Commission on Colleges
Southern Association of Colleges and Schools

REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

The Commission on Colleges is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and on the accreditation status of the institution rest with the Commission on Colleges.

Name of the Institution: University of Virginia

Date of the Review: November 9, 2006

COC Staff Member: Dr. Joseph H. Silver

Chair of the Committee (name, title, institution, city and state):
Part I. Overview and Introduction to the Institution

To be completed by the On-site Review Committee.

Part II. Assessment of Compliance

Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Review Committee.

A. Assessment of Compliance with Section 1

Institutional Integrity

The Committee finds no evidence of non-compliance.

Adherence to Commission Policy

The Committee finds no evidence of non-compliance.

Substantive Change

The Committee finds evidence of non-compliance.

It appears that at least one new off-campus site (BIS program at Tidewater Community College), which might be subject to the substantive change policy, was added since the last review. The Off-Site Review Committee could find no evidence of the university's having notified the commission of this expansion. Further, the university did not identify a single new program, site, or distance delivered program that might be subject to the substantive change policy.

The On-Site Review Committee should review documentation on all programs, sites, or distance since the last review that could be construed as substantive change.

Representation of Accredited Status

The Committee finds evidence of non-compliance.

See 4.7
B. Assessment of Compliance with the Core Requirements

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)

Compliance

The institution has degree-granting authority from the Virginia General Assembly as provided by the Code of Virginia, Title 23-76. The Board of Visitors has the plenary authority to govern the institution per the Code of Virginia. The institution has awarded degrees since 1828.

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board nor the majority of other voting members of the board have contractual, employment, or personal or familial financial interest in the institution. (Governing Board)

Compliance

The institution is governed by a sixteen-member board appointed by the governor for staggered four-year terms per the Code of Virginia, Title 23-70. Plenary authority over the governance of the institution is vested in the Board of Visitors, including all powers given to corporations generally by the Commonwealth's corporate laws (COV 23-76, COV 23-69). The institution was created as a public corporation in 1819 through COV 23-9. Specific responsibilities of the Board of Visitors are enumerated in Section 2.4 of the Manual of the Board of Visitors and include policy making, securing financial resources, and selecting the President. Examples of the exercise of those responsibilities are reflected in minutes of Board meetings.

Appointments to the sixteen-member Board of Visitors are made by the Governor of the Commonwealth at the rate of four per year. By virtue of the provision for a single four-year term as Governor, the Board is composed by appointments from more than one Governor. By COV 23-72, Board members can serve no more than two terms. Business of the institution conducted by the Board must be done
so in full public disclosure and in compliance with the Virginia Freedom of Information Act (COV 2.2-3700-2.2-3714). The Manual of the Board of Visitors requires a minimum of one annual and three regular meetings per year.

Board members are prohibited by the Code of Virginia from engaging in any contractual, employment, personal or familial interest in the institution. As a public corporation, its financial and contractual affairs are governed by state law (COV 23-69, -76,76.1). Board members are subject to the State’s conflict of interest statute, COV 2.2-31, and are required to complete and file annual disclosures forms. (COV 2.2-3114).

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)

Compliance

The Code of Virginia grants "supreme administrative direction under the authority of the board over all the schools, colleges, and branches of the University" to the president of the institution. Specific responsibilities of the president are listed in Section 4.22 of the Manual of the Board of Visitors including the creation of an internal administrative structure, general operation, personnel management, financial oversight, and other duties as assigned by the Board. The presiding officer of the Board of Visitors is the Rector, who is elected by the Board for a two-year term, along with a Vice Rector. The Virginia Code prohibits the Rector from holding "any other office or position with the institution on the board of which he is serving (COV 2.2-2806). Assuming the prohibition is not gender specific, the president of the institution would not be legally eligible to serve as the presiding officer of the governing board.

2.4 The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. (Institutional Mission)

Compliance

The institution's mission statement is clear and well-defined. The Statement of Purpose and accompanying goals directly address teaching, research, and public service and specify how these objectives are carried out in the context of a large public research institution. The mission statement is published in a variety of paper and online publications, including catalogs, handbooks, and in various locations on the university's website.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Non-Compliance
The institution provided descriptions and documentation of the current strategic planning efforts that follow in the footsteps of the last comprehensive planning exercise in 1998 that led to “Virginia 2020: Agenda for the Third Century.” Development of the new strategic plan began in 2005 and will conclude in early 2007. The plan, which is directly linked to the institutional mission, was created based on a comprehensive evaluation of the institution’s strengths and weaknesses and the external environment. The plan links institutional priorities with a financial plan to support the new initiatives and a set of performance measures as a means of evaluating progress toward realizing the mission and priorities of the institution. The institution-wide planning and evaluation processes are supplemented by the separate strategic planning efforts within major organizations, for which summary descriptions were provided. The administrative units have for several years been engaged in Process Simplification and Critical Function Analysis, both of which provide mechanisms for continuously measuring and improving the efficiency and effectiveness of institutional operations. The planning process is linked to the internal budget process. All units must include in their budget requests: (1) a description of how departmental and school priorities are developed and addressed; (2) references to internal strategic planning efforts; and c) a description of how institutional priorities are addressed by their requests.

Since documentation concerning specific improvements was very limited, full compliance with this standard could not be determined. The On-Site Review Committee should confirm that the institution’s planning and evaluation process results in continuous improvement.

2.6 The institution is in operation and has students enrolled in degree programs. (Continuous Operation)

Compliance

The institution is in operation and enrolled 19,709 students in the 2005 fall term. All degree programs for undergraduates are clearly outlined in the Undergraduate Record and all degree programs for graduate students are listed in the Graduate Record. In 2004-05, the institution awarded a total of 5,877 degrees at the undergraduate and graduate levels and in law and medicine. In addition, the institution presented evidence of all degrees awarded at the institution since the 1990-91 academic year in an online Data Digest.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides a written justification and rationale for program equivalency. (Program Length)

Non-Compliance

A listing of all undergraduate programs clearly indicates that all require at least 120 hours of coursework. Some programs require far more than this minimum
(for instance, the five-year degree in Teacher Education which requires 150-160 credit hours). In the case of several programs in Education, the curriculum leads to a combined bachelor/masters degree in five years; here, as is appropriate, an additional 30 hours are required.

