced collaboration with the Teaching Resource Center.

3. Collaboration with the Faculty Senate to reinforce the leadership of the president and the provost, with respect to the assessment of student learning, and to strengthen faculty support for assessment.

4. Revision of undergraduate competency assessments so that they better serve multiple purposes, including institutional assessment of general education competencies, school and program assessment of student learning outcomes, and state reporting requirements.

5. Administration of indirect assessment through surveys of students and alumni at the institutional level (e.g., graduate student survey, alumni survey, SERU, etc.) and program level (e.g., program-specific alumni surveys, etc.).

This image provides a graphical summary of the four recent phases of the continued development of the University’s assessment of educational programs.

Evidence of Student Learning Outcomes Assessment

Educational programs are required to report on their student learning outcomes assessments, including identification of student learning outcomes, assessment of how well students are meeting expectations, and application of assessment results to improve the programs.

For programs accredited by professional organizations, accreditation reviews have increasingly highlighted student learning outcomes assessment, often focused on specific competencies. Section 4 of the Institutional Summary Form includes an inventory of professionally accredited programs, none of which have been the subject of sanction or negative action.

Reporting Requirements

Whether large programs working to ensure that students pass professional certification exams or small tightly-focused interdisciplinary programs, all programs are expected to conduct assessments and submit reports that meet seven criteria:

1. Student learning outcomes are clearly stated.
2. The assessment either sets a baseline for future comparison or measures student performance in light of stated faculty expectations.
3. Assessment process is described. Where multiple measures are employed, each assessment process is detailed.
4. Results of analyses are clearly explained.
5. Findings or conclusions reflect analysis of results.
6. Program improvements, recommended or implemented, clearly follow from findings.
7. Next assessments are described.

A scoring rubric, in the form of a checklist, reflecting the seven criteria is used to evaluate assessment reports. IAS staff members apply the scoring rubric, compose a summary evaluative review, and then share the rubric results with the programs. Assessment reports are entered into WEAVE, the online assessment and planning tool that serves as an archive of assessment reports. Each department in the College of Arts and Sciences has a dedicated collaborative site that contains all program-specific assessment materials, including plans, reports, report documentation, report reviews, survey results,
program review self-studies, and competency assessments, where available. Departments are able to use these sites to manage assessments and share information over time.

**Sampling Guidelines**

While this narrative has described the cultural context, history, and evolution of assessment at the University, examples of programs assessment reports will serve to illustrate both the challenges and accomplishments of assessment within a highly decentralized educational environment. Fifty six examples of program assessments were selected through a stratified random sampling process. The following guidelines for the sampling were followed:

1. A 20 percent sample will be selected.
2. All schools will be represented.
3. For schools with both graduate and undergraduate programs, both will be represented.
4. For schools with stand-alone certificate programs, those programs will be represented where enrollment is sufficient.
5. Distance education and off-site programs will be represented.
6. For schools where a single program represents the predominant work of the school (e.g., JD in the School of Law, MD in the School of Medicine, etc.), that program will be selected.
7. Within the College and Graduate School of Arts and Sciences, the broad areas of inquiry – humanities/fine arts, sciences, and social sciences – will be sampled proportional to the number of programs in each area.
8. Concentrations, tracks, or distinguished majors programs will not be sampled independently from the parent program.
9. Only one program from a department will be selected – either undergraduate or graduate.
10. Programs for which there are very few students or majors in any year will not be sampled.
11. Non-terminal master’s programs will not be represented in the sample. (Assessment of such master’s programs occurs as part of the assessment of the corresponding doctoral program.)
12. Where a program is new – fall 2012 or later – the assessment plan will serve as evidence of intent to conduct assessment as described in this narrative.

**Sample of Assessment Reports**

The 56 randomly-sampled programs represent a wide range of learning outcomes, assessment methods, and schedules/assessment cycles. Each sampled program includes two components:

- An assessment summary, including a brief description of the program and assessment history, followed by a matrix containing summaries of all, or a representative sample of, assessments. (For the School of Engineering and Applied Science, introductory documents have been provided to describe the overall assessment processes and procedures at the undergraduate and graduate levels within the school. These documents should be reviewed prior to considering the individual assessment reports from the school.)
- A more complete report – the WEAVE “Detailed Assessment Report” – that details all assessments reported for the program, including notations of documentation.
## Batten School of Leadership and Public Policy

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## College and Graduate School of Arts and Sciences

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**Curry School of Education**

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**Darden Graduate School of Business Administration**

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### School of Continuing and Professional Studies

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School of Nursing

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<td>Report</td>
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<td>MSN</td>
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- Assessment Summary: Curry School of Education-BSED in Kinesiology [new program]
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- Assessment Summary: Curry School of Education-CERT-G/MED/EDS in Administration & Supervision [on-Grounds and off-site]
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University of Virginia
The Fifth-Year Compliance Certification
March 2013

Comprehensive Standard 3.4.3 – Admissions Policies

The institution publishes admissions policies consistent with its mission.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

The University of Virginia publishes admission policies for undergraduates in the Undergraduate Record and for graduate students on the Web site of each of the University’s 11 schools. Consistent with the University’s mission of providing a high-quality liberal education in the arts and sciences, as well as educating students for entrance into various professions (architecture, business administration, commerce, education, engineering, law, medicine, nursing, and public policy), the University seeks, through its admission policies, “the ablest and most promising students” and, “in keeping with the intentions of Thomas Jefferson, to attend to their total development and well-being.”

The University adheres to a policy of nondiscrimination in all of its practices, including its admission policies. In addition, it is committed to the recruitment, retention, and graduation of a diverse student body. Federal Requirement 4.6 documents that recruitment materials and presentations accurately reflect the institution’s practices and policies.

Undergraduate Admission

The Office of Undergraduate Admission maintains oversight of the University’s undergraduate admission policies. Criteria for admission are determined with input from each of the undergraduate schools of the University – the School of Architecture, the College of Arts and Sciences, the Curry School of Education, the School of Engineering and Applied Science, the School of Nursing, the Frank Batten School of Leadership and Public Policy, and the McIntire School of Commerce.

The Committee on Admission oversees the admission selection process. Input from school representatives ensures appropriate consideration of academic matters as they pertain to specific fields and disciplines. To ensure appropriate academic oversight of the admission processes and policies, the dean of admission reports to the executive vice president and provost. The dean of admission also meets regularly with the provost and the academic deans from the schools to foster academic understanding and involvement in admission policy decisions. Undergraduate admission policies outline the criteria used for decision-making and include academic preparation and rigor of secondary-school course work, results from standardized tests (i.e., SAT I, SAT II, ACT), written recommendations, and personal qualities that would contribute to a diverse University community.
The School of Continuing and Professional Studies administers the admission policies and process for the Bachelor of Interdisciplinary Studies, a part-time degree program for working adults. The McIntire School of Commerce offers a two-year competitive undergraduate major open to students who have completed 54 credit hours. Students typically apply during their second year of undergraduate work. Admissions policies are available for U.Va. students and transfer students. The Frank Batten School of Leadership and Public Policy offers a two-year competitive undergraduate major open to students who have completed 60 credit hours. Students typically apply during their second year of undergraduate work. The Batten School administers the admission policies and process for the two-year major.

Transfer Admission

The University places a high value on maintaining a diverse campus culture—one that includes students from varied backgrounds and experiences. A significant portion of the University’s undergraduate population is comprised of transfer students.

The University publishes in the Undergraduate Record and through the Office of Undergraduate Admission, policies that govern the application and admission processes for transfer students, including course work required prior to matriculation. The University also maintains a blog for prospective transfer students that provides information on the transfer application process. Every year, more than 500 transfer students enroll at the University.

The University works to ensure its transfer policies are structured to meet the academic expectations of University faculty as well as the needs of transfer applicants. To that end, the University has assigned an associate dean for transfer admission to work closely with the academic deans of the University. The University also is an active participant on the State Committee on Transfer, an advisory committee of the State Council of Higher Education for Virginia (SCHEV).

As part of its efforts to support state efforts to provide access to higher education, the University maintains two Guaranteed Admission Agreements with the Virginia Community College System (VCCS). The first agreement guarantees admission to the College of Arts and Sciences to VCCS students who meet specified academic requirements. The second agreement guarantees admission to the School of Engineering and Applied Science (SEAS) to VCCS students who meet specified academic requirements. Both of these agreements, which detail the specific academic requirements, are available to prospective VCCS transfer students on the Web site of the Office of Undergraduate Admission.

Graduate and Professional Admission

Admission policies for graduate and professional degree and certificate programs are determined at the individual school level. Because graduate and professional education is more specialized than undergraduate education, this decentralized approach enables schools to ensure that admission policies appropriately reflect the specific fields and disciplines within each school. Admission policies and procedures for graduate and professional programs are published on school-specific admission Web sites. In cases where general admission criteria exist for the school, the primary admissions Web site is provided. In cases where specific admission criteria exist for individual degree and certificate programs, program-specific Web sites are provided:
• Curry School of Education
  o Postgraduate Master of Teaching (P.G.M.T.)
  o Master of Education (M.Ed.)
  o Education Specialist (Ed.S.)
  o Doctor of Philosophy (Ph.D.)
  o Doctor of Education (Ed.D.)
• Darden Graduate School of Business Administration
  o Master of Business Administration (MBA)
  o M.B.A. for Executives (EMBA)
  o Global M.B.A. for Executives (GEMBA)
  o Doctor of Philosophy (Ph.D.)
• Frank Batten School of Leadership and Public Policy
  o Master of Public Policy (M.P.P.)
  o Accelerated Bachelor/Master of Public Policy (M.P.P.)
• Graduate School of Arts and Sciences
  o Application Requirements
• McIntire School of Commerce
  o M.S. in Commerce
  o M.S. in Accounting
  o M.S. in Management of Information Technology
• School of Architecture
  o Master of Architectural History (M.Ar.H)
  o Master of Architecture (M.Arch.)
  o Master of Landscape Architecture (M.L.A.)
  o Master of Urban and Environmental Planning (M.U.E.P)
• School of Continuing and Professional Studies
• School of Engineering and Applied Science
• School of Law
  o Juris Doctor (J.D.)
  o Master of Laws (L.L.M.)
  o Doctor of Juridical Science (S.J.D.)
• School of Medicine
  o Doctor of Medicine (M.D.)
School of Nursing

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• McIntire School of Commerce, Application Process: Transfer Students
• Frank Batten School of Leadership and Public Policy, Apply to the Undergraduate Major
• Undergraduate Record, Admission of Transfer Students
• Office of Undergraduate Admission, Transfer Students
• Blog: Transferring to UVA
• State Council of Higher Education for Virginia (SCHEV), State Committee on Transfer
• Guaranteed Admission Agreement: College of Arts and Sciences
• Guaranteed Admission Agreement: School of Engineering and Applied Science
• Curry School of Education, Admissions
• Curry School of Education, Postgraduate Master in Teaching (P.G.M.T.)
• Curry School of Education, Master of Education (M.Ed.)
• Curry School of Education, Education Specialist (Ed.S.)
• Curry School of Education, Doctor of Philosophy (Ph.D.)
• Curry School of Education, Doctor of Education (Ed.D.)
• Darden Graduate School of Business Administration, MBA Admissions
• Darden Graduate School of Business Administration, EMBA Admissions
• Darden Graduate School of Business Administration, Global EMBA Admissions
• Darden Graduate School of Business Administration, [PhD] Admissions
• Frank Batten School of Leadership and Public Policy, Admissions
• Frank Batten School of Leadership and Public Policy, Apply to MPP Program
• Frank Batten School of Leadership and Public Policy, UVa Undergrads-Apply to the BA/MPP Program
• Graduate School of Arts and Sciences, Admissions
• Graduate School of Arts and Sciences, Application Requirements
• McIntire School of Commerce, Complete the Application [M.S. in Commerce]
• McIntire School of Commerce, Complete the Application [M.S. in Accounting]
• McIntire School of Commerce, Admissions [M.S. in Management of Information Technology]
• School of Architecture, Graduate Admissions
• School of Architecture, Master of Architectural History
• School of Architecture, Master of Architecture, Professional Degree
• School of Architecture, Master of Landscape Architecture
• School of Architecture, Master of Urban & Environmental Planning
• School of Continuing and Professional Studies, Admissions by Program
• School of Engineering and Applied Science, Graduate Admissions
• School of Law, Admissions
• School of Law, J.D. Application Instructions
• School of Law, LL.M. and S.J.D. Application Instructions
• School of Medicine, Admissions
• School of Medicine, General Requirements
• School of Nursing, Admissions
Comprehensive Standard 3.4.11 – Academic Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

**Compliance Certification**

- [x] Compliance
- [ ] Non-Compliance

**Narrative**

At the University of Virginia, primary responsibility for the content, quality, and effectiveness of the curriculum rests with the faculty. One component of this responsibility is the assignment of faculty, academically qualified in the field, to coordinate degree programs, majors, concentrations, and curricular areas.

The manner in which the coordination of academic programs occurs varies across the 11 schools of the University. For example, in the University’s largest school, the College and Graduate School of Arts and Sciences, each academic program has a designated director of the undergraduate programs (DUP) and/or director of graduate studies (DGS). This individual is responsible for program coordination, development, and review. DUPs and DGSs ensure that the appropriate number and level of courses are offered each semester, schedule course offerings, and review the contents of the Undergraduate Record and Graduate Record. In addition, the College of Arts and Sciences has the Committee on Educational Policy and the Curriculum which “deals with broad policies affecting undergraduate education and such specific matters as course changes, new courses, new major programs, degree requirements, and rules governing the academic status of students.” An alternative model exists in the School of Law where program coordination occurs through curriculum and program committees.

In most schools of the University, curriculum/program committees supplement individual program coordination by providing school-wide governance and oversight of academic affairs. For example, the Batten School of Leadership and Public Policy has the Dean’s Council, which recommends establishment of new academic programs and approves the curriculum. The Curry School of Education has the Faculty Council, which provides oversight of academic quality and program development. The School of Continuing and Professional Studies (SCPS) has the Curriculum and Course Review Committee (CCRC), which reviews and approves program proposals and modifications, program retirements, and new courses or revisions to existing courses. The School of Engineering and Applied Science (SEAS) has the Undergraduate Curriculum Committee, which acts as a quality control and advisory group, at the undergraduate level. It also has the Graduate Studies Committee, which makes academic policy recommendations concerning admissions standards, degree requirements, grading standards, and
course offerings, at the graduate level. The School of Medicine has the Curriculum Committee, which is responsible for defining the goals and objectives of the curriculum and for the design, management and evaluation of the medical curriculum.

Oversight of assessment is a shared responsibility among multiple individuals. At the University, there are two types of assessment coordinators. The dean of each of the University’s 11 schools appoints a school assessment coordinator who is responsible for assisting programs in the development and implementation of assessment plans that are both feasible and useful. In addition, each program appoints a program assessment coordinator who is responsible for assuring academic programs within the department are routinely assessed.

For example, in the McIntire School of Commerce, a faculty member who manages the school’s accreditation with the Association to Advance Collegiate Schools of Business (AACSB) serves as the school assessment coordinator. Within each academic program, the coordinator/director is responsible for oversight of program assessment. For example, the program coordinator, for the B.S. in Commerce, is responsible for “determining the learning goals for the third‐year ICE [Integrated Core Experience] curriculum. The program director, for the M.S. in Commerce, is responsible for “facilitating the assessment of learning outcomes on a regular basis.” The program director, of the M.S. in Management of Information Technology, is responsible for the “assessment of student learning through the evaluation of course‐embedded, student‐produced content.”

Another example is in the School of Nursing where the coordinator of student learning assessment “supports the school and its departments and programs in developing and implementing outcomes assessment plans with the primary emphasis on direct assessment of student learning outcomes.” At the degree program level, academic program directors “provide leadership for quality related to curriculum management and assessment, recruitment and retention of students, faculty support and meeting academic regulatory standards for their respective School of Nursing programs.” In addition, the School of Nursing utilizes academic program coordinators, in areas of curricular focus, who “provide leadership to assure quality related to curriculum management and assessment, recruitment and retention of students, faculty support and compliance with academic regulatory standards.”

In the context of Comprehensive Standard 3.4.11, the term “field” refers to an academic discipline or teaching/research specialty that bears relation to the academic program in question. While, in select cases, the relationship between the program coordinator’s terminal degree and the academic program may not be readily apparent, the program coordinator brings expertise that makes him/her competent to provide program oversight. For example, Prof. Andrew Wicks, who holds a Ph.D. in religious studies with a teaching/research specialty in ethics, serves as the director of the doctoral program in the Darden Graduate School of Business Administration. Prof. Wicks is the Ruffin Professor of Business Administration and Director of the Olsson Center for Applied Ethics. He is co-author of three books and has published more than 30 journal articles on a variety of topics in business ethics, including stakeholder theory, total quality management, accounting ethics, and managed care. Prior to joining the Darden faculty in 2002, he taught business ethics for 10 years at the University of Washington graduate business school.

For each of the 11 schools of the University, a list of program coordinators, academic administrators, and curriculum/program committee members (where applicable) is included below. These lists include:
• Area of responsibility, such as degree program, curricular area, committee assignment, and/or administrative title;
• Academic qualifications, including the highest earned degree, the field of the highest earned degree, and the institution conferring the highest earned degree;
• Indication of whether the highest earned degree is the terminal degree in the field;
• In cases where an individual does not hold the terminal degree in the field, a statement of other qualifications that provides evidence that the individual is qualified in the field; and/or
• In cases where an individual holds a terminal degree from a related discipline, a statement of other qualifications that provides evidence that the individual is qualified in the field.

Note that in select fields – such as architecture (M.Arch), art (M.F.A.), creative writing (M.F.A.), drama (M.F.A.), landscape architecture (M.L.A.), library science (M.L.S.), and public health (M.P.H.) – a master’s degree is considered the terminal degree.

• Academic Program Coordination: College and Graduate Schools of Arts and Sciences
• Academic Program Coordination: Curry School of Education
• Academic Program Coordination: Darden Graduate School of Business Administration
• Academic Program Coordination: Frank Batten School of Leadership and Public Policy
• Academic Program Coordination: McIntire School of Commerce
• Academic Program Coordination: School of Architecture
• Academic Program Coordination: School of Continuing and Professional Studies
• Academic Program Coordination: School of Engineering and Applied Science
• Academic Program Coordination: School of Law
• Academic Program Coordination: School of Medicine
• Academic Program Coordination: School of Nursing

Distance Education and Off-Site Programs

On individual listings of academic program coordination, asterisks denote either (1) a program that is offered via distance education or off-site, or (2) a position that provides oversight of a program(s) offered via distance education or off-site. For programs offered via distance education, in most cases, the program is offered both in a traditional format and in an online format. In many cases, the same individual provides oversight of both instructional modes to ensure parity between the two student populations. A comprehensive listing of the University’s distance education and off-site offerings may be found on the Institutional Summary Form.