The compliance report states that in a recent audit, all graduate programs were found to require 30 or more hours. Unfortunately, this is not clearly documented in the catalog; in several cases, the program lists a requirement for 24 hours of coursework, but no additional requirement of thesis hours is explicitly stated in the Graduate Record, nor is any such requirement mentioned in the degree requirements set at the College level.

The On-Site Review Committee should confirm that the graduate program contains at least 30 semester hours.

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education. (Program Content)

Compliance

The university offers the breadth of programs one would expect at a flagship institution. New programs are initiated at the departmental level and are subject to review and approval by the Faculty Senate, the UVA Board of Visitors, and the state Council of Higher Education. Existing programs are subject to regular review according to published procedures.

2.7.3 The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that is (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency. (General Education)

Compliance

The College of Arts and Sciences, the academic home of the majority of Virginia undergraduates, has a clearly defined and appropriate 30-hour general education program, which includes the typical range of requirements in the natural sciences, social sciences and humanities, as well as competency in writing and foreign language. A small program within the College, the Ehols Scholars program, does not have specific requirements, but it appears that most students in the program do meet those of the College as a whole, and given that the program is for select, highly motivated students, it would be highly unusual for its
graduates not to have a firm grounding across the breadth of academic disciplines.

Other Colleges (Nursing, Architecture, Engineering and others) have their own general education requirements. In every case it appears that students will complete an appropriate suite of these courses.

2.7.4 The institution provides instruction for all coursework required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program. (Contractual Agreements for Instruction)

Compliance

Review of the undergraduate and graduate catalogs confirms that the institution offers at least one full degree at each level at which it is accredited. The institution controls all aspects of its educational programs leading to certificates and associate, undergraduate, master, and doctoral degrees. Transfer hours are accepted according to university policies.

2.8 The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. (Faculty)

Compliance

The institution provides evidence of an adequate number of full-time faculty members to support its mission and to ensure the quality of its programs. Full-time faculty members generated 80 percent or more of the student credit hours for the 2005-2006 Academic Year. During the 2005-2006 Academic Year the ratio of full-time equivalent students to full-time equivalent instructional faculty (including graduate and professional) was 10.2. In 2005, half of the classes enrolled 20 or fewer students, and only 16 percent enrolled 50 students or more.

The institution has a sufficient number of qualified faculty to support its graduate and professional programs. The institution has policies and processes to ensure that faculty are qualified academically and capable of offering quality academic programs. Additionally, the formal university program review process monitors the qualifications, productivity, and strengths of the faculty in addition to its programmatic review emphasis.

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are
sufficient to support all its educational, research, and public service programs.  
(Learning Resources and Services)

Compliance

The University of Virginia has library/learning resources adequate to support the degrees offered. As of June 30, 2005, the UVA Library System’s printed collections contained 5,053,162 printed volumes, 53,370 serial subscriptions, 5,541,742 microforms, 151,461 maps, 676,334 government documents, and 17,013,606 manuscript items. The Library System’s non-print materials included 465,037 slides, photographs, and other graphic materials; 65,043 sound recordings, 29,667 film and video materials, and 264,989 digital objects. Expenditures for the Library System’s collections during the 2005 fiscal year were more than $10 million. For the 2004 fiscal year, the University ranked 24th among 113 universities in the Association of Research Libraries (ARL), 41st in volumes added, 18th in serial subscriptions, 33rd in microform units, 21st in government documents, and 39th in expenditures for collections.

UVA supplements its library collections through collaborative associations with other institutions. UVA is a member of The Virtual Library of Virginia that provides access to digital resources, including journals, reference sources, and citation/indexing/abstracting databases. The University also participates in ad hoc collaborations with other college and university libraries in Virginia to purchase access to high-impact and expensive materials, such as Elsevier’s Science Direct and GeoRef.

A collections group is responsible for the development of collections in all formats; materials fund allocation and management and coordination of selectors. More than thirty subject librarians manage over 300 funds accounting for 70 percent of the collections budget. The subject librarians serve as liaisons to academic departments and programs. Subject librarians work with faculty and students to obtain library resources that meet their curricular and research needs. The Library maintains, on its web pages, subject guides, relevant to each academic department, that identify digital, print, and non-print resources located at the University and elsewhere.

Assessment activities are used to determine the adequacy of library/learning resources. Assessment activities include: reviews of user needs, as indicated through user requests; interactions between the various schools and the library’s departmental liaisons; reviews of the university’s academic programs and services; reviews of course curricula by the library’s subject area specialists; and reviews of use statistics required by the ARL Standards for Libraries in Higher Education. An annual review of library collections, collection size, number and types of resources, and expenditures is prepared as part of each university budget cycle. One goal established as part of assessment activities was met by determining that between 50 and 60 percent of newly cataloged books would circulate within two years.

The UVA Libraries won the 2005 “Excellence in Academic Libraries Award,” given annually by the Association of College and Research Libraries. According to the compliance certificate, the award is to recognize “academic librarians and
staff who work together as a team to develop an academic library that is outstanding in furthering the educational mission of its parent institution."

2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)

Compliance

The institution has provided a comprehensive outline of student support programs, services and activities that comprise what the institution defines as "The Student Experience." The institution addresses the total development of students, insures that students experience diversity in all corners of the institution, and strives to provide students with multiple opportunities to participate in the affairs of the institution. A report entitled The Student Experience 2020 outlines how students participate in institutional self-governance, how the institution encourages student participation in public service, how the residential experience integrates living and learning, how the institution is committed to diversity and student learning from multiple perspectives, and how the institution is at the forefront of addressing health and wellness issues facing students. In addition to experiences for undergraduate students, the institution has demonstrated an equal commitment to the success of students in graduate programs and professional studies. The institution also demonstrated that it is committed to the assessment of these programs, services and activities and has provided examples of how this information is used to enhance the quality of these opportunities.