References

• Position Description: Director of Undergraduate Programs (College of Arts and Sciences)
• Position Description: Director of Graduate Studies (Graduate School of Arts and Sciences)
• Committee on Educational Policy and the Curriculum (College of Arts and Sciences)
• Dean’s Council (Frank Batten School of Leadership and Public Policy)
• Faculty Council (Curry School of Education)
• Curriculum and Course Review Committee (School of Continuing and Professional Studies)
• Undergraduate Curriculum Committee (School of Engineering and Applied Science)
- **Graduate Studies Committee** (School of Engineering and Applied Science)
- **Curriculum Committee** (School of Medicine)
- **Institutional Assessment and Studies: For Assessment Coordinators**
- **Position Description: School Assessment Coordinator**
- **Position Description: Program Assessment Coordinator**
- **Position Description: B.S. in Commerce Program Coordinator** (McIntire School of Commerce)
- **Position Description: M.S. in Commerce Program Director** (McIntire School of Commerce)
- **Position Description: M.S. in Management of Information Technology** (McIntire School of Commerce)
- **Position Description: Coordinator of Student Learning Assessment** (School of Nursing)
- **Position Description: Academic Program Director** (School of Nursing)
- **Position Description: Academic Program Coordinator** (School of Nursing)
- **Biography of Prof. Andrew C. Wicks, Ruffin Professor of Business Administration**
- **Academic Program Coordination: College and Graduate Schools of Arts and Sciences**
- **Academic Program Coordination: Curry School of Education**
- **Academic Program Coordination: Darden Graduate School of Business Administration**
- **Academic Program Coordination: Frank Batten School of Leadership and Public Policy**
- **Academic Program Coordination: McIntire School of Commerce**
- **Academic Program Coordination: School of Architecture**
- **Academic Program Coordination: School of Continuing and Professional Studies**
- **Academic Program Coordination: School of Engineering and Applied Science**
- **Academic Program Coordination: School of Law**
- **Academic Program Coordination: School of Medicine**
- **Academic Program Coordination: School of Nursing**
- **Institutional Summary Form**
University of Virginia  
The Fifth-Year Compliance Certification  
March 2013  

Comprehensive Standard 3.10.2 – Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Compliance Certification

☒ Compliance  ☐ Non-Compliance

Narrative

The University of Virginia audits financial aid programs as required by federal and state regulations. The University is audited annually as part of the Commonwealth of Virginia Auditor of Public Accounts Single Audit Review of state agencies. The scope of these audits includes all financial aid programs, as required by 34 CFR and all federal award programs in accordance with Office of Management and Budget Circular A-133. These audits are conducted in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General, and the requirements of OMB Circular A-133. Student financial aid is audited as a major program.

Included for review are six years of audit reports. Other than two findings discussed below, which have since been resolved, such audits have consistently shown no findings or issues related to compliance with applicable financial aid and Title IV regulations. As documented in Federal Requirement 4.7, the University is in compliance with its program responsibilities under Title IV.

- University of Virginia Report on the Audit of the Year Ending June 30, 2012
- University of Virginia Report on the Audit of the Year Ending June 30, 2011
- University of Virginia Report on the Audit of the Year Ending June 30, 2010
- University of Virginia Report on the Audit of the Year Ending June 30, 2009
- University of Virginia Report on the Audit of the Year Ending June 30, 2008
- University of Virginia Report on the Audit of the Year Ending June 30, 2007

The first finding, highlighted in the Report on the Audit of the Year Ending June 30, 2007, is applicable to the University and relates to the timely return of Title IV funds. Federal regulations require unearned Title IV funds to be returned no later than 45 days after the date of student withdrawal. During its review, the Auditor of Public Accounts (APA) found that:

Student Financial Services had returned funds for three students 76 to 95 days after the student’s withdrawal from classes. We also noted Student Financial Services had not performed the Title IV calculation for three students within 45 days of the student’s withdrawal; however, there were no funds requiring return.
In response, internal controls were enhanced. Such a finding has not reappeared in subsequent audits.

A second finding, highlighted in the Report on the Audit of the Year Ending June 30, 2009, is applicable to the University of Virginia’s College at Wise and relates to proper processing of the return of Title IV funds. Though separately accredited by SACSCOC, the University and the College at Wise are audited together by the Commonwealth of Virginia. Federal regulations outline specific requirements relating to the treatment of Title IV funds of students who withdraw. During its review, the Auditor of Public Accounts (APA) found that:

The University of Virginia’s College at Wise (UVA Wise) did not determine whether any students unofficially withdrew from the University, and did not perform the Title IV calculations required by the U.S. Department of Education to determine if UVA Wise should return any funds to the federal government. In addition, UVA Wise did not perform the required withdrawal calculations for students who withdrew after completing 60% of the semester to determine if the students were eligible for a post-withdrawal disbursement.

In response, internal controls were enhanced. Such a finding has not reappeared in subsequent audits. Relevant documentation is provided from the College at Wise’s Fifth-Year Interim Report – including the narrative for Comprehensive Standard 3.10.3, the College’s response to the audit, and the response of the Auditor of Public Accounts – demonstrating that the deficiency was “sufficiently resolved and not repeated.”

Included for review are excerpts from the Schedule of Expenditures of Federal Financial Aid (SEFA) for the last six fiscal years (FY). These reports show an average of almost $125 million in federal financial aid funds expended annually during the six-fiscal-year period ending June 30, 2012, with a total of $159 million expended in FY 2012. This represents a majority of the University's financial aid awards.

- University of Virginia SEFA FY 2012 (financial aid excerpts)
- University of Virginia SEFA FY 2011 (financial aid excerpts)
- University of Virginia SEFA FY 2010 (financial aid excerpts)
- University of Virginia SEFA FY 2009 (financial aid excerpts)
- University of Virginia SEFA FY 2008 (financial aid excerpts)
- University of Virginia SEFA FY 2007 (financial aid excerpts)

U.Va. voluntarily operates under the reimbursement payment method for federal financial aid funds. The University makes disbursements to students and parents for the amounts which they are eligible to receive under the Federal Pell Grant, ACG, SMART Grant, TEACH, and FSEOG before seeking reimbursement for those disbursements. The University is considered to have made a disbursement when it credits a student’s account or initiates any payment. Federal funds are electronically transferred to the University.

In June 2012, the University was approved for recertification of its Title IV participation by the U.S. Department of Education. The University is approved to participate in Title IV programs, as demonstrated in the Federal Student Aid Program Participation Agreement.
References

- Federal Requirement 4.7
- University of Virginia: Report on the Audit of the Year Ending June 30, 2012
- University of Virginia: Report on the Audit of the Year Ending June 30, 2011
- University of Virginia: Report on the Audit of the Year Ending June 30, 2010
- University of Virginia: Report on the Audit of the Year Ending June 30, 2009
- University of Virginia: Report on the Audit of the Year Ending June 30, 2008
- University of Virginia: Report on the Audit of the Year Ending June 30, 2007
- University of Virginia’s College at Wise: Fifth-Year Interim Report, Comprehensive Standard 3.10.3 (excerpted)
- University of Virginia: SEFA FY 2012 (financial aid excerpts)
- University of Virginia: SEFA FY 2011 (financial aid excerpts)
- University of Virginia: SEFA FY 2010 (financial aid excerpts)
- University of Virginia: SEFA FY 2009 (financial aid excerpts)
- University of Virginia: SEFA FY 2008 (financial aid excerpts)
- University of Virginia: SEFA FY 2007 (financial aid excerpts)
- Program Participation Agreement (PPA)
Comprehensive Standard 3.11.3 – Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

Compliance Certification

☒  Compliance  ☐  Non-Compliance

Narrative

The University of Virginia operates facilities, both leased and owned, that meet the needs of its educational programs, support services, and other mission-related activities.

Thomas Jefferson, the University’s founder, designed the Academical Village, which forms the heart of Grounds. In 1987, the United Nations Educational, Scientific and Cultural Organization (UNESCO) named the Grounds a World Heritage site. UNESCO’s World Heritage list includes the University among more than 960 properties worldwide considered to have “outstanding universal value” relative to human culture and history. The University is the only institution of higher education in the United States honored with a citation on UNESCO’s World Heritage list.

The buildings that comprise the Central Grounds, as well as the University’s properties and facilities in areas adjacent to the Grounds, are displayed in the University’s online Interactive Map – a useful resource for information regarding the buildings and areas described below. The application enables inspection using a building search tool to locate facilities by name, facility ID, year built, and square footage. It also provides a visual representation of construction project impacts and planned utility outages. Similarly, the University’s WebMap enables inspection by precinct, while also permitting displays of photos and descriptions of most University buildings. The University also maintains, on its “Maps and Directions” page, electronically accessible maps specific to the Health System, bicycle-friendly routes, wheelchair-accessible routes, lighted pathway routes, and bus routes.

The University owns 554 buildings for a total of 16,326,629 gross square feet (GSF), and 3,405 acres of land, including 241 acres in Charlottesville and 1,467 acres in the surrounding county. In addition, the University has 144 active leases (99 Expense, 45 Income) for a total of 1,117,536 rentable square feet. Since the decennial compliance certification, the Academic Division has added more than 850,000 GSF of owned space, with more than 365,000 GSF in construction. Physical facilities include instructional classrooms, laboratories, performance spaces, libraries, faculty and administrative offices, recreational facilities, intercollegiate athletics and arena facilities, and residence and dining halls. Examples of the variety of recently-constructed facilities that the University operates include:
- The Sheridan G. Snyder Transitional Research Building: Located in the University’s Fontaine Research Park, roughly one mile from Grounds, the 141,394 GSF building provides three floors of open lab research space for the School of Medicine, plus a lower level core-facility including comparative medicine, MRI imaging, electron microscopy, and cyclotron.

- The ITS Data Center: Information Technology Services (ITS) operates two data centers, each about 1.5 miles from Central Grounds. The newer center is 5,500 GSF and was completed in 2010. Its capacity has allowed academic computing and “big data” analysis to be combined into one state of the art facility with complete redundancy and lower costs per cycle than the previous arrangement of small server rooms in departmental space.

- The Anheuser Busch Coastal Research Center: Located in Oyster, Virginia on the Eastern Shore, this 15,279 GSF facility for research on coastal and barrier island environments, includes field laboratories, residential quarters, dock, and a small fleet of research vessels.

Through the School of Continuing and Professional Studies (SCPS), the University operates five regional centers across the state in addition to its main location on the Charlottesville campus. From time to time, the regional centers relocate in response to leasing opportunities and to better serve nonresident students. For example, in September 2012, the Hampton Roads Center relocated from Virginia Beach to Newport News. Multiple reasons led to the relocation, including traffic, safety, and maintenance. On July 30, 2012, U.Va. sent a substantive change notification to SACSCOC. SACSCOC responded on October 24, 2012 acknowledging the notification.

Three offices work collaboratively to meet the University’s physical facility requirements: the Office of the Architect for the University (OAU), Facilities Management, and Space and Real Estate Management. In addition, the Office of the Executive Vice President and Provost includes dedicated planners for classrooms and academic facilities. Five of the University’s 11 schools have dedicated directors of space management. In addition, the Office of the University Building Official (OUBO), reporting directly to the Board of Visitors, provides code reviews, issues building permits for University projects, and maintains the Facility Design Guidelines which document University best practices for design and construction and supplemental codes for University projects.

Master Planning and Capital Process: The Office of the Architect for the University OAU completed a Grounds Plan in 2008 and maintains the plan as a living master planning database. Its purpose is to preserve and develop an academic environment that will enhance the University’s Statement of Purpose and Goals, which includes teaching, research, and public service. On major projects for all University facilities and grounds, OAU has primary responsibility for master planning, program development (with the project sponsor), concept, site and architectural design guidelines, architect selection, schematic and preliminary design with cost management, and internal and external approvals. OAU completes post-occupancy evaluations on new buildings and major renovations, using surveys of student, faculty, and staff occupants. Working with the project steering committee, the survey information is developed into a report with recommendations which may lead to remedial actions or changes to the University’s facility design guidelines. Summary reports of post-occupancy findings are made to the Board of Visitors at regular intervals. Findings related to thermal comfort of the occupants are also integrated into LEED certification materials. Sustainability, including required LEED certification, is an important planning principle on all University projects. The Current Planning and Projects Report details projects in construction and projects in design.
The architect for the University chairs the Master Planning Council, which advises the president and the executive vice president and chief operating officer on mid- and long-term physical planning. Council members include vice presidents, deans, students, and representatives of the City of Charlottesville and Albemarle County, among others.

Building on consultant-driven academic space need studies in 2002 and 2005, the Offices of the Architect, the Executive Vice President and Provost, and Space and Real Estate Management developed, during the 2011-12 academic year, a preliminary space needs assessment for all schools based on academic plans, enrollment and faculty projections, and both internal and peer benchmarking. During the 2012-13 academic year, a more detailed assessment has focused on discipline-specific space needs for anticipated enrollment and faculty growth in STEM fields.

The University also employs an integrated process for strategic capital planning with an Executive Review Committee chaired by the architect for the University and including the executive vice president and provost, the executive vice president and chief operating officer, the vice president for finance, the vice president for management and budget, and the senior vice president for development and public affairs. This capital planning process aligns with required state submissions for a Six-Year Capital Plan.

Some examples, illustrating the range of recently completed work using the University’s strategic capital planning process, include the following LEED certified projects. A comprehensive inventory of completed, in-progress, and future projects is maintained by Facilities Planning and Construction. The unit’s 2011-12 Annual Report is the most recent compilation.

- Progress has continued since the University’s decennial reaffirmation in expanding the University’s research infrastructure. The decennial compliance certification noted that construction was in progress on the 198,000 GSF Carter Harrison Research Building (MR-6) and the 141,394 GSF Sheridan G. Snyder Translational Research Building (previously called the ART building), both for the School of Medicine. Both projects have been completed. Also recently completed are Rice Hall, a 100,000 GSF computational research and teaching building for the School of Engineering and Applied Science, the 100,000 GSF Physical and Life Sciences Research Building for the College of Arts and Sciences. At Blandy Experimental Farm, an environmental science field station near Winchester, a 4,258 GSF Field Lab was completed in summer 2012.

- With respect to instructional space, the University has completed the 108,646 GSF South Lawn Project referenced in the decennial compliance certification. Other academic buildings completed in the last five years include Rouss-Robertson Hall, a 122,746 GSF facility for the McIntire School of Commerce; the 57,500 GSF Claude Moore Medical Education Building for the School of Medicine; the 31,300 GSF Claude Moore Nursing Education Building for the School of Nursing; and Bavaro Hall, a 65,000 GSF faculty office and clinic building for the Curry School of Education. Lacy Hall, a 20,000 GSF shop facility will be completed in early 2013 and will provide project-based learning space for the School of Engineering and Applied Science and trade shops for Facilities Management.

- In academic buildings for the arts, Ruffin Hall has been completed, a 44,000 GSF facility for studio art which was referenced in the decennial compliance certification. Additional projects for the arts completed in the last five years include additions to Campbell Hall for the School of Architecture, renovations to the University Art Museum, and construction of the 17,898 GSF Hunter Smith Band Building. The Ruth Caplin Theater (Thrust Theater), a 24,340 addition to the
Drama Building, will provide a new 300-seat thrust stage theater and lobby, and will be complete in spring 2013.

- Historic preservation projects comprise another subset of the University’s progress in stewardship of academic space. Garrett Hall, designed by McKim Meade and White and built as a refectory in 1908, was renovated in 2010-11 as the home of the new Frank Batten School of Leadership and Public Policy. New Cabell Hall, built in 1952 and at 159,129 GSF the College of Arts and Sciences’ primary classroom and faculty office building, is currently under renovation. When complete in 2014, it will provide approximately 49 updated classrooms, space for study and collaborative learning, faculty and departmental offices, and the offices of the dean.

- In 2012, the University Library completed a high-density shelving installation at its Ivy Stacks remote shelving facility. By replacing fixed shelving with moveable shelving ranges and adopting a barcoding system allowing volumes to be stored by size, the capacity of the facility was increased from roughly 750,000 to 1,600,000 volumes, relieving the existing shelving shortage in the system and providing collections growth capacity for 10 years or more.

- The University has pursued significant auxiliary and infrastructure projects over the past five years, as well, including:
  - Replacement of Alderman Road first-year residence halls, which upon completion will comprise six buildings totaling 365,120 GSF and 1,205 beds;
  - Renovation of Newcomb Hall, the 155,420 GSF student union and dining facility;
  - Replacement of the track and field venue with a new facility suitable for NCAA events;
  - Construction of the 80,325 GSF George Welsh Indoor Practice Facility, for the football program, providing a covered and conditioned turf practice field;
  - Expansion of the Science Precinct chilled water plant; and
  - Repairs to utility tunnels and upgrades to utility distribution systems at multiple locations.

Space Needs: Office of Space and Real Estate Management
The Office of Space and Real Estate Management is responsible for meeting the real property and space needs of the University. Specific responsibilities include maintaining data and records, ensuring compliance with state laws and regulations, implementing short and long-term space planning initiatives, and coordinating real estate activities, including leasing, easements, rights of way, and permits. Leased space provides the University with the flexibility to respond to new or short-term programs that enhance educational and research opportunities; to provide a cost-effective space alternative while new buildings are being constructed or while existing buildings are being renovated; and to provide a location for activities that do not require space on the Grounds.

As referenced in the above discussion of master planning and capital process, the University recognizes a need to develop and renew instruction, office, classroom, and research infrastructure that are necessary to support institutional aspirations. To support the academic and research mission, U.Va. has completed construction on more than 690,000 GSF of new academic and research space since the decennial compliance certification, including six buildings totaling more than 250,000 GSF of instruction, office, classroom, and support space. In addition, more than 44,000 GSF of academic and research space is presently in construction. Renovations and new space for auxiliary enterprises and athletics would be additional to these amounts.
In the Charlottesville area, numerous administrative, research, and support activities occupy leased space, as well. Leased general purpose office space is occupied by various schools and departments, including University administrative functions, such as risk management, budget, and development. Outside the Charlottesville area, various University activities, including instruction, utilize leased space.

The University’s five regional centers represent the greatest instructional presence outside the Charlottesville area. With the exception of the Northern Virginia Center, each of these facilities is leased. To ensure the adequacy of these off-site facilities, each lease is reviewed one year prior to expiration. The continuing adequacy of the facilities is assessed using space guidelines provided by Space and Real Estate Management. When negotiating leases, in order to meet potential space needs, the University secures first right of refusal on vacated space in the leased facility. The Northern Virginia Center, which the University owns in partnership with Virginia Tech, has significant capacity for expansion should such a need arise. When a facility is deemed to no longer meet the needs of the University, as with the relocation of the Hampton Roads Center, a request for proposal (RFP) is posted that outlines the type of facility required to meet the instructional and support services needs of the University.

At times, a program elects to occupy leased instructional space outside of the University’s regional centers. For example, the McIntire School of Commerce offers the M.S. in Management of Information Technology at the Waterview Conference Center in Alexandria. Formerly offered at the Bechtel Conference Center in Reston, the program was relocated to provide more conveniently located graduate coursework at a higher quality facility. In October 2011, an RFP was posted seeking classroom space in Northern Virginia. On March 28, 2012, U.Va. sent a substantive change notification to SACSCOC documenting the relocation. SACSCOC responded on July 11, 2012 acknowledging the notification.

Classrooms and Class Laboratories
The University has a central classroom system administered by the University Registrar serving the seven schools with undergraduate students. At present, there are approximately 200 classrooms online, totaling about 188,000 ASF and 10,800 stations. Approximately 38 other classrooms are off-line for renovation or use as swing space. Capacity figures vary as new projects are completed or rooms are taken off-line for renovation. Classrooms are distributed among the academic buildings of the schools, with class assignments determined each term using a database to match class size and any special needs, with rooms. When possible, priority is given to the faculty of the school in which a given classroom is located.