2.11 The institution has a sound financial base and demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions. (Resources)

Non-Compliance

The institution did not provide an institutional audit prepared by an independent certified public accountant, a written management letter, or a statement of
financial position of unrestricted net assets, exclusive of plant assets and plant-related debt for the most recent physical year.

The committee's review of the institution's budget procedures, budget document, and Board minutes confirm that the annual budget is preceded by sound planning, is subject to sound fiscal procedures and is approved by the governing board.

2.12 The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

___ Compliance  
___ Non-Compliance

Note: If a recommendation(s) is warranted, include only the number and the recommendation under 2.12. Narrative, rationale, and evidence supporting the recommendation, as well as any other comments regarding the committee's assessment of this Core Requirement, should be included in Part III of this report. Delete this note prior to printing the final report.

C. Assessment of Compliance with the Comprehensive Standards

3.1.1 The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution's constituencies.

Compliance

The institution's mission statement is clear and comprehensive. Documentation was provided to demonstrate that it had been reviewed and approved as of 2004. The mission is communicated to constituencies in print (i.e., catalogs, handbooks, etc.) and in numerous locations on its website.

3.2.1 The governing board of the institution is responsible for the selection and the evaluation of the chief executive officer.

Compliance

The president is appointed by the Board of Visitors per the Virginia Code, 23-76, with the authority to exercise "supreme administrative direction" under the authority of the board. Specific duties of the president are cited in the Manual of the Board of Visitors, Chapter 4. The process for the selection of the president and the procedure for the removal of a president are detailed in the Manual of the Board. Selection and removal of a president requires a two-thirds vote of the entire board.

Minutes of the Board of Visitors meetings and copies of the president's Annual Report to the Board of Visitors indicate that an annual performance evaluation is currently made by the Board of the chief executive officer.
3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 the institution’s mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;
3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Compliance

3.2.2.1 The Code of Virginia, Title 23, established the institution, defined its mission and authority and created a Board of Visitors to exercise authority over all aspects of governance and policy. Per the Manual of the Board of Visitors, the governing body acts for the purpose of carrying into effect the Statement of Institutional Purpose that is published in Chapter One of the Board's manual. The Board periodically reviews the Statement of Purpose and has the singular authority to adopt the Statement for the institution.

3.2.2.2 Plenary authority over the institution is granted the BOV by Title 23 of the Code of Virginia. The Board is specifically authorized to invest and manage endowment funds and gifts of the institution through section 23-76.1 of the Code. Two committees of the Board, the Finance Committee and the Audit and Compliance Committee, exercise oversight of fiscal activities of the institution as defined by the Manual of the Board. Operational control of financial transactions are included in the "supreme administrative direction" granted the president under the authority of the board. The list of presidential responsibilities in the board manual includes fiscal management and budgetary oversight. Annual reports to the Governor and General Assembly, as required by the Virginia Code, include annual financial statements and status reports on capital projects. The Auditor of Public Accounts reviews those reports and informs the Board of the annual audit of the institution, athletics operations and the medical center (Auditor of Public Accounts letter, President's Report 2004-2005).

3.2.2.3 The institution’s Policy on Policies, GOV-001, establishes the rules and procedures for policy creation. The final authority to accept or reject all policies resides with the Board of Visitors and must be in accordance with the Code of Virginia and the Manual of the Board. Different categories of policy are defined including academic policy, presidential policy and institutional administrative policy. Approved policies are published in the institution’s Policy Directory. Activities relating to auxiliary/revenue generating enterprises are subject to both institutional policies and controls of the State Council of Higher Education for Virginia. The majority of auxiliary services are under the supervision of the institution’s associate vice president for business operations. A list of RGA’s is provided in the institutional policy on revenue generating activities.

3.2.2.4 The Board has approved a policy on university-related foundations that outlines the relationship between the institution and the foundations. A website has been established to identify all of the related foundations and provide access to information about each. Quick links are also provided to the institutions
policies related to the organization and administrative responsibility of the institution. There are 24 separately incorporated, independent institutionally related foundations, each with a board of directors. The institution's vice president and chief financial officer monitors the foundations' compliance with institution policy and reports the findings annually to the Board of Visitors.

3.2.3 The board has a policy addressing conflict of interest for its members.

Compliance

Virginia's State and Local Government Conflict of Interests Act, Code of Virginia Title 2.2-3100-3131, applies to the institution as part of the Commonwealth. The Act establishes a single body of law applicable to all state officers and employees regarding conflict of interest as related to economic interest. Three categories of unlawful conduct are defined: using an official position for private gain, having personal interests in certain contracts, and having personal interests in certain transactions. Members of the Board of Visitors are required to submit annual disclosure forms identifying their economic interest.

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Compliance

Members of the Board of Visitors are appointed by the Governor and confirmed by the House of Delegates and Senate of the Virginia General Assembly in accordance with the Code of Virginia, Section 23-70. The Virginia Commission on Higher Education reviews potential appointees to help ensure they are qualified and free from undue influence. The Code of Virginia grants powers to the Board of Visitors that are not subject to consultation with any political, religious, or other external group. The institution conducts orientation sessions for new members and the area of conflict of interest is a topic.

3.2.5 Members of the governing board can be dismissed only for cause and by due process.

Compliance

Virginia law provides that a member of the Board of Visitors may be removed only for cause and by due process. Section 23-73 stipulates that the failure of a member of the Board to perform the duties of the office for one year, without sufficient cause shown to the Board, is grounds for the Board to certify such failure to the Governor and that the position be deemed vacant. Board members may be dismissed only after (1) the opportunity to demonstrate reasons for their failure to perform, and (2) a determination by a majority of the Board that those reasons are insufficient.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.
Compliance

Section 23-76 of the Code of Virginia enumerates the policy-making functions of the Board of Visitors and also grants the Board authority to make regulations deemed expedient, not being contrary to law. The Manual of the Board of Visitors, Section 2.4, includes "the establishment of general education policy" among the powers of the Board. The Code and the Manual identify the President as the individual responsible for the overall administration of the institution, specifically "the operation of the University in conformity with the purposes and policies determined by the Board" and for "recommending to [the Board] for consideration those policies and programs which in the opinion of the President will best promote the interests of the University." The Board, as indicated in meeting minutes, interacts with the administration and faculty in identifying and developing policies deemed necessary for the efficient operation of the institution. The Faculty Handbook acknowledges the role of the Faculty Senate as the representative body of the faculty in matters of academic governance and implementation of policy.