All registrar-scheduled classrooms have now been fitted with a common A/V platform and a standard layout of controls. Room configurations include seminar style, flat floor with moveable chairs, tiered seating, and auditorium, with station counts ranging from 10 to 400. The University reported a 70.49 percent classroom occupancy rate in its most recent report to the State Council for Higher Education for Virginia (SCHEV).

The four remaining schools, the School of Law, the Darden Graduate School of Business Administration, the School of Medicine, and the School of Continuing and Professional Studies (SCPS), develop and maintain their own classrooms, and each school uses only its own portfolio. Business and medicine have developed rooms which support a collaborative learning curriculum using a flat floor environment with round tables for groups of five or seven and robust access to technology. The success of collaborative learning in these environments likely will lead to wider application over the next decade, extending to the other schools.
Instructional laboratories are maintained by individual schools and located within their buildings. Labs are used exclusively by the host school. The University reported an 86.94 percent laboratory occupancy rate in its most recent report to SCHEV. By 2018, the University has committed to the Commonwealth of Virginia to increase enrollment by 1,672 students. The University is planning for 33 to 40 percent of undergraduate growth to be in the STEM disciplines, with the largest growth in biology and chemistry. U.Va. is planning to modernize its labs in chemistry and biology, increase their number, and redesign them to support planned changes in pedagogy. Timely financial support from the Commonwealth will be critical to keeping lab capacity and quality ahead of increasing enrollments.

Facilities Management
As described in the Facilities Management Services Guide, Facilities Management is responsible for the design (with the architect for the University), construction, maintenance and operation of buildings, grounds, infrastructure, and utilities systems for all components of the University and provides facilities support services to auxiliary enterprise units.

Facilities Planning and Construction provides project management for capital and non-capital projects using a consistent process and application of performance measures. The Office of Contracts Administration manages contracting and contract administration for design and construction services to comply with state requirements while best meeting the needs of the University.

The Operations and Maintenance Department provides landscaping and grounds care, recycling and refuse collection, custodial, and other services. Facilities Management works in coordination with the architect for the University in the development of major facilities projects. On other projects, Facilities Management collaborates with departments in planning, design, construction, renovation, maintenance, repair, and inspection efforts. The Facilities Planning and Construction annual report provides additional information on recent projects and initiatives.

The operation, maintenance, and non-capital renovation of the University’s physical facilities are governed by multiple University policies, including:

- Facilities Management: Definitions
- Facilities Management: Overview of Facilities Management Activities
- Facilities Management: Funding Responsibilities
- Facilities Management: Maintenance, Repair, and Renovation
- Facilities Management: Renovation Project Priority System
- Policy on Energy Management and Sustainability
- Policy on Recycling
- Policy on Excavation

As part of the University-wide maintenance and repair program, facilities inspectors conduct periodic, detailed inspections to evaluate the maintenance condition of buildings and facilities and to identify any necessary corrective work. The results of the inspection program are summarized annually in the Report on the Condition of University Facilities. The University is in the process of upgrading its current computerized maintenance management system to a software solution called AiM. The new software, designed for the higher education environment, is used for scheduling and tracking the full range of work performed by Facilities Management. All University buildings are included in this computer-based
maintenance program, through which building and facility components, equipment, and systems are inspected, tested, and serviced on a scheduled basis. Facilities Management performs and/or contracts for required, periodic tests and inspections of elevators, fire protection systems, boilers, and pressure vessels in accordance with applicable codes and regulations.

The University operates and maintains facilities throughout Virginia. The Anheuser Busch Coastal Research Center in Oyster and the Blandy Experimental Farm and State Arboretum near Winchester are two examples. A combination of university employees and contractors deliver services tailored to the needs of each location. Remote facilities are inspected at the same frequency as those in Charlottesville and are held to the expectations of the University’s facility condition improvement program.

Each building in the University’s academic division has one or more facilities coordinators appointed by the appropriate dean or department head. Facilities coordinators request services, approve and forward written service requests, coordinate the provision of services by Facilities Management, and act as contacts for utilities service shutdowns and other facilities matters. Facilities coordinators also provide valuable customer satisfaction feedback to Facilities Management through an ongoing customer survey program.

The role of Facilities Management in construction oversight is vital, especially given the scale of new construction and renovation that has taken place at the University in recent years. On-site project management, combined with regular cost-management measures, provide safeguards for the University’s physical and financial resources. Facilities Management officers provide regular progress updates to the vice president for management and budget, the executive vice president and chief operating officer, and the president. Periodic updates are conveyed to the University’s Board of Visitors (BOV) (through documentation and at board meetings), as well. The Building and Grounds Committee of the BOV has responsibility in all matters relating to the physical plant and equipment.

**Research Parks: The U.Va. Foundation**

The University of Virginia Foundation owns the Fontaine Research Park, roughly one mile south of the central campus and the University of Virginia Research Park roughly eight miles north of the campus.

The 54-acre Fontaine Research Park has nine buildings containing roughly 560,000 GSF of office, clinical, and research space built now, with approvals in place for an additional 310,000 GSF. University occupants include administrative groups, physicians and outpatient functions of the University Hospital, with School of Medicine research operations occupying approximately 457,000 GSF in all or portions of nine buildings. Increasingly, the Fontaine Research Park functions as an extension of the central campus.

The University of Virginia Research Park encompasses 562 acres with eight buildings and 500,000 GSF of constructed office, research, and technical/industrial space and zoning approval for 3,200,000 GSF in the future. It offers relatively easy highway access to Washington D.C. and Northern Virginia, and is adjacent to a regional airport. Increasingly, the UVA Research Park is occupied by consulting and technical firms who work in strategic alliances with faculty and units of the School of Engineering and Applied Science. The School of Medicine also has a presence in the park for specialized research.

Strategic planning for the research parks is an ongoing commitment. In June 2012, the U.Va. Foundation completed a strategic plan of its research park holdings to define long-term goals for the parks and propose a plan to leverage the research parks to (1) support the University’s academic and healthcare
programs, (2) foster collaboration with corporate and government partners, and (3) support economic vitality in the region and the Commonwealth. In October 2012, the U.Va. Foundation completed a more fine-grained study of short- to medium-term options for health care-focused development at the Fontaine Research Park and adjacent properties owned by the Health System and the U.Va. Foundation. These planning efforts engaged multiple stakeholders across the schools and administration and help keep development of the research parks closely aligned with institutional goals.

Board of Visitors Commitment to Investment in Maintenance
In the decennial compliance certification, it was reported that, in February 2005, after presentation of the report “Addressing the University’s Deferred Maintenance Backlog” the Board of Visitors (BOV) embarked on a long-term plan to establish ongoing maintenance investments to protect physical assets; make one-time investments to reduce its maintenance backlog to a reasonable level, based on industry standards; and maintain and improve the Facilities Condition Index (FCI), a universal measure calculated by dividing the value of the deficiencies in a building by the replacement value of the building, to yield a percentage. The BOV established the goal of investing two percent of asset value annually in maintenance. For educational and general buildings, this would require increasing annual maintenance expenditures by $1.5 million per year for the next 10 years. In addition, the University would continue to budget two percent of the value of any new facilities.

Building on the 2005 BOV commitment to address deferred maintenance, the University has measurably reduced the Facilities Condition Index and improved the overall reinvestment rate. The annual maintenance operation budget has been increased by $1.5 million each year for the last seven years for a total investment of $10.5 million. Some of the accomplishments of the Deferred Maintenance Program include:

- Current FCI is 8.7 percent, as of June 30, 2011, compared to the 2005 FCI of 10.6 percent. By 2015, the goal is to achieve an overall 5.0 percent FCI for 207 E&G facilities at the University.

- Maintenance Reinvestment Rate increased to 1.7 percent, as of June 30, 2011, compared to 1.02 percent in 2005. By 2015, the goal is to achieve and maintain a 2.0 percent reinvestment rate.

- Deferred maintenance funds are leveraged with other sources to accomplish capital level renovations. Examples of such projects include Garrett Hall and Olsson Hall.

Reductions in state maintenance reserve funding challenge the University’s forward momentum with respect to lowering the FCI. The first was a $245,000 reduction in 2007-08. In 2008-09, the maintenance budget was reduced by an additional $862,000. In 2009-10, the maintenance budget was reduced by more than $1.22 million. In 2011-2012, the maintenance budget was reduced by $618,000 for a current cumulative annual base budget reduction of $2.9 million. Absent this reduction, the maintenance reinvestment rate would be 1.8 percent compared to the 1.7 percent referenced above.

Historic Preservation
The University is responsible for the maintenance, renewal, and restoration of many historic buildings. The Office of the Architect oversees the University’s historic preservation efforts, with two staff dedicated full time and others participating as needed. The Office of the Architect collaborates with specialist historic preservation project managers and tradespeople in Facilities Management to ensure the implementation of appropriate care and restoration activities.
The decennial compliance certification reported that the Office of the Architect completed an **Historic Preservation Framework Plan** in 2006 that grades the historic value of 120 University buildings and 23 landscapes, all at least 40 years old. This plan has served as a basis for preservation efforts and land- and building-use decisions in the years since, including the following major efforts: renovation of Jefferson’s Pavilions II, IX, and X; restoration of the chimneys and addition of fire suppression in the student rooms on the Lawn; renovation of McKim Meade and White’s Garrett Hall; and ongoing renewals at New Cabell Hall and the **Rotunda**. Each individual historic preservation project includes developing an historic structures report as part of the design phase.

**Technological Infrastructure**

The **vice president and chief information officer** is responsible for planning and coordinating academic and administrative information technology, voice communications, and network operations on a University-wide basis. Included in this portfolio is responsibility for ensuring the University maintains adequate technological resources to meet the needs of the academic mission of the University, including instructional needs related to distance education.

To assist in the fulfillment of these responsibilities, the vice president and chief information officer coordinates the University Committee on Information Technology (UCIT) and the Deans Technology Council, both of which help to guide institution-wide information technology projects and to establish strategic direction. The **VP/CIO Annual Report** documents progress and goals in four areas: operational efficiency, architecture and policy, security, and strategy.

The Office of the Vice President and Chief Information Officer provides oversight of the University’s collaboration and course management technologies, including evaluation of the sufficiency of such technological infrastructure. In 2007, the Advisory Committee on Instructional Technology and Course Management conducted an evaluation of the University’s homegrown collaboration technology – the Instructional Toolkit. The committee evaluated the tools and functionality of various learning management systems (LMS) and course management systems (CMS), including Sakai, Blackboard, WebCT, Desire2Learn, Angel Learning, and Moodle. The committee focused on product functionality in the areas of content, communications, grades, assessment, portfolios, and administration and site management. In October 2007, the University **selected** Sakai – or Collab – to replace the Instructional Toolkit. Initial implementation of the system focused on collaboration functionality and subsequently course management. The committee monitored the transition from Toolkit to Collab through spring 2009, at which time it became the centrally supported CMS. User satisfaction surveys were conducted in 2009 and 2010, with subsequent feedback collected through regular Student Information System (SIS) surveys and UCIT.

In 2009, in collaboration with the Office of the Vice President and Chief Information Officer, the **Sciences, Humanities, and Arts Network of Technological Initiatives** (SHANTI) conducted extensive interviews with faculty and staff leaders in digital technologies to ascertain additional functionality desired in Collab. SHANTI compiled the results of these interviews and applied the following criteria in evaluating prospective tools for integration into Collab: user interface and ease of use, core tool functionality, scalability and sustainability, cost, existence of a substantial user population, existence of an active population of programmers, and adherence to standards facilitating the integration of new tools. As a result of this evaluation, the following tools were integrated into Collab: WordPress, Kaltura, Confluence, and NowComment. In addition, **Blackboard Collaborate**, which enables synchronous
delivery of online coursework and group interaction, was adopted as the University’s distance learning platform.

In response to increased faculty interest in alternative CMS and LMS products, UCIT formed a working group in October 2012 to evaluate Canvas, a newer LMS product. The working group is evaluating Canvas, in comparison to Collab, with particular attention to user interface, workflow process, specific core tool functionality, external tool integration, integration with other University systems, use for non-course collaboration sites, access by non-U.Va. constituents, notifications, mobile applications, and exit strategy. The working group expects to complete the evaluation during 2013.

Another example of the unit’s role in monitoring the adequacy of distance education infrastructure is 4-VA, a consortium of four public universities that allows students enrolled at participating institutions to register for select courses and participate via synchronous on-line delivery. The Office of the Vice President and Chief Information Officer coordinates and provides infrastructure support for the University’s participation in the 4-VA initiative. As part of its coordinating role, the unit is exploring ways to link the 4-VA TelePresence technology to other forms of videoconferencing, for both instructional and research purposes. [On January 6, 2012, U.Va. sent a substantive change notification to SACSCOC documenting the 4-VA consortial agreement. SACSCOC responded on January 24, 2012 acknowledging the notification.]

In addition to governance committees, such as the Deans Technology Council, the Office of the Vice President and Chief Information Officer conducts weekly satisfaction surveys, which asks respondents to record satisfaction with the University technology environment in three areas: (1) teaching and learning activities, (2) research and scholarship activities, and (3) administrative and business activities. Results from these surveys are used to enhance technology infrastructure and services at the University.

References

- Thomas Jefferson’s Academical Village
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- A World Heritage Site, U.Va. Stays Historic, Modern and in Use Daily (UVAToday)
- U.Va. Interactive Viewer
- Web Map
- Maps & Directions
- Office of the Vice President for Research, Sheridan G. Snyder Transitional Research Building
- U.Va. Foundation, Research Parks—Fontaine Research Park
- Facilities Planning & Construction, ITS Data Center
- Anheuser Busch Coastal Research Center
- School of Continuing and Professional Studies, Locations
- Substantive Change: SACS Notification—Relocation of Hampton Roads Center
- Substantive Change: SACS Acknowledgment—Relocation of Hampton Roads Center
- Office of the Architect for the University
- Facilities Management
- Space and Real Estate Management
- Office of the University Building Official
- Facility Design Guidelines
- Grounds Plan
• Statement of Purpose and Goals
• Board of Visitors, Building & Grounds Committee (May 22, 2012)
• Current Planning and Projects Report
• Master Planning Council
• Office of the Architect for the University, Plan for Growth Implications 2011-12 FY Goal III
• Major Capital Projects Plan
• Facilities, Planning & Construction, Archived Construction Projects
• Facilities, Planning & Construction, Featured Construction Projects
• Facilities Planning & Construction
• Facilities Planning & Construction, 2011-12 Annual Report
• Facilities Planning & Construction, Carter-Harrison Research Building (MR6)
• Office of the Vice President for Research, Sheridan G. Snyder Transitional Research Building
• School of Engineering & Applied Science, Rice Hall Information Technology Engineering Building
• Facilities Planning & Construction, College of Arts & Sciences (Physical and Life Sciences Research Building)
• Blandy Experimental Farm
• Blandy Experimental Farm, New Laboratory
• Facilities Planning & Construction, South Lawn
• Facilities Planning & Construction, Rouss Hall Renovation
• Facilities Planning & Construction, Claude Moore Medical Education Building
• Facilities Planning & Construction, Claude Moore Nursing Education Building
• Facilities Planning & Construction, Bavaro Hall—Curry School
• Facilities Planning & Construction, School of Engineering & Applied Science-Facilities Management, Lacy Hall
• Facilities Planning & Construction, Ruffin Hall, Studio Art Program
• Facilities Planning & Construction, Campbell Hall
• Facilities Planning & Construction, Bayly Museum
• Facilities Planning & Construction, Hunter Smith Band Building
• Facilities Planning & Construction, Thrust Theater (Ruth Caplin Theater)
• Facilities Planning & Construction, Garrett Hall
• Facilities Planning & Construction, New Cabell Renovations
• Facilities Planning & Construction, Ivy Stacks Retrofit
• Facilities Planning & Construction, Alderman Road (Residence Halls)
• Facilities Planning & Construction, Newcomb Hall Projects
• Facilities Planning & Construction, Track Facilities Upgrade
• Facilities Planning & Construction, George Welsh Indoor Practice Facility
• Facilities Planning & Construction, Science/Engineering Chiller
• Facilities Planning & Construction, Utility Tunnel Repair
• Space and Real Estate Management
• Memo from Dean of the School of Continuing and Professional Studies (SCPS) to the Director of Space and Real Estate Management re: the Hampton Roads Center
• Request for Proposal (RFP). Newport News Office Space
• Request for Proposal (RFP), Classroom Facilities in Northern Virginia
• Substantive Change: SACS Notification – M.S. in Management of Information Technology
• Substantive Change: SACS Acknowledgment – M.S. in Management of Information Technology
• Facilities Management Services Guide
Higher Education Capital Outlay Manual (HECOM)
Facilities Planning & Construction, Contract Administration
Operations and Maintenance Department
Facilities Planning & Construction, 2011-12 Annual Report
Facilities Management: Definitions
Facilities Management: Overview of Facilities Management Activities
Facilities Management: Funding Responsibilities
Facilities Management: Maintenance, Repair, and Renovation
Facilities Management: Renovation Project Priority System
Policy on Energy Management and Sustainability
Policy on Recycling
Policy on Excavation
Report on the Condition of University Facilities
Board of Visitors, Buildings & Grounds Committee
U.Va. Foundation
U.Va. Foundation, Research Parks—Fontaine Research Park
Addressing the University’s Deferred Maintenance Backlog
Historic Preservation Framework Plan
Facilities Planning & Construction, Pavilion II Restoration
Facilities Planning & Construction, Pavilion IX Renovation
Facilities Planning & Construction, Pavilion X Interior Restoration
Facilities Planning & Construction, Rotunda Roof
Vice President & Chief Information Officer
VP/CIO Annual Report
New Course Management System: U.Va. will Replace Toolkit with Sakai, an Open-source Solution (UVAToday)
Sciences, Humanities, and Arts Network of Technological Initiatives
Blackboard Collaborate at U.Va.: Overview
4-VA
New Technology Gives Life to ‘4-VA’ Consortium of State Universities (UVAToday)
Substantive Change: SACS Notification – 4-VA
Substantive Change: SACS Acknowledgment – 4-VA
U.Va. Information Technology, Satisfaction Survey
We Heard You! How We Use Your [Information Technology] Feedback at U.Va.
Comprehensive Standard 3.13.1 – Accrediting Decisions of Other Agencies

Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

Eleven accrediting agencies are included in the University’s entry in the U.S. Department of Education’s Database of Accredited Postsecondary Institutions and Programs. Of these:

- One represents an agency from which the University voluntarily resigned – the National Association of Schools of Theatre (Commission on Accreditation) – and for which the resignation was accepted.
- Two represent agencies that accredit programs within the University Medical Center – the Association for Clinical Pastoral Education (Accreditation Commission) and the Joint Review Committee on Education in Radiologic Technology. The University’s institutional accreditation does not extend to the Medical Center or these programs.
- Eight represent agencies that accredit the institution or educational programs within the University’s Academic Division.