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Compliance

The organizational structure of the institution is depicted through an organizational chart that is published on the institution's website and also published in paper form and distributed to university administrators each year during the fall semester. Reporting lines are identified and job duties for administrators indicate responsibility for the administration of institutional policies and functions.

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

Compliance

The institution has highly qualified administrative and academic officers as indicated by a review of the biographies of senior administrative and academic leaders. A broad range of expertise, experiences, and educational preparation is representative by the officers.

3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Compliance

The institution publishes policies and procedures regarding the appointment and employment of three categories of employees: faculty, classified staff, and university staff. Personnel policies for all categories are available on the institution's Human Resources website with a link to the Provost's website for faculty policies. Faculty policies are also compiled in the Faculty Handbook. New policies are announced by email and in Inside UVA, the faculty and staff
Human Resources publishes a newsletter, HR Around Grounds, and provides information on Equal Opportunity Programs and through orientation programs for new employees.

3.2.10 The institution evaluates the effectiveness of its administrators, including the chief executive officer, on a periodic basis.

Compliance

The institution policy on Employment of Non-Tenure-Track Faculty outlines the annual evaluation provisions for those who perform work that is "related to the management of the education and general activities of the institution, department or subdivision thereof." The annual review is based on the administrator's written report and on previously agreed-upon expectations. There is also a policy on annual performance reviews for faculty whether or not they hold administrative positions. The Faculty Salary Increase Policy states that unit heads must justify compensations increases for faculty members based on performance reviews. The documentation provided demonstrates that the institution has a practice of annual reviews of the President, Vice Presidents and other administrators.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Compliance

The President's job responsibilities, the University of Virginia's organizational chart, and NCAA certification material confirm that the President has the ultimate responsibility and exercises appropriate administrative and fiscal control over the intercollegiate athletic program.

3.2.12 The institution's chief executive officer has ultimate control of the institution's fund-raising activities.

Compliance

The committee's review of the President's job responsibilities as contained in the University of Virginia Manual of the Board of Visitors confirm the President has ultimate control of the institution's fund-raising activities.

3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (a) accurately describes the relationship between the institution and the foundation, and (b) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

Compliance

A review of the University of Virginia's Policy on University Foundations, minutes of the Board of Visitors External Affairs Committee, and a review of the Bylaws and Articles of Incorporation of a representative foundation confirms that the
institution related foundations have a contractual relationship that meets the requirements of the standard. The University of Virginia currently has 24 University related foundations. Annual letters are received from each certifying they are in compliance with the requirements of the policy.

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty and staff.

Compliance

Thorough policies address intellectual property in all its forms at UVA. The guidelines are written for all faculty, students, and staff persons who may have a need to protect and/or benefit from the intellectual contributions they make to the university. Both the copyright and patent policies clearly define the terms surrounding intellectual ownership--including copyright, work-for-hire rules, significant university resources, and sponsor-provided resources. These policies are mirrored in other pertinent student and faculty documentation to ensure clarity of education on this topic. The copyright policy defines the conditions under which protection may occur and the responsibilities of all persons who play a role in the protection process. Further, the Administrative Procedures to Implement the University Copyright is used to deploy the copyright policy which was approved by the Board of Visitors (1998).

3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Non-Compliance

The Process Simplification and Critical Function Analysis processes are apparently the vehicles by which administrative units describe expected outcomes, define measures, and report the results of assessments and how results are used in continuous improvement efforts. Expected outcomes for educational programs have been assessed in recent years primarily through Program Review and external accreditation of professional programs. Sample documentation was provided for Philosophy concerning data-driven improvement plans that resulted from Program Review. The institution described recent efforts to systematize the collection of outcome assessment plans, reports, and use of results for improvement and to target new resources to support the educational units in carrying out student learning outcomes assessment activities. A review of the entries in WEAVEonline revealed that the assessment plans for data collection were to be implemented during 2006-07, so there were no findings or reports on how the results of these assessments had been used for improvement.

The On-Site Review Committee should confirm that the institution has provided evidence of improvement based on the analysis of results.
3.4.1 The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Compliance

It is evident that both the faculty and administrators are given significant responsibility for approving and monitoring educational programs, and overseeing their assessment. With the Faculty Senate as the final faculty-driven constituency to approve new programs and program changes, all divisions undergo a similar process in which there is a high level of participation of the faculty members, chairpersons, deans, and various councils in the approval process. The levels of approval are also tailored for the varying needs and sizes of the different schools, as stated in the Program Approval Processes by School.

Expected outcomes for educational programs have been assessed in recent years primarily through Program Review and external accreditation of professional programs. However, the committee has a concern about the lack of documentation of assessment results for improvement; this concern has been addressed by the Off-Site Review Committee in 3.3.1.

3.4.2 The institution’s continuing education, outreach, and service programs are consistent with the institution’s mission.

Compliance

The institution’s historical commitment to continuing education, outreach, and other public service efforts is reflected in the wide variety of current, ongoing efforts reported in this section.

3.4.3 The institution publishes admissions policies consistent with its mission.

Compliance

The institution publishes admission policies for undergraduate students in the Undergraduate Record and for graduate students in the Graduate Record that are consistent with its mission. These policies are also published electronically by each school within the institution.

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript.

Compliance

Adequate documentation makes incoming students aware of how courses taken at other institutions will transfer into their transcript at UVA. To tailor transfer
credit for various disciplines, each school has established its own credit transfer policy which is aligned with that of the university. The use of these procedures appears to facilitate degree progress of students transferring from the Virginia Community College System. They clearly define how credit will be transferred from foreign institutions, through advanced credit examinations, and upon successful course completion of students currently enrolled in UVA but also enrolled in courses in other institutions. It is clearly stated throughout all documentation on credit transfer that a decision to transfer credits is based on the degree to which the course in question aligns itself with the mission of the degree program in which it will be used and its compatibility with a course that is part of the current program's curriculum. There are clear limits to the number of transfer credits for undergraduate programs (no more than 50 percent).