For each of the eight agencies, the following is provided: (1) the date of last accreditation, (2) whether any negative actions have been applied by the agency, (3) an excerpt from the most recent self-study, including, where required, a statement describing the institution, and (4) evidence of the most recent reaffirmation of accreditation. For the latter two items, institutional statements and reaffirmation information have been highlighted within each document.

In one case – the American Psychological Association – the agency accredits programs in more than one school of the University. Separate entries are provided for each. In two cases – the Commission on Collegiate Nursing Education and the Teacher Education Accreditation Council (Accreditation Committee) – the agency accredits multiple programs within the same school of the University. Information is provided for the most recent review of one or more programs within each school.
Additional documentation is provided for the University’s accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In December 2012, the Board of Trustees placed the University on Warning, for 12 months, for noncompliance with Core Requirement 2.2 (Governing Board) and Comprehensive Standard 3.7.5 (Faculty Role in Governance). The University is required to submit a Monitoring Report no later than September 9, 2013. In addition, “the Commission on Colleges authorized a Special Committee to visit the institution.”

A comprehensive listing of University accreditation, including agencies not recognized by the U.S. Department of Education, may be found in Section 4 of the Institutional Summary Form.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Last Accreditation</th>
<th>Negative Action?</th>
<th>Documentation</th>
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<tbody>
<tr>
<td>Southern Association of Colleges and Schools Commission on Colleges</td>
<td>2007</td>
<td>Yes</td>
<td>Statement Letter</td>
</tr>
<tr>
<td>American Bar Association Section of Legal Education and Admissions to the Bar</td>
<td>2012</td>
<td>No</td>
<td>Statement Letter</td>
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<td>American Psychological Association [Curry School of Education]</td>
<td>2007</td>
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<tr>
<td>American Psychological Association [Graduate School of Arts and Sciences]</td>
<td>2012</td>
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<td>Statement Letter</td>
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<tr>
<td>American Speech-Language-Hearing Association Council on Academic Accreditation</td>
<td>2006</td>
<td>No</td>
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<tr>
<td>Commission on Collegiate Nursing Education</td>
<td>2009</td>
<td>No</td>
<td>Statement Letter</td>
</tr>
<tr>
<td>Council on Education for Public Health</td>
<td>2011</td>
<td>No</td>
<td>Statement Letter</td>
</tr>
<tr>
<td>Liaison Committee on Medical Education</td>
<td>2007</td>
<td>No</td>
<td>Statement Letter</td>
</tr>
<tr>
<td>Teacher Education Accreditation Council Accreditation Committee</td>
<td>2011</td>
<td>No</td>
<td>Statement Letter</td>
</tr>
</tbody>
</table>

References

- U.S. Department of Education: Database of Accredited Postsecondary Institutions and Programs, (University of Virginia)
- Resignation Letter: National Association of Schools of Theatre (Commission on Accreditation)
- Response Letter: National Association of Schools of Theatre (Commission on Accreditation)
- Disclosure Statement: Southern Association of Colleges and Schools Commission on Colleges (University of Virginia)
- Institutional Summary Form
- Sanction Letter: Southern Association of Colleges and Schools Commission on Colleges (University of Virginia)
- Statement Providing Description of Institution: Southern Association of Colleges and Schools Commission on Colleges
- Letter Confirming Reaffirmation of Accreditation: Southern Association of Colleges and Schools Commission on Colleges
• Statement Providing Description of Institution: American Bar Association (Section of Legal Education and Admissions to the Bar)
• Letter Confirming Reaffirmation of Accreditation: American Bar Association (Section of Legal Education and Admissions to the Bar)
• Statement Providing Description of Institution: American Psychological Association [Curry School of Education]
• Letter Confirming Reaffirmation of Accreditation: American Psychological Association [Curry School of Education]
• Statement Providing Description of Institution: American Psychological Association [Graduate School of Arts and Sciences]
• Letter Confirming Reaffirmation of Accreditation: American Psychological Association [Graduate School of Arts and Sciences]
• Statement Providing Description of Institution: American Speech-Language-Hearing Association (Council on Academic Accreditation)
• Letter Confirming Reaffirmation of Accreditation: American Speech-Language-Hearing Association (Council on Academic Accreditation)
• Statement Providing Description of Institution: Commission on Collegiate Nursing Education
• Letter Confirming Reaffirmation of Accreditation: Commission on Collegiate Nursing Education
• Statement Providing Description of Institution: Council on Education for Public Health
• Letter Confirming Reaffirmation of Accreditation: Council on Education for Public Health
• Statement Providing Description of Institution: Liaison Committee on Medical Education
• Letter Confirming Reaffirmation of Accreditation: Liaison Committee on Medical Education
• Statement Providing Description of Institution: Teacher Education Accreditation Council (Accreditation Committee)
• Letter Confirming Reaffirmation of Accreditation: Teacher Education Accreditation Council (Accreditation Committee)
Comprehensive Standard 3.13.3 – Complaint Procedures against the Commission or Its Accredited Institutions

In addition to Federal Requirement 4.5 whereby each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

Compliance Certification

☑ Compliance       ☐ Non-Compliance

Narrative

In Federal Requirement 4.5, the University of Virginia documents that it has procedures for addressing written student complaints and that it follows such procedures when resolving student complaints. In addition to the general practice of managing written student complaints on a potentially wide range of issues, the University maintains formal policies and procedures for addressing written complaints in three specific categories: academic or student-affairs (non-academic) grievances; complaints related to discrimination, bias, or sexual misconduct; and complaints regarding student misconduct.

This narrative provides the following information for each category of complaint:

- How the record is maintained;
- The position responsible for maintaining the record;
- The office in which the responsible position is located; and
- The elements of the written student complaint maintained in the record.

Written Academic or Student Affairs (Non-Academic) Grievances

The University maintains specific mechanisms for dealing with written student complaints of an academic or student affairs (non-academic) nature.

Student Academic Grievances

The Student Academic Grievance Policy sets forth the conditions and process under which a student may file an academic grievance.

- How the record is maintained.
  - Electronic log
The position responsible for maintaining the record.
  o Associate Vice Provost for Academic Accreditation

The office in which the responsible position is located.
  o Office of the Executive Vice President and Provost

The elements of the written student complaint maintained in the record.
  o Date on which the grievance was filed;
  o Name of individual who filed the grievance;
  o Name of individual against whom the grievance was filed;
  o General nature of the grievance;
  o Outcome of the grievance; and
  o Date of resolution.

Student Affairs (Non-Academic) Grievances
The University maintains a grievance procedure concerning personnel or regulations in the area of student affairs.

  How the record is maintained.
    o Electronic log
    o Electronic and paper copies of grievance
  The position responsible for maintaining the record.
    o Executive Assistant to Vice President and Chief Student Affairs Officer
  The office in which the responsible position is located.
    o Office of the Vice President and Chief Student Affairs Officer
  The elements of the written student complaint maintained in the record.
    o Date on which the grievance was filed;
    o Name of individual who filed the grievance;
    o Name(s) of University official(s), if any, to whom grievance is referred for research/response;
    o General nature of the grievance, including particular action sought;
    o Name(s) of University official(s), if any, to whom the grievance is further referred for research/response; and
    o Dates of draft and final response.

Written Complaints Related to Discrimination, Bias, or Sexual Misconduct

The University maintains specific mechanisms for dealing with written student complaints of discrimination, bias, and sexual misconduct.

Discrimination
The policy on Preventing and Addressing Discrimination and Harassment addresses conduct or decisions affecting students that are in violation of federal law, state law, and/or University policy. Students who believe they have been subject to discrimination or harassment may file a written complaint in accordance with the Equal Opportunity Programs (EOP) Complaint Procedures.

  How the record is maintained.
    o Electronic log
Electronic and paper copies of complaint and supporting documentation

The position responsible for maintaining the record.
  - Office Manager & Executive Assistant to the Director of Equal Opportunity Programs

The office in which the responsible position is located.
  - Office of Equal Opportunity Programs

The elements of the written student complaint maintained in the record.
  - Date on which the complaint was filed;
  - Name of individual who filed the complaint;
  - Name(s) of individual(s) against whom the complaint was filed;
  - General nature of complaint;
  - Final determination of complaint;
  - Date of final determination/closure of complaint.

Bias
The University maintains a bias reporting system for any student who believes he or she has been the target of bias.

How the record is maintained.
  - Electronic log
  - Additional documentation maintained in secure, incident tracking system

The position responsible for maintaining the record.
  - Associate Vice President & Dean of Students

The office in which the responsible position is located.
  - Office of the Dean of Students

The elements of the written student complaint maintained in the record.
  - Date on which the complaint was filed;
  - Name of individual who filed the complaint;
  - Date and time of reported incident;
  - Location of reported incident;
  - General description of reported incident;
  - Contact information of individual who filed the complaint or request by individual who filed the complaint not to be contacted;
  - Follow-up conducted by the dean-on-call; and
  - Date of last update by the dean-on-call.

Sexual Misconduct
The University maintains policies and procedures for addressing allegations of student sexual misconduct.

How the record is maintained.
  - Electronic and paper copies of complaint and supporting documentation

The position responsible for maintaining the record.
  - Associate Dean of Students/Chair, Sexual Misconduct Board

The office in which the responsible position is located.
  - Office of the Dean of Students

The elements of the written student complaint maintained in the record.
  - Complaint filed by student;
Written Complaints Related to Student Misconduct

The University maintains specific mechanisms for dealing with complaints related to student misconduct.

Honor Committee
The Honor System governs alleged student misconduct with respect to lying, cheating, or stealing.

- How the record is maintained.
  - Electronic and/or paper copies of complaint and/or supporting documentation
- The position responsible for maintaining the record.
  - Special Assistant to the Honor Committee
- The office in which the responsible position is located.
  - Office of the Vice President and Chief Student Affairs Officer
- The elements of the written student complaint maintained in the record.
  - For complaints resulting in a guilty verdict
    - Complaint filed by student;
    - Investigative reports;
    - Pre-hearing records; and
    - Hearing records.
  - For complaints resulting in a not-guilty verdict
    - Case number;
    - Nature of case; and
    - Demographic information.

University Judiciary Committee
The Standards of Conduct govern behavior generally prohibited to enrolled students.

- How the record is maintained.
  - Electronic complaint maintained in secure, on-line case management system
- The position responsible for maintaining the record.
  - Chair, University Judiciary Committee
- The office in which the responsible position is located.
  - University Judiciary Committee
- The elements of the written student complaint maintained in the record.
  - Name, e-mail address, office/physical mailing address, and phone number of individual who filed the complaint;
  - Computing ID of student(s) against whom the complaint is filed;
  - Standard(s) of Conduct allegedly violated;
  - Date, location, time, and brief description of incident along with complete investigator’s report;
  - Plea and verdict reached for each Standard of Conduct allegedly violated;
Sanction(s), if any, assigned for violations of Standard(s) of Conduct;
Names and e-mail addresses of UJC officers and judges assigned to complaint; and
Final outcome with supporting case documentation.

Judicial Review Board
The Judicial Review Board (JRB) hears appeals related to University Judiciary Committee (UJC) sanctions, as well as decisions made, and sanctions imposed by, the Sexual Misconduct Board.

- How the record is maintained.
  - Paper copy of “request for appeal”
- The position responsible for maintaining the record.
  - Chair, Judicial Review Board
- The office in which the responsible position is located.
  - Judicial Review Board (the current chair is located in the dean’s office in the School of Law)
- The elements of the written student complaint maintained in the record.
  - Name of individual requesting appeal;
  - Grounds for appeal;
  - Specific procedural or substantive decision appealed;
  - Basis for appeal;
  - Response(s), if any, from relevant parties to the case; and
  - Final decision letter.

References

- Federal Requirement 4.5
- Undergraduate Record: Student Academic Grievance Policy (Graduate Record)
- Undergraduate Record: (Non-Academic) Grievance Procedure (Graduate Record3)
- Undergraduate Record: Preventing and Addressing Discrimination and Harassment (Graduate Record)
- Undergraduate Record: Equal Opportunity Programs (EOP) Complaint Procedures (Graduate Record)
- Undergraduate Record: Bias Reporting (Graduate Record)
- Undergraduate Record: Sexual Misconduct (Graduate Record)
- Honor Committee: Governing Documents
- University Judiciary Committee: Standards of Conduct
- Judicial Review Board: Procedures for Appeals
Comprehensive Standard 3.13.4 – Distance and Correspondence Education

An institution includes a review of its distance learning programs in the Compliance Certification.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

While the University of Virginia is engaged primarily in residential education, at the undergraduate, graduate, and professional levels, it offers a growing number of non-residential programs via distance learning. Section 3 of the Institutional Summary Form documents credit-bearing educational programs where 50 percent or more of credit hours are delivered through distance education modes.

Outside of the School of Continuing and Professional Studies (SCPS), educational programs delivered through distance learning are most often extensions of residential programs. In these programs, such as those offered by the School of Engineering and Applied Science, resident and non-resident students enroll in the same courses; however, they receive instruction through alternate modalities. Such programs are housed within existing departments and utilize the same faculty as residential programs.

SCPS, which offers continuing education programs to working adults throughout the Commonwealth of Virginia, utilizes distance learning in a number of certificate programs. Many of these programs are offered in a hybrid format or exclusively through distance learning.

The Resource Manual for the Principles of Accreditation references the Commission’s Policy Statement on Distance and Correspondence Education in the guidance for 14 principles included in the fifth-year Compliance Certification – two Core Requirements, four Comprehensive Standards, and eight Federal Requirements.

Where applicable, the University has addressed distance and correspondence education in individual narratives. Below are abbreviated summaries of how U.Va. documented compliance with respect to distance and correspondence education. Where applicable, reviewers should consult individual narratives for a more thorough description of the University’s compliance.

Core Requirements

Two Core Requirements require discussion of distance and correspondence education.
Core Requirement 2.8
In its response to Core Requirement 2.8, the University provides total student credit hours taught by full-time faculty and part-time faculty/adjuncts/GTAs at the undergraduate, general education, and graduate levels. Disaggregated data for credit hours taught through distance education are included for each academic level.

Core Requirement 2.10
The University discusses, in its response to Core Requirement 2.10, the student support services available to students regardless of instructional modality. In addition, it documents student support services available to students enrolled in specific distance education programs.

Comprehensive Standards
Four Comprehensive Standards require discussion of distance and correspondence education.

Comprehensive Standard 3.2.8
The University discusses, in its response to Comprehensive Standard 3.2.8, the role of the deans, in cooperation with the executive vice president and provost, in providing general academic oversight of distance education programs. The response also refers to Comprehensive Standard 3.4.11, in which individuals responsible for academic program coordination of distance education programs are highlighted.

Comprehensive Standard 3.3.1.1
In its response to Comprehensive Standard 3.3.1.1, the University provides documentation that it identifies expected outcomes, assesses the extent to which it achieves those outcomes, and, where necessary, provides evidence of improvement for educational programs offered through distance education. The University utilizes a stratified random sample of educational programs, including distance education programs, to document compliance.

Comprehensive Standard 3.4.11
In its response to Comprehensive Standard 3.4.11, the University provides listings, by school, of academic program coordinators. On individual listings, and where applicable, asterisks denote either (1) a program that is offered via distance education, or (2) a position that provides oversight of a program offered via distance education. Such notation permits reviewers to determine the qualifications of academic program coordinators with oversight of distance education offerings.

Comprehensive Standard 3.11.3
In its response to Comprehensive Standard 3.11.3, the University provides information on technological infrastructure to support distance education programs. It discusses the role of the vice president and chief information officer in ensuring the adequacy of technological infrastructure to meet the academic mission of the University.

Federal Requirements
Eight Federal Requirements require discussion of distance and correspondence education.
Federal Requirement 4.2
The University identifies, in its response to Federal Requirement 4.2, the approvals required to offer degree and certificate programs through distance education, at an approved site, and at an unapproved site. Substantive change submissions and SACSCOC responses to such submissions are provided to document compliance.

Federal Requirement 4.3
The University discusses, in its response to Federal Requirement 4.3, academic calendars, grading policies, and refund policies. Any school of the University that operates on an alternative academic calendar is identified. While a number of schools that operate on alternative academic calendars offer programs through distance education, such calendars are not exclusive to distance education programs. Moreover, no distinction exists with respect to grading policies and refund policies. Such policies are equally applied, regardless of instructional modality.

Federal Requirement 4.4
The University identifies, in its response to Federal Requirement 4.4, the approvals required to offer degree and certificate programs, including changing the delivery format of an existing program. Program length is considered during this process. Substantive change submissions and SACSCOC responses to such submissions are provided to document compliance.

Federal Requirement 4.5
The University discusses, in its response to Federal Requirement 4.5, policies and procedures for addressing written student complaints. Such policies and procedures are applicable to every student enrolled at the University, regardless of instructional modality.

Federal Requirement 4.6
In its response to Federal Requirement 4.6, the University provides examples of recruitment materials for programs offered through distance education and at off-site locations.

Federal Requirement 4.8.1
As discussed in its response to Federal Requirement 4.8.1, the University verifies the identity of students enrolled in distance education coursework through use of a secure login and pass code. NetBadge is an authentication service providing a digital “badge” that allows users to access protected resources on the U.Va. network.

Federal Requirement 4.8.2
As discussed in its response to Federal Requirement 4.8.2, the University has written policies and procedures for protecting the privacy of students, regardless of the mode by which a student receives instruction. Policies and procedures provided include those concerning the rights of students under the Family Educational Rights and Privacy Act (FERPA), administrative data access, disclosure of University records, electronic data removal, electronic storage of highly sensitive data, information security incident reporting, the information technology security risk management program, protection and use of social security numbers, responsible computing, information technology infrastructure, and the information technology security program.
Federal Requirement 4.8.3
As discussed in its response to Federal Requirement 4.8.3, because the University’s method of verifying student identity – NetBadge – is utilized by every enrolled student, there are no special charges levied on students enrolled in distance education coursework for use of the NetBadge service.

References

- Institutional Summary Form
- Policy Statement on Distance and Correspondence Education (SACSCOC)
- Core Requirement 2.8
- Core Requirement 2.10
- Comprehensive Standard 3.2.8
- Comprehensive Standard 3.3.1.1
- Comprehensive Standard 3.4.11
- Comprehensive Standard 3.11.3
- Federal Requirement 4.2
- Federal Requirement 4.3
- Federal Requirement 4.4
- Federal Requirement 4.5
- Federal Requirement 4.6
- Federal Requirement 4.8.1
- Federal Requirement 4.8.2
- Federal Requirement 4.8.3
Federal Requirement 4.1 – Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Compliance Certification

☑ Compliance ☐ Non-Compliance

Narrative

The University of Virginia evaluates the achievement of its students in relation to its mission using a variety of methods, including retention rates, graduation rates, degrees per FTE, scores on licensing and certification examinations, and job placement rates.

Retention Rates

The University monitors first-year and average undergraduate retention rates as a measure of the success of its undergraduate program. Since 2000, the University has maintained a first-year retention rate of 96 percent or greater.

As part of the Restructured Higher Education Financial and Administrative Operations Act of 2005 (Restructuring Act), the University was required to establish thresholds (minimums) and targets for Institutional Performance Standards (IPS). Included in IPS is average undergraduate retention rate, for which the U.Va. threshold is 90.0 percent and the target is 92.0 percent. For the most recent period of state assessment, the actual average undergraduate retention rate was 94.4 percent. This represents the highest rate in the Commonwealth among public institutions.