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Compliance

Academic regulations are clearly stated in both the undergraduate and graduate catalogs and are appropriate for an institution of higher learning. The University is justifiably proud of its Honor Code, one which promotes academic honesty among students, and substantive violations of which can lead to dismissal.

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Compliance

The institution has thorough policies on the amount and level of credit awarded for courses, regardless of format or mode of delivery. There is a standard format for course credit, for both undergraduate and undergraduate programs, using a formula consistent with that defined in the Integrated Postsecondary Education Data system. Additionally, the professional schools—namely, School of Medicine, School of Law, and the Darden Graduate School of Business Administration—have the flexibility to define course credit that is compatible with the instructional needs of various tracks that students may take. The same applies to the School of Continuing and Professional Studies, which relies heavily on distance courses as the means of delivering instruction.

3.4.7 The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Compliance

The university has provided a very clear definition of consortial arrangement, namely one in which students receive UVA credit for work done under the
auspices of some non-university entity. Many are study abroad partnerships; others are programs conducted jointly with other domestic institutions or agencies. In all cases, evidence is provided that the programs operate under the scrutiny of university faculty members and that appropriate levels of academic rigor are maintained.

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Compliance

The institution does not award credit for courses taken on a non-credit basis.

3.4.9 The institution provides appropriate academic support services.

Compliance

The institution has broad, comprehensive offerings in support of faculty and student success of its educational programs. The support services are designed to address a wide variety of requests based on needs of students and faculty members. Assessment and evaluation of support services is conducted annually as an ongoing process.

Specific examples of services offered include: (1) university-wide services (Learning Needs and Evaluation Center, Writing Center, Office of African-American Affairs, University Career Services, Center for Undergraduate Excellence, Transfer Student Peer Advisor Program) and (2) services provided by the schools and colleges (Strategies for Academic Achievement course in the School of Education, academic orientation courses, Teaching Resource Center, Teaching + Technology initiative, Arts & Sciences Center for Instructional Technology).

3.4.10 The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

Compliance

As noted above (2.7.3), guidelines for general education programs are established in each individual College and are generally completed in the first two years of study. These requirements are published in the Undergraduate Record. Course content is approved at all appropriate levels within the institution and is externally validated as part of the program review process. In addition, departmental assessment plans (see 3.3.1) incorporate elements of the general education program into desired student learning outcomes. Where appropriate, requirements are also reviewed by disciplinary accrediting bodies.

Requirements for the general education core are published extensively. In addition to being defined in the Undergraduate Record, they are also reported in
documentation for given majors. Likewise, the major requirements for both undergraduate and graduate programs are outlined in the respective catalogs. In all cases, the requirements -- both general education and major program requirements, including graduate/professional degrees -- meet the standards of commonly accepted courses for the degree sought.

3.4.11 The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

Compliance

The institution provides evidence that it protects the security, confidentiality, and integrity of its student academic records. The institution follows FERPA guidelines, other regulations from the Department of Education, and requirements outlined in the State Code that govern both paper and electronic records. All admissions, financial, financial aid, and academic information for students are contained in one integrated database known as the Integrated Student Information System. The institution also maintains an Information Warehouse that contains copies of the same stored data. Both of these databases are under the purview of the Registrar. The institution provides guidelines to faculty, staff, and others on maintaining the privacy and security of academic records. Data not stored electronically are stored on "strip" files at an off-site location managed by the institution's central information technology office. Access to strip file data and to older academic records on microfilm is also managed by the Registrar. In addition, the institution maintains other policies designed to protect the security, confidentiality and integrity of student records. These include an institutional policy on "Protecting Privacy Rights of Students," an "Administrative Date Access Policy," an institutional "Computer Usage Policy," and an "Electronic Access Agreement."

3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

Compliance

The faculty at UVA have primary responsibility for curricular matters. The process of initiating new courses, making changes to existing courses, and organizing/creating courses for a new major includes the full input of the faculty at the departmental level, as clearly outlined in each school's protocol for proposal submission. Each school has a curriculum reviewing body, consisting of faculty from different areas of the given school, which must approve the current curricular changes prior to being submitted to the Faculty Senate. These procedures appear to be published such that no questions may be raised about approval of curricula in given units. A significant strength of the approval process appears to be that a review of the course syllabus takes place to ensure course compatibility of the new/revised course with the goals of each discipline.

3.4.13 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

Each program is required to have a faculty coordinator. A list of all undergraduate and graduate coordinators has been provided; with a single exception all possess terminal degrees. In a few cases, the degree is from a related discipline, however, the alternative qualifications of all of these exceptions are well documented.

3.4.14 The institution’s use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

Compliance

The university has a program to ensure that most classroom instructors have access to instructional technology. Wireless network access is available in classrooms and instructional spaces plus many public areas on campus. The university defines and assesses computer competency through its core competency assessment program. Every two years the university assesses competency of undergraduates in two of the six competency areas.

Instructional media production support is provided to faculty, students, researchers, and staff by the Department of Information Technology and Communication (ITC) led by the Vice President and Chief Information Officer. This vice president is a member of the President’s Cabinet and reports to the University’s Executive Vice President and Chief Operating Officer. The ITC Training Service Group addresses faculty instructional needs and skills development. Students have access to ITC resources including drop-in assistance, tutoring, and seminars. A Help Desk is available 45 hours per week.

The University has established Instructional Toolkit as its electronic course management system. Faculty members have convenient access and use has become nearly universal. In Fall 2005, faculty used the Instructional Toolkit in about 4,400 courses (approximately 84 percent of courses offered). ITC offers brief training sessions to assist instructors in the Instructional Toolkit’s use. Instructional Toolkit is administered and supported by the ITC Instructional Technology Group, which also provides additional resources and training for faculty. Training ranges from one-on-one consultation to brief training sessions and workshops on use of Instructional Toolkit features.