[Note: With the passage of the Virginia Higher Education Opportunity Act of 2011, institutional reporting of IPS, to the State Council of Higher Education for Virginia (SCHEV), has been suspended pending development of a revised assessment regime. The University, however, continues to monitor IPS related to student achievement.]

Graduation Rates

The University monitors undergraduate graduation rates as a measure of the success of its undergraduate program. Since 2000, the University has maintained a four-year graduation rate of
greater than 82 percent and a six-year graduation rate of greater than 91 percent. The University’s four-year graduation rate represents the highest among public flagships in the United States.

With respect to IPS, the University monitors four- and six-year graduation rates for Pell Grant recipients, other need-based-aid recipients, and non-aid recipients. For the most recent period of state assessment, the threshold, target, and actual graduation rates for these populations are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Threshold</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate: Pell Grant</td>
<td>72.0%</td>
<td>87.0%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Four-Year Graduation Rate: Other Need-Based-Aid</td>
<td>78.5%</td>
<td>87.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Four-Year Graduation Rate: No Need-Based Aid</td>
<td>84.0%</td>
<td>87.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate: Pell Grant</td>
<td>82.0%</td>
<td>94.0%</td>
<td>83.4%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate: Other Need-Based-Aid</td>
<td>86.0%</td>
<td>94.0%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate: No Need-Based Aid</td>
<td>91.0%</td>
<td>94.0%</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

The University’s six-year graduation rate for Pell Grant recipients represents the second highest rate in the Commonwealth among public institutions. On every other measure, the University’s performance represents the highest rate in the Commonwealth among public institutions.

See the section, “Use of Data to Support Student Achievement” for a discussion of support services implemented to assist Pell Grant recipients and other recipients of need-based aid.

**Degrees per FTE**

The University monitors degrees per FTE student (the number of bachelor’s degrees awarded in an academic year divided by the number of FTE degree-seeking undergraduate students enrolled during that academic year) as a measure of the success of its undergraduate program. With respect to IPS, the threshold is .240 and the target is .245. For the most recent period of state assessment, the actual degree per FTE student was .244. This indicates that nearly one quarter of U.Va. undergraduate students earned a baccalaureate degree during the year. This represents the second highest figure in the Commonwealth among public institutions.

**Licensing and Certification Examinations**

Professional schools and programs track scores and pass rates on licensure and certification examinations, where applicable, as a measure of the success of their undergraduate, graduate, and professional programs. For example:

- The McIntire School of Commerce receives information about student success in passing the CPA exam. In 2010-11, the McIntire School placed fourth among all undergraduate programs and second among large programs with a pass rate of 84.7 percent. With respect to threshold of acceptability, the school seeks to maintain a pass rate of 80 percent or greater.

- The Curry School of Education requires, as a condition of receiving a Master of Teaching, that students pass the Praxis I and II teaching certification exams (or equivalent). For the class of
2012, the average score, on each of the 14 test components, exceeded the score required to pass. With respect to threshold of acceptability, the school seeks to maintain an average score, on each of the 14 test components, that exceeds that required by the Commonwealth of Virginia.

- The School of Engineering and Applied Science retains data on the pass/fail rates of students taking the Fundamentals of Engineering exam, a necessary step for certification as a professional engineer. Approximately one-third of graduates sit for the exam. On the April 2012 exam, graduates had an 88 percent pass rate. With respect to threshold of acceptability, the school seeks to maintain a pass rate of 85 percent or greater.

- The School of Law publicly posts extensive employment-related statistics, including bar examination pass rates, on its Web site. It also reports bar examination pass rates to the American Bar Association (ABA) annually. In 2011, almost 92 percent of graduates who sat for their first bar examination in the Commonwealth of Virginia passed; that same year, 100 percent of graduates who sat for their first bar examination in New York passed. Each state has its own rules and regulations on admission to the bar, including the format and subjects tested on the exam. The School of Law maintains a running analysis of how first-time test takers fare on the Virginia and New York bar exams, which are the two bar exams most commonly taken by graduates. With respect to threshold of acceptability, the school seeks to maintain a first-time pass rate of 80 percent or greater in each of these jurisdictions.

- The School of Medicine tracks student pass rates on the United States Medical Licensing Exam. In 2012, 96 percent of medical students passed the exam on the first attempt, a rate that exceeds those of students from most other medical schools. With respect to threshold of acceptability, the school seeks to maintain a first-attempt pass rate of 90 percent or greater.

- The School of Nursing monitors pre-licensure passage rates on the National Council Licensure Exam (NCLEX), which BSN and CNL (second-degree masters entry) graduates take as part of the state licensure application. Scores for undergraduates over the last five years have ranged from 83.33 percent to 91.01 percent. Scores for master’s students over the last five years have ranged from 88 percent to 100 percent. With respect to threshold of acceptability, the school’s NCLEX performance has been benchmarked, by the faculty, at a 93 percent first-time passage rate. [The School of Nursing also monitors certification rates for advance practice nursing in the areas of Acute Care Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, and Psychiatric-Mental Health Family Nurse Practitioner.] See the section, “Use of Data to Support Student Achievement” for a discussion of efforts to improve passage rates by assisting students in preparing for the NCLEX.

**Job Placement Rates**

The University collects an array of job placement information—at the University level, school level, and program level, primarily through surveys. Because job placement is highly dependent on economic conditions, individual schools and programs do not set specific thresholds of acceptability. Rather, trends are monitored while taking into consideration general economic conditions, as well as industry-specific employment markets.
Approximately every four years, the Office of Institutional Assessment and Studies (IAS) conducts the Undergraduate First- and Fourth-Year Survey. The most recent survey found that more than 90 percent of students felt prepared for their future career or educational plans as a result of their experiences at U.Va. Results from the National Survey of Student Engagement demonstrate that faculty and advisors are discussing career plans with undergraduates. Sixty-four percent of respondents indicated that they had talked about career plans with a faculty member or advisor. Graduate students at the University also expressed confidence in their future careers. The Graduate Professional Development Survey found that 94 percent of graduate and professional students were confident that they were on track for their future career pursuits.

IAS also has conducted alumni surveys regularly since 1992. In addition to information about post-graduate education and satisfaction with the University, alumni surveys yield a wealth of information on employment history, job satisfaction, and the level of preparation the University provided. The Undergraduate Alumni Survey – of which the most recent iteration is currently in the field – found that 86 percent of alumni felt that they had been successful in realizing their career goals, 96 percent felt prepared for their current job, and 100 percent felt prepared for their work toward a post-baccalaureate degree. Just under half (47 percent) found their first full-time job while still enrolled at the University; another 33 percent found full-time employment within three months of graduation. At the time of the survey, 80 percent of respondents were employed full-or part-time, and 14 percent were in school.

Ten of the University’s 11 schools routinely monitor job placement through surveys. (The exception is the School of Continuing and Professional Studies; students who enroll in those degree and certificate programs generally are already employed.) For example:

- In 2012, University Career Services (UCS), in partnership with the Center for Survey Research, piloted a “First Destinations Study” of graduates of the College of Arts and Sciences. While the final report is still in preparation, preliminary findings indicate that 84 percent of respondents had confirmed post-graduation plans, while 11 percent were seeking full-time employment and five percent were seeking admission to graduate or professional school. Of the 84 percent with confirmed post-graduation plans:
  - 40 percent accepted full-time employment;
  - 26 percent accepted admission to graduate or professional school on a full-time basis;
  - 12 percent were pursuing others plans, such as accepting a fellowship, taking additional coursework, engaging in volunteer and service projects, or traveling; and
  - Six percent accepted part-time employment.

- The McIntire School of Commerce publishes an annual Destinations Report on job or graduate school placement for graduates of both undergraduate and graduate programs. Data from the 2012 report show that, within three months after graduation, 86 percent of the Class of 2012 accepted employment, eight percent planned to pursue graduate study, and four percent were not seeking employment. Students who had secured employment reported an average annual base salary of $61,022.

- The Darden Graduate School of Business Administration annually reports employment statistics for each graduating class of the MBA program. The MBA Employment Report notes that for the class of 2012, 86 percent of students received their first job offer by graduation and 94 percent of students received their first job offer within three months of graduating.
• The School of Engineering and Applied Science publishes an extensive Career Development Report. During the 2011-12 recruiting season, 55 percent of students reported obtaining employment and 11 percent reported admission to graduate programs. In nearly every category, 2012 graduates are earning significantly higher salaries than their cohorts across the nation. The median salary for the class of 2012 was $65,000.

• The Frank Batten School of Leadership and Public Policy tracks its graduates’ employment annually. In 2011, 92 percent of the graduating class had secured their first positions within three months of graduation; 100 percent of the class of 2012 secured a summer internship position. In addition, the school tracks first positions of graduates.

• The School of Law collects employment data for each graduating class. For the class of 2011, more than 99 percent of graduates were employed or pursuing a graduate degree nine months after graduation.

• The School of Medicine annually tracks residency placements of graduates. For the class of 2012, 146 of 150 students (97.3 percent) matched to a wide range of highly competitive programs. Four students (2.7 percent) deferred residency.

• The School of Architecture periodically solicits job placement information through its Placement Survey. The school last conducted the survey in 2010.

• The School of Nursing works in conjunction with academic program leaders to collect employment data from students in late spring, just prior to graduation. For the class of 2011, 65 percent of undergraduate students had secured employment at the time of graduation. Seventy-four percent of master’s students had secured employment at the time of graduation. The school also utilizes the American Association of Colleges of Nursing Education Benchmarking Incorporation (EBI) Web-based system.

See the section, “Use of Data to Support Student Achievement” for a discussion of efforts to enhance career services support for undergraduate students.

Other Means of Assessing Student Achievement

Individual schools and programs assess student achievement through performance on academic work. Comprehensive Standard 3.3.1.1 provides a detailed discussion of the University’s assessment of educational programs and the academic work on individual students.

• The School of Engineering and Applied Science requires an undergraduate thesis, the successful completion of which demonstrates a student’s ability to integrate their knowledge and work on a capstone problem in their discipline.

• The Frank Batten School of Leadership and Public Policy requires a capstone project called the Applied Policy Project (APP) in which students perform a professional-quality study for a real-world client under faculty supervision.
• The Curry School of Education collects portfolios from students in the teacher education program that contain reflections on lesson planning, field experience evaluations, and student-developed case studies on instructional challenges. Curry is currently developing a plan for analysis of data from these portfolios for its reaccreditation by TEAC in the 2013-14 academic year.

• Curry’s clinical programs in clinical psychology, school counseling, and communication disorders require extensive supervised clinical experience, during which students in these programs must provide clear evidence of achieving the educational goals of these programs.

• The Darden Graduate School of Business Administration, after a two-year review of the MBA program (spearheaded by the dean-appointed Program Concept Team), launched an integrated and holistic initiative to ensure targeted assurance of learning and demonstration of achievement across the program (curricular and co-curricular). The Management Development Model, launched in 2011-12, seeks “to provide each student with customized resources to achieve his or her own personal and professional goals, including a set of key competencies defined by Darden stakeholders.

Use of Data to Support Student Achievement

At times, the University, schools, and programs do not meet established thresholds for particular measures of student achievement. Alternatively, even when thresholds or qualitative goals are met, room for improvement exists and the University takes measures to provide additional support for student achievement.

Graduation Rates: Pell Grant Recipients

As documented above, the University monitors undergraduate graduation rates as a measure of student achievement. Graduation rates are further disaggregated by students receiving Pell Grants, students receiving other need-based aid, and students not receiving need-based aid. The data reveal that four- and six-year graduation rates for Pell Grant recipients are lower than rates for students not receiving need-based aid – 11.7 percent lower on four-year graduation rates and 10.5 percent lower on six-year graduation rates.

As documented in Core Requirement 2.10, great attention has been paid to the success of students receiving full or partial financial aid through AccessUVa, the University’s financial aid program, with a particular focus on supporting and advising students with extreme financial need, many of whom are first-generation college students and most of whom are Pell Grant recipients. To support student achievement, an associate dean in the Office of the Dean of Students was charged with supporting this population through one-on-one support and outreach, as well as educational programming.

Collaborating with Student Financial Services, the associate dean provides critical financial literacy information, with a targeted focus to those receiving full or partial funding through AccessUVa. Throughout the academic year, a variety of monthly workshops are offered on topics such as budgeting, working while being a student, using financial aid to study abroad, a walk-through of the Free Application for Federal Student Aid (FAFSA), and many others. Workshops in the fall are geared toward first-, second-, and third-year students while workshops in the spring are targeted at fourth-year students preparing for the workforce or graduate school.
The goal of these resources and support is to facilitate student achievement. In spring 2012, the associate dean launched a new Web site for AccessUVa recipients – AccessUVa Student Support. This Web site serves as one of many resources for students receiving significant financial aid and lists opportunities geared toward students who may need additional financial assistance as they complete their undergraduate degree.

**Licensing and Certification Examinations: National Council Licensure Exam (NCLEX)**

As documented above, the School of Nursing monitors pre-licensure passage rates on the NCLEX. With respect to threshold of acceptability, the school’s performance has been benchmarked at a 93 percent first-time passage rate by the faculty. In 2009, the passage rate for undergraduates was 83.33 percent, almost 10 points below the benchmark and a rare instance where the University passage rate fell below the average rates for both the Commonwealth of Virginia and the United States.

In response, the School implemented a plan to assist undergraduate students in preparation for the exam. Initial efforts focused on the integration of the HESI, an NCLEX-preparatory exam, into an existing practicum course. Performance on the HESI is now incorporated into the course grade. While passage rates increased almost eight points between 2009 and 2011, from 83.33 to 91.01 percent, the rate still fell short of the faculty-established threshold of 93 percent.

As a result, effective with the Class of 2013, the School of Nursing has adopted the Elsevier Support and Assessment Program (ESAP) to further assist students in preparation for the NCLEX. ESAP is a comprehensive Web-based assessment program designed to provide students with ongoing, standardized practice and feedback on materials and question formats that mirror those on the NCLEX. Clinical core courses, in the School of Nursing, have selected ESAP learning/review activities to support readiness for success on the NCLEX. Undergraduate nursing students are now required to purchase ESAP prior to the spring of their second year.

**Job Placement Rates**

As documented above, 10 of the University’s 11 schools routinely monitor job placement through surveys. In addition, the University conducts surveys of undergraduate alumni, 94 percent of whom were employed or enrolled in post-baccalaureate education at the time of the most recent survey.

Despite data indicating that graduates are succeeding in the labor market, the University is critically examining its career services to enhance student achievement. In October 2012, the Council of Foundations, a representative body of the University’s affiliated foundations, submitted a report advocating the development of a plan to advance the University’s career services function in seven areas: developmental paths, internships, academic/career integration, internal collaboration, external networking, research, and marketing.

In the report, the Council noted:

[The University] would benefit from a more intentional and coordinated approach to career services for students. Although the quality of career services efforts across Grounds is good, the availability of programs and services for undergraduates is limited, often lacks coordination, and is sometimes not well communicated. The University finds itself under-resourced to meet today’s expectations.
In response, in January 2013, the University constituted a career services work group as part of the recently launched strategic planning process. The charge of the work group is to assess core career development strategies provided to undergraduate students across the University and make recommendations on key strategies that best meet undergraduate student needs, support the University’s career services objectives, and respond to external realities. As part of its efforts, the work group will (1) affirm the skills and experiences required for students to optimize post-graduation career and educational opportunities, (2) identify milestones during the academic career when students should obtain each skill or experience, and (3) identify institutional career services that promote student achievement. The draft strategic plan is scheduled to be presented to the Board of Visitors in August 2013.

References

- Data Digest: Academic Progress
- 2011 IPS Assessment, Preliminary Review, SCHEV Restructuring Subcommittee
- State Council of Higher Education for Virginia (SCHEV), Higher Education Opportunity Act (Restructuring)
- Data Digest: Academic Progress
- Public Universities Pushing 'Super-Seniors' to the Graduation State, The Washington Post (June 2, 2012)
- 2011 IPS Assessment, Preliminary Review, SCHEV Restructuring Subcommittee
- 2011 IPS Assessment, Preliminary Review, SCHEV Restructuring Subcommittee
- McIntire School of Commerce: CPA Pass Rates 2010-11
- Curry School of Education: Average PRAXIS Scores
- School of Law: Employment Data for Recent Graduates
- School of Medicine: National Board of Medical Examiners Performance Report
- School of Nursing: National Council Licensure Exam (NCLEX)
- Undergraduate First- and Fourth-Year Survey (2009)
- National Survey of Student Engagement (2011)
- Graduate Professional Development Survey (2008)
- Undergraduate Alumni Survey (2008)
- McIntire School of Commerce: Destinations Report
- McIntire School of Commerce: 2012 Destinations Report
- Darden Graduate School of Business Administration: Employment Reports
- Darden Graduate School of Business Administration: MBA Employment Report (Classes of 2012 & 2013)
- School of Engineering and Applied Science: Career Development Report (2011)
- Frank Batten School of Leadership and Public Policy: What Can I Do with a Batten Degree?
- School of Law: Employment Data for Recent Graduates
- School of Medicine: 2000-2012 Residency Placement
- School of Medicine: U.Va. Match 2012 Results
- School of Architecture: Placement Survey – 2010 Graduates
- School of Nursing: Employment Plans at Graduation
- Comprehensive Standard 3.3.1.1
- School of Engineering and Applied Science: Undergraduate Thesis
• Frank Batten School of Leadership and Public Policy: Clients for Student Projects
• Darden Graduate School of Business Administration: Management Development Model at Darden, Customized Learning
• Core Requirement 2.10
• Student Financial Services: Financial Aid, AccessUVa
• Office of the Dean of Students: AccessUVa Student Support
• School of Nursing, E-mail to the Class of 2015
• Career Services Task Force, Council of Foundations
• Strategic Planning: The Way Forward
• Strategic Planning: Career Services
• 2012-2013 Strategic Planning Timeline
Federal Requirement 4.2 – Program Curriculum

The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Compliance Certification

☐ Compliance  ☐ Non-Compliance

Narrative

The curriculum of the University of Virginia is rooted in its purpose as a center of higher learning and, more specifically, as a research university. The University’s degree and certificate programs embody a coherent course of study compatible with its Statement of Purpose and Goals and based upon fields of study appropriate to higher education.

Among the goals of the University that relate to the curriculum are:

- To sustain liberal education as the central intellectual concern of the University, not only in the curricula of the College of Arts and Sciences, but also as a foundation for the professional undergraduate programs. (Goal 2)
- To educate men and women for the professions in certain undergraduate and in graduate programs leading to degrees in the School of Architecture, Business Administration, Commerce, Education, Engineering and Applied Science, Law, Medicine, and Nursing. (Goal 3)
- To lead in the advancement and application of knowledge through graduate study and research and to disseminate the results among scholars and the general public. (Goal 4)
- To provide continuing education programs of the highest quality to the Commonwealth and the nation. (Goal 12)
- To establish new programs, schools, and degrees, and to undertake such research as the needs of the Commonwealth of Virginia and the nation may require. (Goal 14)

The University offers baccalaureate, graduate, and professional degrees and certificates in the following broad fields through 11 schools: architecture, arts and humanities, business, education, engineering, life sciences, law, medicine, nursing, physical sciences and mathematics, public policy, and social and behavioral sciences.

To receive a baccalaureate degree, students must complete general education requirements, as described in the Undergraduate Record, which provide the liberal arts foundation for higher level courses and degrees. The University’s program requirements conform to commonly accepted standards and practices for degree programs, such as program length as discussed in Federal Requirement 4.4.
Required courses established by faculty in each major for baccalaureate degrees emphasize both breadth and depth of academic knowledge and skills in chosen disciplines. Graduate degrees, both master’s and doctoral, require students to learn and demonstrate research skills and mastery of substantive areas of inquiry through coursework, theses, capstone projects, and dissertations, as described in the Graduate Record.

Every proposed degree program must undergo an in-depth, multi-level review before it may be offered to students. As outlined in the review and approval processes matrix, new degree programs require the following approvals:

- Department and/or program faculty
- Curriculum committee
- School faculty
- Dean
- Academic Affairs Committee of the Faculty Senate
- Executive Council of the Faculty Senate
- Faculty Senate
- Provost
- President
- Board of Visitors
- State Council of Higher Education for Virginia (SCHEV)
- Southern Association of Colleges and Schools (if a substantive change)

Distance Education

As with proposed degree programs, changing the delivery format (e.g., distance, executive, etc.) of an existing degree or certificate program requires multiple internal, and possibly external, approvals. As outlined in the review and approval processes matrix, changing the delivery format of an existing program requires the following approvals:

- Department and/or program faculty
- Curriculum committee
- School faculty
- Dean
- Provost
- Southern Association of Colleges and Schools (if a substantive change)

For example, on January 24, 2012, U.Va. sent a substantive change notification to SACSCOC indicating that it planned to offer a certificate in public administration wholly on-line. SACSCOC responded on May 31, 2012 acknowledging the notification.

Off-Site Locations

Institutional guidance also documents the approvals necessary for offering an existing program at an approved site:
For example, on March 6, 2012, U.Va. sent a substantive change notification to SACSCOC indicating that it planned to offer the previously approved Bachelor of Interdisciplinary Studies at the Richmond Center, a previously approved site. SACSCOC responded on August 29, 2012 acknowledging the notification.

Institutional guidance also documents the approvals necessary for offering an existing program at an unapproved site:

For example, on March 28, 2012, U.Va. sent a substantive change notification to SACSCOC indicating that the M.S. in Management of Information Technology (Northern Virginia section) would relocate from an approved site in Reston to an unapproved site in Arlington. SACSCOC responded on July 11, 2012 acknowledging the notification.

These processes, in combination with program review, ensure that both current and new programs are appropriate to the purpose and goals of the University.

References

- Statement of Purpose and Goals
- Undergraduate Record, Competency Requirements
- Federal Requirement 4.4
- Graduate Record
- Review and Approval Processes Matrix
- Substantive Change: SACS Notification – Certificate in Public Administration
- Substantive Change: SACS Acknowledgment – Certificate in Public Administration
- Institutional Accreditation, Offering an Existing Degree or Certificate Program at an Approved Site
- Substantive Change: SACS Notification – Bachelor of Interdisciplinary Studies
- Substantive Change: SACS Acknowledgment – Bachelor of Interdisciplinary Studies
• **Institutional Accreditation, Offering an Existing Degree or Certificate Program at an Unapproved Site**
• **Substantive Change: SACS Notification – M.S. in Management of Information Technology**
• **Substantive Change: SACS Acknowledgment – M.S. in Management of Information Technology**
• **Program Review**
Federal Requirement 4.3 – Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliance Certification

☒ Compliance  ☐ Non-Compliance

Narrative

The University of Virginia makes academic calendars, grading policies, and refund policies available to students and the public through centralized and distributed Web-based resources. Calendar, grading, and refund policies are contained in two primary resources: the Undergraduate Record and Graduate Record. These resources represent the official means of dissemination for residential, off-site, and distance education students. School-specific information, where applicable, can also be found on individual school Web sites.

Academic Calendar

The Calendar Committee, reporting to the executive vice president and provost, “prepares and recommends to the president, the University's comprehensive academic calendar.” The current academic calendar is maintained by the University Registrar. The calendar also appears in the Undergraduate Record and Graduate Record.

Within the University, the Darden Graduate School of Business Administration, the School of Law, the School of Medicine, the School of Nursing (graduate), and the Frank Batten School of Leadership and Public Policy (graduate) operate on alternative academic calendars. The alternative academic calendars are available on the Web site of each school:

- Darden School of Business
- School of Law
- School of Medicine
- School of Nursing (Graduate)
- Frank Batten School of Leadership and Public Policy (Graduate)

In addition, the McIntire School of Commerce offers an off-Grounds section of the M.S. in Management of Information Technology, at an approved off-site location, which operates on an alternative academic calendar.
Grading Policies

The schools of the University establish their own grading policies. General grading policies are published in the Undergraduate Record and Graduate Record. Schools may publish additional grading policies, if applicable, in school-specific sections of the Undergraduate Record or Graduate Record or on their Web sites. Examples of supplementary, school-specific grading policies include:

- **College of Arts and Sciences (Undergraduate)**
- **Curry School of Education (Undergraduate)**
- **School of Continuing and Professional Studies (Undergraduate)**
- **School of Engineering and Applied Science (Graduate)**
- **School of Law**

The Darden Graduate School of Business Administration uses an alternate grading system. The School of Medicine operates under a pass/fail grading system for the first 18 months of the curriculum; policies on exams, grades, and evaluations are maintained in the School of Medicine Student Handbook.

Refund Policies

The University publishes its refund policies in the Undergraduate Record and Graduate Record. Refund policies for tuition and fees are based upon the week of withdrawal. Additional policy language is available for the refund of residence hall rent. Related policies on the return of financial aid, upon withdrawal from the University, are provided by Student Financial Services.

To comply with the “Virginia Tuition Relief, Refund, and Reinstatement Guidelines,” the University maintains a separate refund policy, in both the Undergraduate Record and Graduate Record, for students called to active duty in the uniformed services.

References

- Undergraduate Record
- Graduate Record
- Calendar Committee
- University Registrar, Academic Calendars
- University Registrar
- Undergraduate Record, Academic Calendar
- Graduate Record, Academic Calendar
- Darden Graduate School of Business Administration, Academic Calendars
- School of Law, Academic Calendars
- School of Medicine, Academic Calendars/Schedules
- School of Nursing (graduate), Academic Calendar
- Frank Batten School of Leadership and Public Policy (graduate), Graduate Academic Calendar
- McIntire School of Commerce, M.S. in Management of Information Technology, Class Schedule
- Undergraduate Record, Grading System
- Graduate Record, Grading System
- Undergraduate Record, College of Arts and Sciences, Grades
- Undergraduate Record, Curry School of Education, Academic Rules and Regulations
- Undergraduate Record, School of Continuing and Professional Studies, Definitions and Regulations
- Graduate Record, School of Engineering and Applied Science, General Requirements
- School of Law, Academic Policies
- Darden Graduate School of Business Administration, Master of Business Administration Program
- School of Medicine, Student Handbook, Student Evaluations
- School of Medicine, Student Handbook, Exam/Grade/Evaluation Policies
- Undergraduate Record, Withdrawal from the University
- Graduate Record, Withdrawal from the University
- Student Financial Services, Withdrawal & Return of Funds
- Virginia Tuition Relief, Refund, and Reinstatement Guidelines
- Undergraduate Record, Active Duty in the Uniformed Services
- Graduate Record, Active Duty in the Uniformed Services
Federal Requirement 4.4 – Program Length

Program length is appropriate for each of the institution’s educational programs.

Compliance Certification

☑ Compliance  ☐ Non-Compliance

Narrative

Requirements for educational programs at the University of Virginia are determined by the faculty of the respective schools and published annually in the Undergraduate Record and Graduate Record. With one exception noted below, undergraduate and graduate programs meet the commonly accepted minimum lengths at each level, with some exceeding the minimums for appropriate educational and/or professional accreditation-related reasons.

Baccalaureate programs also are subject to the guidelines established by the State Council of Higher Education for Virginia (SCHEV). SCHEV’s “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions” states, “Strong educational justification must be provided for requiring more than... 120 credits for a baccalaureate degree.” The University offers 13 baccalaureate programs that exceed 120 credit hours – three in architecture and 10 in engineering – each of which has been approved by SCHEV. In addition, of these 13 programs, 10 are subject to the standards of a professional accrediting agency with requirements that may compel the program to exceed 120 credit hours.

The only post-baccalaureate, graduate, or professional level degree that requires fewer than 30 credit hours is the Master of Laws (LL.M.) which requires a minimum of 24 credit hours. A review of the curricular requirements at the top 20 law schools, according to U.S. News and World Report, reveals that 20 to 28 hours is the range of credits required for an LL.M. degree. Thus, 24 credit hours for an LL.M. is accepted practice in higher education. The only outlier, Stanford University, requires 35 to 42 credit units due to their three-term academic calendar.

In addition, one University program – the Doctor of Medicine (M.D.) – does not utilize credit hours. However, the length of the program – a four-year, full-time curriculum – conforms to commonly accepted practice in American medical education. The program is accredited by the Liaison Committee on Medical Education (LCME), which requires 130 weeks of instruction for a medical education program. Federal Requirement 4.9 includes a discussion of faculty oversight of this competency-based degree program.

Degree and certificate requirements, including program length, for new programs are subject to the program review and approval process described on the University’s institutional accreditation Web site.
The appropriateness of program length is considered during this review process. As outlined in the review and approval processes matrix, new degree programs require the following approvals:

- Department and/or program faculty
- Curriculum committee
- School faculty
- Dean
- Academic Affairs Committee of the Faculty Senate
- Executive Council of the Faculty Senate
- Faculty Senate
- Provost
- President
- Board of Visitors
- State Council of Higher Education for Virginia (SCHEV)
- Southern Association of Colleges and Schools (if a substantive change)

In addition, as outlined in the review and approval processes matrix, a change in degree program length, whether in duration or credit hours, requires the following approvals:

- Department and/or program faculty
- Curriculum committee
- School faculty
- Dean
- Provost
- Southern Association of Colleges and Schools (if a substantive change)

For example, on March 28, 2012, U.Va. sent a substantive change notification to SACSCOC indicating that the length of the M.S. in Management of Information Technology (Northern Virginia section) would change from 16 months to 12 months with no change in the number of credit hours required. To ensure the number of contact hours remained the same, faculty implemented an extended residency period in Charlottesville. SACSCOC responded on July 11, 2012 acknowledging the notification.

In addition, as with proposed degree and certificate programs, changing the delivery format (e.g. distance, executive, etc.) of an existing degree or certificate program requires multiple internal, and possibly external, approvals. Program length is considered during this process. As outlined in the review and approval processes matrix, changing the delivery format of an existing program requires the following approvals:

- Department and/or program faculty
- Curriculum committee
- School faculty
- Dean
- Provost
- Southern Association of Colleges and Schools (if a substantive change)
For example, on January 24, 2012, U.Va. sent a substantive change notification to SACSCOC indicating that it planned to offer a certificate in public administration wholly on-line. SACSCOC responded on May 31, 2012 acknowledging the notification.

In addition, as with proposed degree and certificate programs, offering an existing degree or certificate program at an unapproved site requires multiple internal and external approvals. Program length is considered during this process. As outlined in the review and approval processes matrix, offering an existing degree or certificate program at an unapproved site requires the following approvals:

- Department and/or program faculty
- Curriculum committee
- School faculty
- Dean
- Provost
- President
- State Council of Higher Education for Virginia (SCHEV)
- Southern Association of Colleges and Schools

For example, on March 11, 2008, U.Va. sent a substantive change prospectus to SACSCOC indicating that it planned to offer the Bachelor of Interdisciplinary Studies (BIS) at Northern Virginia Community College, a new off-campus site. SACSCOC responded on May 20, 2008 approving the program.

References

- Undergraduate Record: Programs and Degrees Offered
- Graduate Record: Programs and Degrees Offered
- State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions
- Curricular Requirements for LL.M. at Top 20 Law Schools
- Federal Requirement 4.9
- Review and Approval Processes Related to Academic Programs and Academic Organization
- Review and Approval Processes Matrix
- Substantive Change: SACS Notification – M.S. in Management of Information Technology
- Substantive Change: SACS Acknowledgment – M.S. in Management of Information Technology
- Review and Approval Processes Matrix
- Substantive Change: SACS Notification – Certificate in Public Administration
- Substantive Change: SACS Acknowledgment – Certificate in Public Administration
- Review and Approval Processes Matrix
- Substantive Change: SACS Prospectus – Bachelor of Interdisciplinary Studies at Northern Virginia Community College
- Substantive Change: SACS Approval – Bachelor of Interdisciplinary Studies at Northern Virginia Community College
Federal Requirement 4.5 – Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Compliance Certification

☒ Compliance  ☐ Non-Compliance

Narrative

The University of Virginia maintains and follows adequate procedures for addressing written student complaints in a fair and professional manner. The following descriptions demonstrate that the University follows these procedures when resolving such complaints. Such policies and procedures are applicable to every student enrolled at the University, regardless of physical location or instructional modality. Comprehensive Standard 3.13.3 contains information concerning the maintenance of records related to written student complaints.

General Written Complaints

The University’s administration processes and monitors all correspondence, including written complaints from students, from receipt through resolution. For example, the Office of the President’s mail tracking system creates an electronic copy of each correspondence addressed to the president, assigns a unique database identification number to each correspondence, and flags as “incomplete” each correspondence until it has been resolved or completed with a reply. The Office of the President refers correspondence to the appropriate responsible party and either monitors the responsible party’s reply or issues its own response based on information from that party. Written complaints from students therefore receive a reply from the president or from another administrator on behalf of the president; timeliness and “customer service” are paramount.

Similarly, administrative and other units maintain Web sites and similar mechanisms, publicizing directions for the submission of written complaints from students (and other persons). These range from appealing parking citations issued by the Department of Parking and Transportation to appealing financial aid decisions rendered by Student Financial Services. These units weigh complaints from students and reply accordingly and consistently. For example, Student Financial Services resolves such appeals through regular monitoring via a database system, through regular monitoring via written status reports, through contact and correspondence from financial aid counselors, and through deliberation of the Student Financial Services Appeal Committee.
In addition to this general practice of managing written complaints from students on a potentially wide range of issues, the University maintains formal policies and procedures for addressing written complaints in three specific categories: academic or student affairs (non-academic) grievances; complaints related to discrimination, bias, or sexual misconduct; and complaints related to student misconduct. Each category of complaint includes the opportunity for appeal. References to such policies and procedures are contained in the “Complaints and Grievances” section of the Undergraduate Record and the Graduate Record.

Written Student Academic or Student Affairs (Non-Academic) Grievances

The University maintains specific mechanisms for dealing with written student academic or student affairs (non-academic) grievances.

Student Academic Grievances

The Student Academic Grievance Policy sets forth the conditions and process under which a student may file an academic grievance. A student who believes that an academic decision violates the University’s or school’s academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee.

Before filing a grievance with the appropriate department chair, unit head, or faculty committee, the student must have attempted to resolve his or her concerns directly with the individual responsible for the challenged academic decision.

The grievance must specify:

1. which academic policy or procedure has been violated;
2. what efforts the student has made to resolve the concern informally; and
3. the requested resolution.

Grievances are filed with the appropriate department chair, unit head, or faculty committee, who will adjudicate the case. If the appropriate department chair or unit head is a party to the case or is otherwise unable to serve, the grievance is filed with the school’s appropriate associate dean or other official or committee as designated by the dean or the school’s policies.

The department chair, unit head, faculty committee, associate dean, or designated official investigates the complaint. Investigation includes, but is not limited to, reviewing relevant documentation and meeting with the student and the faculty member or University official who made the decision being contested. Within thirty (30) calendar days after receiving the grievance, the individual or committee who adjudicates the case communicates, in writing, her/his decision to both the student and the faculty member or official. The policy includes a provision to appeal the decision.

Documentation of such academic grievances is maintained by the Office of the Executive Vice President and Provost.
Student Affairs (Non-Academic) Grievances
The University also maintains a (non-academic) grievance procedure concerning personnel or regulations in the area of student affairs. Procedures for such non-academic grievances are detailed below:

1. After discussing the situation with the assigned advisor, a student’s concerns related to a staff member in student affairs that cannot be resolved between the two parties should be discussed with the respective director or dean of the unit on a one-to-one basis;
2. Should the concern be related to the director or dean of the unit, the grievance should be filed with the vice president and chief student affairs officer;
3. In circumstance number 1, if appropriate relief is not forthcoming, the next level of discussion should be with the vice president and chief student affairs officer; and
4. Should the level of concern relate to the vice president and chief student affairs officer, appropriate documentation should be presented in writing to the president of the University.

Documentation of such grievances is maintained by the Office of the Vice President and Chief Student Affairs Officer.

Written Complaints Related to Discrimination, Bias, or Sexual Misconduct

The University maintains specific mechanisms for dealing with written student complaints of discrimination, bias, and sexual misconduct.

Discrimination
The policy on Preventing and Addressing Discrimination and Harassment addresses conduct or decisions affecting students that are in violation of federal law, state law, and/or University policy. Students who believe they have been subject to discrimination or harassment may file a written complaint in accordance with the Equal Opportunity Programs (EOP) Complaint Procedures. These procedures describe the time frame and requirements for filing a complaint, as well as the actions to be taken by the Office of Equal Opportunity Programs (EOP) and the appropriate vice president. EOP may refer complaints related to discriminatory harassment between students to the University Judiciary Committee (see below) if an investigation concludes that further action is warranted. Documentation of such complaints is maintained by the Office of Equal Opportunity Programs (EOP).

Bias
The University maintains a bias reporting system for any student who believes he or she has been the target of bias. Such complaints may be filed through the “Just Report It” Web site. The site includes the University’s definition of bias, the University response when such a complaint is reported, how to preserve evidence, available resources and support, and hate crime statistics. Complaints may be filed electronically, by telephone, or in person.

The University defines a bias complaint, for the purpose of the system, as “a report of a threat or act of bigotry, harassment or intimidation – verbal, written or physical – which is personally directed against or targets a University of Virginia student because of that student’s race, age, color, disability, national or ethnic origin, political affiliation, religion, sex (including pregnancy), sexual orientation, or veteran status.” Notices processed through this system are sent directly to the Office of the Dean of Students for initial response and also are automatically routed to the executive vice president and chief operating
officer, the vice president and chief student affairs officer, and the chief of police. Follow up to these complaints is conducted by the dean on call and is initiated within 24 hours of receipt. In each instance, the reporting student is contacted for additional information and provided the opportunity to meet with a representative of the Office of the Dean of Students. The primary focus of follow-up is to support the student who reported the alleged bias. Documentation of such complaints is maintained by the Office of the Dean of Students.