Students and faculty in all units use computers, the internet, and special software applications. Each program expects all students to have basic computer literacy, including the ability to communicate via e-mail, to access web resources, to create word processing documents and presentations, and to manipulate data in spreadsheets.

3.5.1 The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.
Compliance

The institution follows the State Council of Higher Education for Virginia's requirements for the contents of its general education core and schedule for assessing student attainment of the related competencies. These competencies include writing, technology, quantitative reasoning, scientific reasoning, critical thinking, and oral communication. Each year the institution is asked to focus its assessment efforts on two of the six competency areas, to report the results, and to identify areas of improvement needed. These required assessments have been helpful to faculty in determining the extent to which their students are achieving the basic intended competencies. In addition, the institution employs other methods of measuring student outcomes of the general education curriculum, such as student surveys.

3.5.2 The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution.

Compliance

The university requires at least 25 percent of the total credit hours needed for graduation be earned at the institution. Published policies and procedures ensure that all degree requirements are met.

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs.

Compliance

The institution offers a progressively more complex and rigorous academic content for each of its graduate degree programs (master's and doctoral degree programs) and professional degrees.

Institutional policies and procedures provide thorough review to ensure that the graduate programs are more advanced. The review and approval process for new programs begins with a faculty discipline proposal and ends with appropriate higher academic and administrative review.

The institution actively seeks accreditation for all programs in which accreditation is available. All professional programs outside the Graduate School are accredited. The graduate programs generally require students to complete one or more culminating experiences, which could include a research project, final exam—oral, written or both. Candidates for master's degrees may be required to submit a thesis and doctoral candidates must submit and successfully defend a dissertation based on independent, original research that makes a significant contribution to their field of study.

These experiences require a level of independent learning beyond what is expected in undergraduate programs.
3.6.2 The institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.

Compliance

The university ensures a focus on independent learning in its graduate programs. The formal academic policies and procedures for new and existing programs require thorough reviews by the appropriate faculty and administrators in both graduate and professional schools. The reviewers determine that the programs meet university expectations for independent learning at the graduate level.

Published materials demonstrate that in addition to completing graduate-level course work, master programs generally require students to complete one or more culminating experiences, which could include theses, dissertation proposal and defense, research projects, comprehensive exams, or internships. These experiences are designed to foster independent learning. At the graduate level, there is an emphasis in the program evaluation on getting students involved with scholarship and preparing them to be independent learners.

Research and methodology training are integral to all research degree programs in order to provide students with the knowledge and skills needed to be independent learners. The course work is progressively advanced for doctoral students. Their entire research experience is designed to provide training in the ability to conduct independent research.

Program requirements within the professional schools are individualized. Examples include a graduate education program to pursue individualized research interests and pedagogical techniques through various research centers. In business administration, training in applied research prepares graduates to contribute to the solution of management problems in a creative and original fashion. In engineering and applied science, students develop an individualized academic program to pursue their areas of interest while simultaneously ensuring adequate breadth and depth in a particular field.

Effectiveness of these measures within the professional schools is validated by maintenance of their accreditation status, success of graduates on licensure/bar examinations, and as well as by their selection for advanced graduate and specialty programs.

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions.

Compliance

The institution outlines in the Graduate Catalog the degree requirements for all schools within the university. In all cases the majority of credits toward a
graduate or post-baccalaureate degree must be earned at the institution. Some degree programs allow a minimum number of transfer credits while others do not accept any transfer credits. In all cases the requirements are clearly stated in the Graduate Catalog.

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Compliance

Perusal of the faculty roster provided reveals that the vast majority of University faculty meet required standards, mostly by possessing a terminal degree in their discipline. The Office of Institutional Assessment has prepared a table which breaks down numbers of instructors with terminal degrees in the discipline for each program. For most the percentage with such degrees is extremely high; those that are low are either in the arts (where apparently an MFA is not considered terminal) or in one new program (Studies in Women and Gender). In the latter program, most instructors do possess doctoral degrees in one of the disciplines that contribute to this relatively new interdisciplinary program.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Compliance

The institution provided documentation of the process for regular faculty evaluation, as well as the process in place for non-tenured faculty.

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

Compliance

The institution offers a number of university-wide programs to support the ongoing professional development of its faculty. These opportunities range from sabbatical leaves to training seminars to financial support of various activities. Faculty development activities are supported both in university-wide programs and practices and through the university's colleges and schools.

Some specific selected programs and opportunities include:
• New faculty orientation
• Release time
• An Excellence in Diversity Fellows Program
• Leave for Educational Purposes
• University Teaching Fellowships
• Professors as Writers Program
• Department of Information Technology and Communication programs and resources.
• Training through The Instructional Technology Group.
• Technical support from The Institute for Advanced Technology in the Humanities.
• Interdisciplinary discussions of effective teaching and innovative uses of technology for teaching.
• Consultations with The Digital Media Lab

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Compliance

It is obvious that academic freedom is a priority of the UVA campus community. Support is reported in the Faculty Handbook, a publication titled Teaching at the University of Virginia: A Handbook for Faculty and Teaching Assistants, the website for the University's Vice President for Research and Graduate Studies, and the Faculty Policy. A grievance process is well-defined if an infraction on the faculty member's right to academic freedom has occurred.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Compliance

Faculty are given the responsibility of overseeing policy and curriculum development through well-defined policies that appear in the Faculty Handbook and the University's Policy on Policies. The Faculty Senate serves as the vehicle by which discussions and debates on faculty-centered issues occur. It is also the body that maintains the faculty's role in shared governance. To further ensure the central role of faculty in operations at UVA, each school is responsible for reporting policies and bylaws that establish the authority of faculty in governance and academic issues of the given schools.