**Sexual Misconduct**  
In the fall of 2010, the University began a five-year review of the institutional policy concerning student sexual misconduct. While conducting this review, the Department of Education’s Office of Civil Rights (OCR) issued a “Dear Colleague” letter, dated April 4, 2011, to all educational institutions governed by Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

As a result of this review, and recommendations noted in the “Dear Colleague” letter, the University undertook a substantial revision of its policy, expanding the definitions for behavior prohibited under the policy to include all acts of sexual misconduct perpetrated by a student. As defined by the Policy and Procedures for Student Sexual Misconduct Complaints, sexual misconduct encompasses a broad range of behaviors including sexual exploitation, sexual harassment, non-consensual sexual contact, and non-consensual sexual intercourse. All complaints of sexual misconduct are heard by the Sexual Misconduct Board, a trained body of students, faculty, and staff that hears and adjudicates allegations made under the policy. Students also are apprised of their ability to file criminal charges, when applicable, and may be assisted in that process by the victim services coordinator in the University Police Department. The policy revisions were made available for public comment in May 2011. Comments were collected and reviewed, revisions made, and the revised policy enacted in July 2011. Documentation of such complaints is maintained by the Office of the Dean of Students.

**Written Complaints Related to Student Misconduct**

The University’s student-run Honor Committee and University Judiciary Committee (UJC) investigate and adjudicate alleged violations of the University’s Honor System and Standards of Conduct, respectively. Students may initiate proceedings by following the policies and procedures of the Honor Committee and UJC.

Students found guilty under the Honor System, and dismissed from the University, may appeal their verdicts to the Honor Committee, in writing. The process for appeals is outlined in the Honor Committee by-laws.

The Judicial Review Board (JRZ), a presidential-appointed panel of faculty, students, and staff, hears appeals related to UJC sanctions, as well as decisions made and sanctions imposed by the Sexual Misconduct Board. The process for appeals is outlined in the JRB’s procedures.

Pending a UJC hearing, University officials may temporarily suspend a student as a result of concern for the safety or well-being of the University community; students may appeal such an interim suspension.
in writing to the vice president and chief student affairs officer. Documentation of disciplinary complaints is maintained by the respective judicial body.

Complaints to External Entities

Also in the “Complaints and Grievances” section of the Undergraduate Record and Graduate Record, the University provides information for students (and other persons) who wish to address unresolved complaints with the following external entities:

- The Southern Association of Colleges and Schools, for unresolved complaints concerning University compliance with accrediting standards;
- The State Council of Higher Education for Virginia, for unresolved complaints concerning a condition or incident involving the University;
- The Office of the State Inspector General, for complaints alleging fraud, waste, abuse, or corruption; and
- The Office of Civil Rights of the U.S. Department of Education for complaints concerning federal laws prohibiting discrimination.

Evidence that Policies and Procedures are Followed

For each area in which the University maintains formal policies and procedures for addressing written complaints, evidence is provided that such policies and procedures are followed.

Student Academic Grievances

One example of a student academic grievance involves an undergraduate student in the School of Architecture. The School of Architecture maintains the following policy on suspension for academic performance:

Students are suspended if they do not pass at least nine credits of work in any semester following their first semester. A minimum of one semester must elapse before students under suspension may return to the School of Architecture.

Each semester, the school registrar runs a report to identify students who have failed to pass at least nine credits of work. On May 24, 2012, the associate dean for academics notified a student that, in accordance with the school’s policy on suspension for academic performance, he/she was placed on academic suspension.

On August 21, 2012, the student appealed the decision, under the University’s Student Academic Grievance Policy. The University policy applied to the suspension because it qualified as an “academic decision.” Under the University policy, an “academic decision” is defined as “a decision made by a faculty member or a representative of the University acting in his/her official capacity that affects a student’s academic standing or performance.”

As required by the University policy, before filing a grievance, “the student must have attempted to resolve his or her concerns directly with the individual responsible for the challenged decision.” The suspended student communicated with the associate dean for academics, from whom the suspension
letter was sent, to discuss the issue. However, the suspension was continued because the student clearly failed to meet the academic requirements of the School of Architecture. The student subsequently requested guidance on how to submit an appeal.

When filing a grievance, the procedures included in the University policy state:

The grievance should be filed with the appropriate department chair, unit head, or faculty committee, who will adjudicate the case. If the appropriate department chair or unit head is a party to the case or is otherwise unable to serve, the grievance should be filed with the school’s appropriate associate dean or other official or committee as designated by the dean or the school’s policies.

Because the associate dean for academics was a party to the case, the grievance was filed with the subsequent school official, the dean of the School of Architecture. As stated in the University policy:

Within thirty (30) calendar days after receiving the appeal, the dean will consider the evidence and communicate in writing her/his decision to the student, the faculty member or official, and the department chair, unit head, associate dean, or designated official involved in the case. The dean’s decision will be final.

On Aug. 22, 2012, the dean of the School of Architecture notified the student that, after reviewing the appeal and consulting with appropriate individuals:

The evidence shows that all University and School regulations and procedures have been followed in this case... The appeal provides no additional information that would justify overturning the decision. As a result, I must deny your appeal. By University regulations, this decision is final.

As indicated in the letter, the University policy states, “The dean’s decision will be final.” The policy also states:

Upon conclusion of the grievance process, to ensure the University’s compliance with accreditation requirements of the Southern Association of Colleges and Schools (SACS), the school will provide the following information to the associate vice provost for academic accreditation: (1) date on which the grievance was filed, (2) individual who filed the grievance; (3) individual against whom the grievance was filed, (4) general nature of the grievance, (5) outcome of the grievance, and, (6) date of resolution.

On Aug. 31, 2012, the associate dean for academics communicated the required information to the associate vice provost for academic accreditation.

Student Affairs (Non-Academic) Grievances
No complaints have been filed under the student affairs (non-academic) grievance procedure.

Discrimination
The Office of Equal Opportunity Programs maintains statistics that summarize complaints filed with the office. The statistics document the number of complaints filed, complaints not accepted (due to lack of enforcement jurisdiction), complaints withdrawn by the complainant, and complaints investigated, as well as the outcome if investigated complaints.
Bias
The Office of the Dean of Students maintains statistics that summarize complaints filed through the bias reporting system. The statistics document the number of reports filed and the number of follow-ups conducted.

Sexual Misconduct
The Sexual Misconduct Board maintains statistics that summarize complaints filed with the board. The statistics document the number of complaints filed, complaints dropped by the complainant, complaints investigated with a hearing declined, informal resolutions, and hearings with resulting verdicts.

Student Misconduct: Honor Committee
The Honor Committee maintains public summaries of each case brought to trial. These summaries document the facts of the case, as well as the outcome of the trial.

Student Misconduct: University Judiciary Committee
The University Judiciary Committee maintains statistical reports that summarize cases brought before the committee, the processing of such cases, demographics of students involved in such cases, the sanctions – if any – applied in such cases, and the alleged violations of the Standards of Conduct. The most recent report documents such statistics from fall 2011.

Student Misconduct: Judicial Review Board
The Judicial Review Board (JRB) maintains statistics that summarize appeals of decisions made by the University Judiciary Committee and the Sexual Misconduct Board. The statistics document decisions and/or sanctions that were affirmed, remanded, withdrawn, or modified.

References
- Comprehensive Standard 3.13.3
- Office of the President: Mail Tracking Sheet
- Parking and Transportation: Review and Appeals Policy
- Student Financial Services: Satisfactory Academic Progress Policy (Section Five: Circumstances and the Appeal Process)
- Student Financial Services: Satisfactory Academic Progress (SAP) – Appeal Decisions of Student Financial Services Appeals Committee
- Undergraduate Record: Complaints and Grievances (Graduate Record)
- Undergraduate Record: Student Academic Grievance Policy (Graduate Record)
- Undergraduate Record: (Non-Academic) Grievance Procedure (Graduate Record)
- Undergraduate Record: Preventing and Addressing Discrimination and Harassment (Graduate Record)
- Undergraduate Record: Equal Opportunity Programs (EOP) Complaint Procedures (Graduate Record)
- Undergraduate Record: Bias Reporting (Graduate Record)
- Bias Reporting: Just Report It
- Undergraduate Record : Sexual Misconduct (Graduate Record)
- Policy and Procedures for Student Sexual Misconduct Complaints
• Sexual Misconduct Board
• Honor Committee
• University Judiciary Committee
• Honor Committee: Governing Documents
• University Judiciary Committee: Standards of Conduct
• Honor Committee: Reporting a Case
• University Judiciary Committee: File a Complaint
• Honor Committee: By-Laws
• Judicial Review Board
• Judicial Review Board: Procedures for Appeals
• Undergraduate Record: School of Architecture, Academic Rules, Regulations, and Information
• School of Architecture, Notice of Academic Suspension (May 24, 2012)
• Policy: Student Academic Grievance Policy
• School of Architecture, Appeal from Student (Aug. 21, 2012)
• School of Architecture, Denial of Appeal (Aug. 22, 2012)
• School of Architecture, Notice to Associate Vice Provost for Academic Accreditation (Aug. 31, 2012)
• Discrimination Complaint Statistics
• Bias Reporting System Statistics
• Sexual Misconduct Case Statistics
• Honor Committee: Public Summaries
• University Judiciary Committee: Statistics and Reports
• University Judiciary Committee: Statistical Report, Fall 2011
• Judicial Review Board: Summary Statistics
Federal Requirement 4.6 – Recruitment Materials

Recruitment materials and presentations accurately represent the institution’s practices and policies.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

The University of Virginia creates and makes available recruitment materials and presentations that accurately reflect the admission practices and policies of the educational programs offered by the University. The University’s programs are consistent with its mission of providing a high-quality liberal education in the arts and sciences, as well as educating students for entrance into various professions (architecture, business administration, commerce, education, engineering, law, medicine, nursing, and public policy). The University’s admission policies adhere to a policy of nondiscrimination. (See Comprehensive Standard 3.4.3 for more information on admission policies.)

Admission policies for undergraduate programs appear in the Undergraduate Record. Admissions policies for graduate and professional programs appear on the Web sites of each of the University’s 11 schools. Both the Undergraduate Record and the Graduate Record also contain general information on the University (e.g., general admission requirements, the academic calendar, tuition and fees, financial aid, University regulations, etc.), as well as detailed information for each school (e.g., course offerings, degree and certificate programs, curricular requirements, faculty credentials, etc.). Both the Undergraduate Record and Graduate Record are reviewed and revised annually by individual schools, departments, and administrative offices to ensure the accuracy and integrity of content.

The Office of Undergraduate Admission has central responsibility and oversight for establishing and enacting admission policies for all undergraduate students, including transfer students, and publishes admission procedures on its Web site. In addition, the office publishes information on academics, student life, and financial aid. Print materials, available to prospective students, include the viewbook, the overview brochure, the factsheet, and the financial aid brochure.

The University annually reviews and updates its undergraduate and transfer recruitment materials and presentations to reflect accurately the institution’s admission policies and practices. This review process includes internal and external evaluation of admission practices and materials. The Office of Undergraduate Admission collaborates with individual undergraduate schools and administrative offices to ensure that the information in recruitment materials is updated and accurate. The senior associate dean of admission provides oversight of this process.
The dean of admission meets monthly with the executive vice president and provost and the deans of the University’s 11 schools. These meetings of senior academic leadership serve as the foundation from which adequate collaboration and communication occurs. Throughout the academic year, senior administrators and faculty from the schools and other administrative units provide updates to a standing admissions committee regarding the curriculum and student affairs programming, and to provide input on the admissions process and the organizational goals of individual schools and units. In addition, the Office of Undergraduate Admission has designated an assistant dean of admission to serve as a dedicated liaison to Student Financial Services to ensure the accuracy of financial aid information.

Moreover, faculty and administrators from individual undergraduate schools sit on the admission committee that evaluates applicants. Such participation provides yet another opportunity to ensure that the conveyance of information with respect to individual academic programs is accurate. Faculty and administrators from individual schools also serve on admissions panels to ensure the most timely and accurate information is provided to applicants.

As part of its review process, senior staff in the Office of Undergraduate Admission observe information sessions conducted by admissions officers, both at the University and off campus, incorporating feedback into annual performance reviews. Finally, surveys are administered to prospective students, parents, and admitted students (both those who matriculate and those who enroll elsewhere) to assess the quality of recruitment efforts. Such surveys include:

- Admissions Turndowns Survey 2011 (Undergraduate)
- Newly Admitted Students Survey 2011 (Undergraduate)

Historical surveys for turndowns and newly admitted students also are available.

In contrast to the centralized admission process employed by the University’s undergraduate schools, each graduate or professional school determines and publishes its own admission policies. Deans of the schools offering graduate/professional programs review admission policies on an annual basis, in consultation with individual graduate/professional program directors. (See Comprehensive Standard 3.4.3 for complete descriptions and references to graduate and professional admission policies and recruitment materials).

Distance Education and Off-Site Locations

While the University is primarily engaged in residential education, at the undergraduate, graduate, and professional levels, it offers a growing number of non-residential programs via distance learning and at off-site locations. The majority of these programs are offered through the School of Continuing and Professional Studies (SCPS). In addition to providing electronic resources about its programs and courses, SCPS maintains print copies of its catalogs and brochures. These print materials include the course catalog and school brochure.

SCPS maintains a detailed plan designed to ensure the accuracy of its recruitment materials. This comprehensive plan, completed in 2012, documents improved processes, including an annual planning calendar. It was developed with the recognition that improvements needed to be made to present a comprehensive and accurate accounting of SCPS programs and course offerings.
References

- Statement of Purpose and Goals
- Notice of Non-Discrimination and Equal Opportunity
- Comprehensive Standard 3.4.3
- Undergraduate Record, Admission
- University of Virginia, Graduate Admissions
- Undergraduate Record
- Graduate Record
- E-mail concerning revisions to the Undergraduate Record and the Graduate Record
- Office of Undergraduate Admission
- Office of Undergraduate Admission, Admission Instructions
- Office of Undergraduate Admission, Academics
- Office of Undergraduate Admission, Student Life
- Office of Undergraduate Admission, AccessUVa, Financial Aid and Scholarships
- Office of Undergraduate Admission, UVAANDYOU (Viewbook)
- Office of Undergraduate Admission, UVAANDYOU (Overview Brochure)
- Office of Undergraduate Admission, Information for First-Year Applicants
- Office of Undergraduate Admission, Financial Aid and YOU
- Admissions Turndowns Survey 2011 (Undergraduate)
- Newly Admitted Students Survey 2011 (Undergraduate)
- Institutional Assessment and Studies, Admissions and Orientation Surveys and Reports
- Comprehensive Standard 3.4.3
- School of Continuing and Professional Studies, Programs & Courses
- School of Continuing and Professional Studies, Catalogs & Brochures
- School of Continuing and Professional Studies, Spring 2013: Programs & Courses
- School of Continuing and Professional Studies, Facts at a Glance
- School of Continuing and Professional Studies, Catalog of Open Enrollment Programs & Classes, Annual Plan
- School of Continuing and Professional Studies, Appendix IV: Annual Policy/Program Update Calendar
Federal Requirement 4.7 – Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.)

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

The University of Virginia is in compliance with its program responsibilities under Title IV. There are no existing issues with the University's Title IV programs. The University has not been placed on the reimbursement method, nor has it been required to obtain a letter of credit in favor of the Department of Education.

Within the previous three years, U.Va. has not been subject to any suspensions, limitations, or terminations by the U.S. Department of Education with regard to student financial aid or other financial aid programs. U.Va. has not had to reimburse, or been subject to exceptional status by, the federal government or the Commonwealth of Virginia with respect to student financial aid. In addition, the University has not received any relevant correspondence from the U.S. Department of Education regarding compliance with Title IV program responsibilities.

The University’s Cohort Default Rates (CDR), between 2007 and 2010, were:

- 2010 2-Year Official CDR – 2.3 percent
- 2009 2-Year Official CDR – 1.6 percent
- 2009 3-Year Official CDR – 2.3 percent
- 2008 2-Year Official CDR – 1.5 percent
- 2007 2-Year Official CDR – 0.07 percent

In 2009, the CDR moved to a three-year review, with FY 2009 becoming the first official three-year CDR. The national three-year CDR in 2009 was 13.4 percent. Thus, the University’s CDR is below the national average.

The University is not aware of any complaints or infractions that would jeopardize its Title IV funding. As discussed in Comprehensive Standard 3.10.2, the University’s audited financial statements provided one finding from 2007 that was resolved and has not reappeared. [Also referenced in Comprehensive]
Standard 3.10.2 is one finding from 2009 for the University of Virginia’s College at Wise, which is separately accredited by SACSCOC. This finding also was resolved and has not reappeared.

- University of Virginia: Report on the Audit of the Year Ending June 30, 2012
- University of Virginia: Report on the Audit of the Year Ending June 30, 2011
- University of Virginia: Report on the Audit of the Year Ending June 30, 2010
- University of Virginia: Report on the Audit of the Year Ending June 30, 2009
- University of Virginia: Report on the Audit of the Year Ending June 30, 2008
- University of Virginia: Report on the Audit of the Year Ending June 30, 2007

In June 2012, U.Va. was approved for recertification of its Title IV participation by the Department of Education. The University is approved to participate in Title IV programs, as demonstrated in the Federal Student Aid Program Participation Agreement.

References

- Cohort Default Rate (CDR)
- Comprehensive Standard 3.10.2
- University of Virginia: Report on the Audit of the Year Ending June 30, 2012
- University of Virginia: Report on the Audit of the Year Ending June 30, 2011
- University of Virginia: Report on the Audit of the Year Ending June 30, 2010
- University of Virginia: Report on the Audit of the Year Ending June 30, 2009
- University of Virginia: Report on the Audit of the Year Ending June 30, 2008
- University of Virginia: Report on the Audit of the Year Ending June 30, 2007
- Program Participation Agreement (PPA)
Federal Requirement 4.8.1 – Distance and Correspondence Education: Verification

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance Certification

☒  Compliance  ☐  Non-Compliance

Narrative

The University of Virginia verifies the identity of students enrolled in distance education coursework through use of a secure login and pass code. NetBadge is an authentication service providing a digital “badge” that allows users to access protected resources on the U.Va. network.

Successful login provides access to secure resources on the U.Va. network for nine hours to users already on the U.Va. network or connected via virtual private network (VPN) and for one hour to users who login from outside the U.Va. network. Technical assistance for NetBadge is available through an FAQ page or the Help Desk, which is available 24 hours per day, seven days per week, 365 days per year.

The process of obtaining access to NetBadge begins with a prospective student completing an application to enroll at the University. Approval of an application, by an appropriate institutional official, triggers a communication that enables the student to access a secure University Web site. Once accessed, this Web site provides the student with the necessary information to access and utilize NetBadge. Collab, the University’s on-line course management system (CMS), uses NetBadge for student authentication.

NetBadge is one component of identity management at the University. The vice president and chief information officer is responsible for planning and coordinating academic and administrative information technology, voice communications, and network operations, to include identity management. The Identity Management (IdM) Initiative is a multi-year project to enhance identity management at U.Va.
References

- NetBadge Web Login
- NetBadge at U.Va.: About the NetBadge Service
- NetBadge at U.Va.: How NetBadge Works
- NetBadge at U.Va.: Frequently Asked Questions (FAQs) about NetBadge
- U.Va. Help Desk
- UVa Collab: Online Course Management & Collaboration System at UVa
- Identity Management at U.Va.
- Vice President and Chief Information Officer
- Featured Initiatives: Identity Management (IdM) Initiative
Federal Requirement 4.8.2 – Distance and Correspondence Education: Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance Certification

☐ Compliance
☐ Non-Compliance

Narrative

The University of Virginia has written policies and procedures for protecting the privacy of students, including the security of academic records, regardless of the mode by which a student receives instruction.

The policy on the Rights of Students at the University of Virginia Pursuant to the Family Educational Rights and Privacy Act (FERPA) was promulgated to “protect the privacy rights of past and present students.” Each year, students are notified of their rights under FERPA via University e-mail. The annual notification is replicated in the Undergraduate Record, Graduate Record, and on the Web site of the University Registrar. The policy and annual notification outline student rights under FERPA and how the University protects the privacy rights of students, past and present.

The University utilizes a PeopleSoft-based Student Information System (SIS) to maintain electronic student records. The University maintains multiple policies and procedures to protect the privacy of students, regardless of the mode by which a student receives instruction. The University’s Institutional Data Protection Standards “outline requirements for handling and protecting all [of] the University’s institutional data,” regardless of the level of sensitivity, regardless of instructional modality.

In addition, the following policies and procedures govern, in whole or in part, the security and confidentiality of student records and network access. Bracketed notations indicate the contact/enforcement office for each policy or procedure.

- Administrative Data Access – Establishes rules for access to administrative data, including definitions explaining what such data include and the rules for using such data. [Information Technology Services]
• **Electronic Data Removal** – Establishes procedures to minimize the risks of exposing electronic data to individuals unauthorized to view such data and transferring software to those not licensed to use it. [Office of the Vice President and Chief Information Officer]

• **Electronic Storage of Highly Sensitive Data** – Establishes requirements that must be met by those who store highly sensitive University data on individual-use electronic devices or electronic media. [Information Security, Policy, and Records Office]

• **Information Security Incident Reporting** – Establishes requirements to report information security incidents to appropriate University officials so proper and timely response procedures can be initiated. Such reporting ensures particularly serious incidents, such as violations of confidentiality or integrity of sensitive University data, are handled by experts in accordance with relevant laws. [Office of the Vice President and Chief Information Officer]

• **Information Technology Security Risk Management Program** – Establishes expectations for departments to participate in the program, which provides insight into existing risks within a given information technology environment and strategies for reducing or eliminating those risks. [Information Security, Policy, and Records Office]

• **Protection and Use of Social Security Numbers** – Assists the University in its commitment to safeguard personal and confidential information by protecting the privacy and legal rights of the University community, reducing the use of the social security number (SSN) for identification purposes, and promoting confidence by students, employees, patients, and others that SSNs are handled in a confidential manner. [Information Security, Policy, and Records Office]

• **Responsible Computing at U.Va.** – Educates members of the University community on the responsible use of computing resources. [Information Security, Policy, and Records Office]

• **Rights of Students at the University of Virginia Pursuant to the Family Educational Rights and Privacy Act (FERPA)** – Establishes policies and procedures that facilitate University compliance with the Family Educational Rights and Privacy Act (FERPA). [University Registrar]

• **University Information Technology Infrastructure, Architecture, and Ongoing Operations** – Establishes nationally recognized codes of practice with which the University aligns its information technology infrastructure, architecture, and ongoing operations. [Office of the Vice President and Chief Information Officer]

• **University Information Technology Security Program** – Establishes codes of practice with which the University aligns its information technology security program. [Office of the Vice President and Chief Information Officer]

 Federal Requirement 4.8.1 documents the University’s use of NetBadge to verify the identity of students enrolled in distance education coursework. NetBadge is an authentication service providing a digital “badge” that allows users to access protected resources on the U.Va. network.

**References**

• **Policy: Rights of Students at the University of Virginia Pursuant to the Family Educational Rights and Privacy Act (FERPA)**

• **Undergraduate Record, FERPA**

• **Graduate Record, FERPA**

• **University Registrar: Family Educational Rights & Privacy Act (FERPA), Annual Notification**

• **Integrated System: SIS**

• **Institutional Data Protection Standards**
• **Policy: Administrate Data Access**
• **Policy: Disclosure of University Records**
• **Policy: Electronic Data Removal**
• **Policy: Electronic Storage of Highly Sensitive Data**
• **Policy: Information Security Incident Reporting**
• **Policy: Information Technology Security Risk Management Program**
• **Policy: Protection and Use of Social Security Numbers**
• **Information Technology Services: Responsible Computing at U.Va.**
• **Policy: Rights of Students at the University of Virginia Pursuant to the Family Educational Rights and Privacy Act (FERPA)**
• **Policy: University Information Technology Infrastructure, Architecture, and Ongoing Operations**
• **Policy: University Information Technology Security Program**
• **Federal Requirement 4.8.1**
• **NetBadge at U.Va.: About the NetBadge Service**
Federal Requirement 4.8.3 – Distance and Correspondence Education: Notification

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance Certification

☒ Compliance ☐ Non-Compliance

Narrative

Federal Requirement 4.8.1 documents the process by which the University of Virginia verifies the identity of students enrolled in distance education coursework. The University does not assess a specific charge for identity verification; the cost of verifying identity is covered through proceeds from general tuition and mandatory fees paid by all students, regardless of instructional modality.

Because NetBadge – the identity verification service – is utilized by every enrolled student, and because costs are recovered through general tuition and mandatory student fee assessments, there are no specific additional charges levied on students enrolled in distance education coursework for use of the NetBadge service.

If, in the future, additional charges, related to verifying identity, are assessed exclusively to students enrolled in distance education coursework, the Office of the Executive Vice President and Provost and the University Budget Office will develop the appropriate written procedure notifying students of any projected additional charges associated with verification of student identity.

References

• Federal Requirement 4.8.1
Federal Requirement 4.9 – Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy “Credit Hours.”)

Compliance Certification

☑️ Compliance ☐ Non-Compliance

Narrative

The University of Virginia has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and to Commission policy.

At the state level, the State Council of Higher Education for Virginia (SCHEV) defines the credit hour as “a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system.” At the institutional level, the Policy on Determination and Assignation of Academic Credit governs the awarding of credit hours for courses and programs, regardless of instructional modality. [The policy is based upon the Commission’s Policy Statement on Credit Hours and federal guidance.] In addition, each accredited program meets the relevant standards of their respective accrediting agencies listed in Section 4 of the Institutional Summary Form.

As noted in the institutional policy:

The University uses academic credit as the primary measure by which progress toward completion of an academic program is gauged. In the typical case, one credit must reasonably approximate three hours of academic work per week for approximately 15 weeks or an equivalent amount of academic work over an alternative period of time.

Academic work is defined as “[s]tudent effort that includes, but is not limited to: lectures, seminars, course assignments, laboratory sections, research, group meetings, independent study, internships, practica, studio work, recitals, and rehearsals.”

Assigned credit hours and course meeting times are included under each course listed in the Student Information System (SIS), as evidenced by a sample SIS screenshot from the class search function. The University documents, in Federal Requirement 4.4, that requirements for educational programs are determined by the faculty of the respective schools and published annually in the Undergraduate Record.
and Graduate Record. As outlined in the Policy on Student Enrollment, the University defines full-time status as enrollment in 12 credits.

The Role of Curricular Oversight Committees

As discussed in Comprehensive Standard 3.4.11, curriculum and program committees provide school-wide governance and oversight of academic affairs, including courses and programs offered through distance education. This includes the determination and assignation of academic credit. Examples of school processes, representing multiple types of academic credit, are provided below.

In the University’s largest undergraduate school, the College of Arts and Sciences (the College), the Committee on Educational Policy and Curriculum (CEPC) “deals with broad policies affecting undergraduate education and such specific matters as course changes, new courses, new major programs, degree requirements, and rules governing the academic status of students.” As documented in the Handbook for the Creation and Management of Courses, CEPC determines and assigns credit hours during the course review process. Using the Course Catalog Information Form (CCI Form) and the course syllabus, CEPC approves the credit hours assigned to any new or modified course offering. CEPC publishes actions from each meeting, including course approvals.

Traditional Coursework
In many schools of the University, courses follow the traditional scheduling pattern – two instructional sessions per week of 75 minutes or three instructional sessions per week of 50 minutes. Many graduate courses follow a once per week instructional session of 150 minutes.

In the College, CEPC reviews syllabi, taking into consideration contact hours and course assignments, and approves the number of credit hours assigned to a particular course. For example, on December 3, 2012, CEPC approved ANTH 3130. After reviewing the course syllabus and CCI Form, the course was assigned three credit hours.

Laboratories
Laboratories at the University are assigned predetermined course numbers within each course mnemonic. While no new laboratories have been initiated in the College in recent years, new laboratories would be subject to the same curricular review process as traditional coursework.

In 2011, the College conducted an audit of courses, including laboratories, to compare (1) the duration of time for which a classroom or laboratory was reserved, and (2) the credit hours assigned to the course. The audit revealed that the College was potentially under-awarding credit for labs because the laboratories were reserved for four hours while the laboratories carried three hours of academic credit. However, a review of individual instances indicated that the laboratory classrooms were booked for longer than they were being utilized and that the proper amount of academic credit was awarded.

Internships
In multiple schools of the University, students may earn academic credit for internships. One formal credit-based internship program is the University Internship Program (UIP). This program:

[C]ombines academic instruction and work experience in an applied setting under the supervision of UIP liaisons, faculty members and field supervisors. The interdependence of the classroom-field
combination involves intentional learning that supports interns' academic, career and personal interests. The UIP field placement is a meaningful, closely monitored, career-related, major-related and/or interest-related work experience that extends interns' learning beyond the classroom to non-profit organizations, government agencies, and for-profit businesses.

Both the undergraduate psychology and sociology programs participate in the UIP. Students in these programs may earn academic credit for a qualifying internship. After faculty review, PSYC 4910/4920 and SOC 4810/4820 were designated internship mnemonics and assigned four credit hours each. Program faculty developed a combined instructional and workplace curriculum in which 60 percent of the course grade is based upon performance in an academic seminar (as evaluated by the faculty member) and 40 percent is based upon performance in the internship (as evaluated by the internship sponsor).

For the academic year internship program in Charlottesville, students must complete a mandatory eight-hour orientation session, serve 10 hours per week in the internship, attend a weekly two-hour seminar, and complete weekly out-of-seminar assignments.

Independent Study
The University utilizes independent study, at the undergraduate and graduate level, to enable students to pursue independent research projects, with oversight by program faculty. For example, in the Department of English, the program has designated four independent-study course mnemonics – ENWR 4950/4960 and ENGL 4930/4940. Faculty members are responsible for reviewing the proposed curriculum and assigning an appropriate course mnemonic and determining an appropriate number of credit hours. The Department of English outlines the following expectations of a proposed independent study course:

Independent study can be undertaken only with a full-time faculty member (not with a Graduate Teaching Assistant). Projects must require at least 25 pages of writing... These independent courses of study should explore a topic which you would not have an opportunity to study in the department's regularly scheduled courses. If you have an idea for such a project, you and your advisor need to select a faculty member qualified to direct your course. You then meet with this faculty member to discuss your proposal and to ask whether he or she would be willing to direct your project. At this time you and your director must agree upon reading lists and the written and/or oral work required. In general, the requirements for these courses should be significantly more challenging than those of regular major courses. You should be willing both to read and to write extensively in an independent project. Once you have secured your director and settled your course plans, during pre-enrollment for your next semester's courses, you should complete the departmental forms for Application for Independent Study and submit your formal proposal to the Director of Undergraduate Studies. Students must have a grade point average in English of at least 3.3 in order to apply to do independent study.

Faculty in other schools and programs of the University have processes for the approval of independent study proposals.

Research Hours
The University utilizes research hours for students engaged in independent thesis or dissertation research. As noted in the course numbering scheme, 8998, 9998, 8999, and 9999 are reserved for thesis and dissertation research courses. In the School of Engineering and Applied Science (SEAS), the
Graduate Studies Committee (GCC) provides oversight of the graduate curriculum. Its first charge is “[t]o review and approve proposals for new graduate courses and curricula,” at which time credit hours are determined and assigned. SEAS offers a significant number of research-based graduate programs, with many students engaged in full-time thesis or dissertation research, after completion of required coursework. With respect to research hours, the University has determined that 12 credit hours totals, a minimum of 36 hours of academic work, including independent research, laboratory research, group meetings, and consultations with faculty. Each student engaged in thesis or dissertation research is assigned a faculty advisor, whether a program advisor or thesis/dissertation advisor, who monitors student progress.

School of Medicine
The School of Medicine houses the one University educational program – the Doctor of Medicine (M.D.) – that is excepted from the Policy on Determination and Assignment of Academic Credit. The M.D. program is accredited by the Liaison Committee on Medical Education (LCME), which requires 130 weeks of instruction for a medical education program. As described by the school, the four-year, full-time curriculum — Next Generation: Cells to Society (NxGen) — consists of competency based educational experiences and assessments.

The Curriculum Committee provides oversight of the NxGen curriculum. As outlined in its governance documents, the committee is responsible for establishing processes for reviewing, evaluating, and revising the curriculum on a recurring timeline to ensure that the curriculum is coherent, coordinated, current, and effective. Curricular components — such as basic science courses, clerkships, electives, and selectives — are reviewed annually, including a review of course scheduling and student workload. For example, in February 2013, the committee made recommendations concerning the scheduling of the first-year curriculum for which it considered contact hours.

While the medical school curriculum does not utilize academic credit to measure program progress and completion, the University Registrar utilizes academic progress units to report certification of enrollment in the Student Information System. Moreover, the curriculum exceeds the University’s policy – and commonly accepted practice in higher education – with respect to the amount of effort per academic credit. For example, a one-week schedule from the first-year curriculum documents that between morning coursework held Sunday through Friday and afternoon Clinical Performance Development (CPD) sessions held Monday through Thursday, medical students exceed the academic work required for 12 academic credits – exclusive of outside assignments.

Off-Site Programs
The McIntire School of Commerce offers two sections of the M.S. in Management of Information Technology (MIT) – one in Charlottesville and one in Northern Virginia. Both sections require 30 credit hours; however, prior to 2012-13, the Charlottesville program lasted 12 months, while the Northern Virginia program lasted 16 months.

When moving the Northern Virginia section to an enhanced facility, the faculty reduced the duration of the program to 12 months. No changes were made to the total credit hours, program content and methods, or faculty. Aligning the calendars of the two sections allowed for greater networking opportunities between the two cohorts, as well as greater efficiencies in program delivery.

However, to ensure the contact hours between the two sections remained equivalent, the faculty of the McIntire School of Commerce added an extended residency period in Charlottesville for the Northern
Virginia section. The University sent a substantive change notification to SACSCOC, on March 28, 2012, regarding the change in program length. SACSCOC responded on July 11, 2012 acknowledging the notification.

Distance Education
Distance education courses are subject to the same governance processes as face-to-face courses. Curriculum and program committees review syllabi, taking into consideration contact hours and course assignments, and approve the number of credit hours assigned to a particular course.

For example, the School of Engineering and Applied Science offers the B.S. in Engineering Science, via distance education, through the PRODUCED in Virginia program. Program coursework taught via distance education constitutes a distinct section of a multi-section course that is simultaneously offered on-Grounds in Charlottesville. MSE 4320, offered via distance education and in-person, was assigned three credit hours based on the academic work required.

The School of Engineering and Applied Science also offers multiple graduate degree programs, via distance education, through the Commonwealth Graduate Engineering Program (CGEP). As with PRODUCED in Virginia, program coursework taught via distance education constitutes a distinct section of a multi-section course that is simultaneously offered on-Grounds in Charlottesville. SYS 6018, offered via distance education and in-person, was assigned three credit hours based on the academic work required.

Transfer Credit and Advanced Examinations
The University accepts both transfer credits from accredited institutions and a number of advanced examinations, such as the Advanced Placement (AP) exam. Decisions concerning the determination and assignation of credit are made by faculty after review of course syllabi and advanced examination-related materials.

With respect to transfer credit, the College evaluates such credit on four criteria:

- content, level, and comparability of the courses taken;
- applicability of the courses to fulfilling degree requirements of the student's intended major;
- performance quality of the student in the courses; and
- accreditation of the institution at which the work was completed.

The College maintains the U.Va. Domestic Transfer of Credit Analyzer, which contains evaluated courses, and their U.Va. equivalencies, from the Virginia Community College System (VCCS) and numerous U.S. colleges and universities. Faculty conduct periodic evaluations of courses in the database.

With respect to advanced examinations, the Undergraduate Record states:

The awarding of advanced standing or advanced placement is determined by the faculty. Faculty members from the relevant academic departments regularly perform reviews of subject curricula, subject examinations, grade distributions, and marking schemes provided by various examination agencies. After reviewing such materials, and in consultation with the appropriate dean’s office, faculty members make informed judgments about what credit, if any, is to be awarded. Faculty members verify such judgments through feedback provided from student performance in more advanced courses at U.Va.
For example, in December 2012, after reviewing subject curricula and examinations from the testing agency, the College approved the awarding of three elective English credits for a new higher-level International Baccalaureate (IB) examination – Language A: Language and Literature.

References

- Credit Hour (State Council of Higher Education for Virginia)
- Policy: Determination and Assignation of Academic Credit (U.Va.)
- Policy Statement: Credit Hours (SACSCOC)
- Program Integrity Questions and Answers – Credit Hour (U.S. Department of Education)
- Institutional Summary Form
- Student Information System, Class Search, ECON 2010
- Federal Requirement 4.4
- Undergraduate Record: Programs and Degrees Offered
- Graduate Record: Programs and Degrees Offered
- Policy: Student Enrollment
- Comprehensive Standard 3.4.11
- Committee on Educational Policy and Curriculum (College of Arts and Sciences)
- Handbook for the Creation and Management of Course (College of Arts and Sciences)
- Course Catalog Information Form (College of Arts and Sciences)
- Committee on Educational Policy and Curriculum: Actions, December 2012 (College of Arts and Sciences)
- University Internship Program, What is UIP?
- University Internship Program, Academic Credit and Grading
- Student Information System, Class Detail, PSYC 4910
- Student Information System, Class Detail, PSYC 4920
- Student Information System, Class Detail, SOC 4810
- Student Information System, Class Detail, SOC 4820
- University Internship Program, UIP Options
- Independent Studies (Department of English)
- Application for Independent Study (Department of English)
- Course Numbering Scheme
- Graduate Studies Committee (School of Engineering and Applied Science)
- Medical School Curriculum
- NxGen Curriculum (School of Medicine)
- Competencies Required of the Contemporary Physician (School of Medicine)
- Curriculum Committee (School of Medicine)
- Curriculum Governance (School of Medicine)
- Monitoring Curriculum (School of Medicine)
- Minutes 02.07.13 (School of Medicine)
- Fall 2013 Curricular Revisions (School of Medicine)
- Calendar for 2012-13 (School of Medicine)
- M.S. in Management of Information Technology (McIntire School of Commerce)
- Charlottesville Section (McIntire School of Commerce)
• Northern Virginia Section (McIntire School of Commerce)
• Substantive Change: SACSCOC Notification - M.S. in Management of Information Technology
• Substantive Change: SACSCOC Acknowledgment - M.S. in Management of Information Technology
• Student Information System, Class Search, MSE 4320
• Student Information System, Class Detail, MSE 4320
• Student Information System, Class Search, SYS 6018
• Student Information System, Class Detail, SYS 6018
• Undergraduate, Transfer to the College
• U.Va. Domestic Transfer of Credit Analyzer (live link)
• Undergraduate Record, Advanced Examinations