3.8.1 The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.

Compliance

The University provides facilities, services and learning/ information services to support its mission. The Libraries and the Information Technology and Communications (ITC) units provide centralized and coordinated facilities and services. Both general and specialized facilities, available in twelve libraries, a storage facility, a health sciences library, a law library, and a business library, serve the university's undergraduate, graduate, and professional schools' educational, research, and public service programs. While most students bring
laptops to the university, the library and ITC provide more than 3,000 general purpose computers and 50 laptops for check out in the libraries. The libraries also provide faculty office space for one year periods for faculty whose research relies on the use of library collections and services. The libraries also provide discipline specific help in the use of digital resources, to faculty and students in various media laboratories around the campus. A space utilization audit was conducted in 2005. The results were not supplied in the compliance report.

The UVA libraries offer services generally expected in an academic library. These include reference and instruction services, central technology help desk, distributed help desks, laptop clinics, information services liaisons, document delivery of library materials, foreign language translation services, interlibrary loan, circulation and reserves, and services for the disabled and distance learners. The University Library supplements its reference desks with an online E-mail Reference and Real-Time Reference site. The libraries' webpage offers information about and access to library services.

The university owns substantial collections, supplemented by formal arrangements and agreements with other institutions, which are sufficient to support its educational, research, and public service programs. As of June 30, 2005, the UVA Library System’s combined printed collections contained 5,053,162 printed volumes, 53,370 serial subscriptions, 5,541,742 microforms, 151,481 maps, 676,334 government documents, and 17,013,606 manuscript items. The Library System’s combined non-print materials contained 465,037 slides, photographs, and other graphic materials; 85,043 sound recordings; 29,667 film and video materials; and 264,989 digital objects. Expenditures for Library System’s collections during the 2005 fiscal year topped $10 million for the first time. Just over $3.2 million of the $10.1 million materials budget was allocated to electronic resources.

Assessment is part of the culture of the Libraries. Documentation from the 2004 and 2005 surveys illustrate a high level of satisfaction with facilities, services, and resources. Assessment results are used to initiate improvements, such as expanded hours, faster shelving of books, and delivery of books to faculty offices.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Compliance

The university conducts regular and timely instruction in the use of library and learning resources available to students. Instruction is offered in a variety of methods, including orientation sessions, tours, individual tutorials, a variety of short courses, in class instruction, and online instruction. In 2005/2006, 14,808 students participated in 1,334 library instruction sessions. Faculty members work with library staff to incorporate online instructional aids into the curricula in various ways. Faculty and library cooperation include scheduling in-class library instruction sessions, instruction on how to use specific technology, and classroom demonstrations on information-gathering skills. Library staff also assist faculty in designing sessions specific to their courses. Library staff offers research tutorials as an introduction to the research of a discipline, to assist with
specialized research projects, and to provide individual instruction in the use of online databases and other library resources. ITC provides specific training programs for students on how to access the university network; how to configure personal hardware to conform to the university’s technology infrastructure; and instruction in the use of institutional administrative technology. Participants evaluate all user-education sessions. Evaluations ask participants to assess the content and usefulness of the class and the effectiveness of the instructor, to provide an overall rating of the session, and to suggest improvements.

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Non-Compliance

The University of Virginia employs a sufficient number of qualified library and information-technology staff to accomplish its mission. Staff members have opportunities for professional development, are regularly evaluated, and are active members of their professions. Hiring and promotions conform to University guidelines. According to documentation supplied in the compliance report, in the 2004-05 fiscal year, the University Library System employed 313.5 total full-time-equivalent staff, which included 101.5 professional staff and 212 support staff, and 60 FTE student assistants. In the 2003-04 fiscal year, the University Library System ranked 25th out of 113 peer universities in the ARL Libraries in terms of number of professional staff, 22nd for support staff, 35th for student assistants, and 20th for personnel expenditures.

Although documentation indicated that professional staff in the University Library System hold appropriate credentials or terminal degrees in their areas of expertise (e.g., M.L.S., M.I.S., M.S., M.A., J.D.) and that many library faculty also hold advanced degrees in their areas of expertise, such as history, literature, and sociology, no staff rosters or curriculum vitae were included for review to enable verification of qualifications. The On-Site Review Committee should confirm that library staff possess appropriate qualifications.

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Compliance

The institution publishes a clear and appropriate statement of student rights and responsibilities in the Undergraduate Catalog and the Graduate Record. The statement also appears on the Web page of the Vice President and Chief Student Affairs Officer. The institution authorizes students to participate in the governance of the institution’s judicial system through the University Judiciary Committee and the Honor Committee. The University Judiciary Committee is authorized to investigate and adjudicate alleged violations of the University’s Standards of Conduct. The Honor Committee is responsible for the overall administration of the Honor System.
3.9.2 The institution protects the security, confidentiality, and integrity of its student records.

Compliance

The institution protects the security, confidentiality, and integrity of its student records according to guidelines outlined in the Family Educational Rights and Privacy Act (FERPA) and regulations of the Department of Education. The institution maintains student data in its Integrated Student Information System and its Information Warehouse. In addition, guidelines for record maintenance, disposition, and preservation are provided in the institutional Record Management Policy. The International Studies Office oversees the University’s compliance with Department of Homeland Security policies, student disciplinary records are maintained in compliance with FERPA, and the security of student medical files complies with federal and state requirements. Finally, the institution maintains an Incident Report Information System, housed on a secure server, that documents and monitors incidents that occur among students. Access to this system is restricted to authorized users that are required to undergo training before gaining access.

3.9.3 The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Compliance

The institution demonstrates that it has qualified personnel providing services that support the institutional mission. The institution has documented that the majority of administrative or professional faculty members hold a master’s degree, Ed.D., Ph.D., or J.D. degrees. Those holding only a baccalaureate degree have been shown to have professional experience commensurate with their level, role, and title. The institution has demonstrated that staff members also receive additional training as needed and that professional development opportunities are regularly available throughout the year. In addition, the staff is encouraged to attend regional and national professional meetings and conferences associated with their disciplines or areas of expertise.

3.10.1 The institution’s recent financial history demonstrates financial stability.

Compliance

The university is a state-supported institution of higher learning. As has occurred at most similar institutions, the university is relying less on state appropriations and more on student tuition and fees as well as extramural funding and fundraising. The institution has had stable enrollment for the past five years. Endowment payouts are governed by the University of Virginia Investment Management Company, a related 501(c)(3) corporation. Endowment payouts are in line with national averages while returns have generally exceeded the national average. The university has the highest bond rating from all three national rating agencies, one of only two institutions in the country to achieve this.
3.10.2 The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution.

Compliance

The committee's review of documents confirms that the institution has provided financial reports and completed all financial information as requested by the commission.

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

Compliance

The committee's review of the audited state wide single audit reports confirms that the financial aid programs are audited as required by federal and state regulations. There were no reportable conditions noted during the last two audits.

3.10.4 The institution exercises appropriate control over all its financial and physical resources.

Compliance

The committee's review confirms that the institution exercises appropriate control over all of its financial and physical resources. The institution has up-to-date policies and procedures that adequately addresses the control of financial resources. It also has a fully functioning internal audit department as well as a property office that maintains and confirms physical inventories on a regular basis. The Risk Management Office ensures that the University manages its risk efficiently and effectively.

3.10.5 The institution maintains financial control over externally funded or sponsored research and programs.

Compliance

The committee's review confirms that the institution maintains financial control over externally funded and sponsored research programs. The Office of Sponsored Programs has responsibility for both pre-award and post-award activity. The institution has adequate financial and internal controls as evidenced by the fact there have been no questioned costs during the past two single audits.

3.10.6 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Compliance
The committee's review confirms that the institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. The Office of Environmental Health and Safety has experience in hazardous waste management, biological safety, radiation safety, industrial hygiene, fire and life safety and indoor air quality including asbestos. The institution also has a fully functioning police department as well as a Crisis Management Plan and published emergency procedures.

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

Compliance

The committee's review confirms that the institution operates and maintains its physical facilities and they are adequate to serve the needs of the institution. The institution has a Campus Master Plan that is updated as needed with a comprehensive review every five years with appropriate input from all interested parties. The Physical Facilities Office maintains preventative maintenance schedules and a deferred maintenance list that is regularly reviewed. The university has adopted a policy of additional funding to help meet the deferred maintenance backlog.

D. Assessment of Compliance with Federal Requirements

4.1 When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Compliance

The institution provided numerous examples of data it regularly collects and reports on student achievement, including course completions, retention rates, graduation rates, passage rates on professional examinations, and analysis of alumni job placement success.

4.2 The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.

Compliance

It is clear that education, both undergraduate and graduate, is at the core of the mission of the university. As has been amply documented throughout, programs are developed in a faculty-driven process, with approval and review occurring at multiple levels, both within the university and at the statewide level.

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

Compliance
The institution demonstrates that its academic calendar appears in the Undergraduate Record and the Graduate Record. In addition, the Registrar maintains an online academic calendar. The School of Law, the School of Medicine and the School of Business Administration operate on different academic calendars which are all available electronically. Each school is able to establish its own grading policy and a compilation of these are found in the Undergraduate Record. The Graduate Record documents a similar compilation of grading policies for the different schools. The institution publishes its refund policies in the Undergraduate Record and Graduate Record.

4.4 The institution demonstrates that program length is appropriate for each of the degrees.

Compliance

The University offers degrees that are the appropriate length in its undergraduate, graduate and professional programs. Established academic policies require review of all new programs and changes to a current degree programs by faculty in the discipline, faculty committees and administrators at multiple levels. The length of the program is one of the reviewed factors. This factor is also addressed by the university-wide five-year program review process. External norms established by state licensing boards and national accrediting bodies are applied appropriately to the institution’s academic programs.

4.5 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

The institution demonstrates that it maintains and follows adequate procedures for addressing written student complaints in a fair and professional manner. The institution demonstrates that it has a general practice of managing written complaints from students on a wide range of issues in a number of administrative units. The institution maintains formal policies and procedures for addressing written complaints in three categories: academic or student-affairs grievances; complaints related to discrimination, bias or sexual assault; and disciplinary complaints and appeals regarding disciplinary sanctions. Procedures for addressing a wide range of student complaints can be found in the Undergraduate Record, Graduate Record, and such Web sites as the Department of Parking and Transportation, the Office of Student Financial Services, and the Inter-Fraternity Council Judiciary Committee.

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

Compliance

The institution’s recruitment materials and presentations in paper and online versions accurately represent the institution’s practices and policies. The Office
of Undergraduate Admissions has central responsibility and oversight for all aspects of undergraduate admissions and routinely reviews and updates recruitment materials and presentations. Each graduate or professional school determines and publishes its own admission policies. These policies are reviewed annually by the respective deans and program directors.

4.7 The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information.)

Non-Compliance

The University of Virginia consistently and accurately publishes the name of its primary accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools, along with the accreditor's address and telephone number in print and online catalogs. In the Undergraduate Record and the Graduate Record, the information appears in an introductory section on the University under a subheading: Accreditation.

The On-Site Review Committee should confirm that the institution has made it clear that inquiries to the Commission should relate only to accreditation issues.

4.8 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments.

Compliance

The committee's review of documentation confirms the institution is in compliance with its program responsibilities under Title IV. This is further confirmed by the unqualified opinions received on the last three independent audits of federal financial aid funds. The University has received one Title IV complaint that has subsequently been resolved.

E. Additional Observations regarding strengths and weaknesses of the institution.
   (optional).
Part III. Assessment of the Quality Enhancement Plan

To be completed by the On-Site Review Committee.

A. Brief description of the institution’s Quality Enhancement Plan

B. Analysis of the Acceptability of the Quality Enhancement Plan

1. **Focus of the Plan.** The institution identifies a significant issue(s) related to student learning and justifies its use for the QEP.

2. **Institutional Capability for the Initiation and Continuation of the Plan.** The institution provides evidence that it has sufficient resources to implement, sustain, and complete the QEP.

3. **Assessment of the Plan.** The institution demonstrates that it has the means for determining the success of its QEP.

4. **Broad Based Involvement of the Community.** The institution demonstrates that all aspects of its community were involved in the development of the Plan.

C. Analysis and Comments for Strengthening the QEP
APPENDIX A

Roster of the On-Site Review Committee
APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed