

# **University of the Virgin Islands**

## **Title III Part B Comprehensive Development Plan**

**Strengthening Historically Black Colleges and Universities**

**October 1, 2017 – September 30, 2022**

## **COMPREHENSIVE DEVELOPMENT PLAN**

### **INTRODUCTION**

The Title III Part B Grant Program, adopted by Congress with the passage of the Higher Education Act of 1965, was designed to assist Historically Black Colleges and Universities (HBCU) in establishing or strengthening their infrastructure in areas such as their “physical plants, financial management, academic resources, and endowments”. The University of the Virgin Islands, which holds the distinction of being the only HBCU outside the U.S. mainland, has been a recipient of Title III funding since the inception of its relationship with the U.S. Department of Education in 1968. There are 16 legislatively allowable activities for which these funds provided to UVI and other institutions can be used, including the purchase of scientific equipment, construction or renovation of classrooms and labs, improving students’ financial literacy and outreach to elementary and secondary students.

### **BACKGROUND**

The University of the Virgin Islands was chartered on March 16, 1962, as the College of the Virgin Islands (CVI)—a publicly funded, coeducational, liberal arts institution—by Act No. 862 of the Fourth Legislature of the U.S. Virgin Islands. According to that law, the College’s cornerstone objective was to provide for “...the stimulation and utilization of the intellectual resources of the people of the Virgin Islands

and the development of a center of higher learning whereby and wherefrom the benefits of culture and education may be extended throughout the Virgin Islands.”

The first campus opened on St. Thomas in July 1963, on 175 acres donated by the federal government, with the first board of trustees taking office in August of that year. In 1964, the college founded a second campus on St. Croix, on 130 acres also donated by the federal government. Over the years, through purchase and other donations, the University has increased its real property to 295 acres on St. Croix and 390 acres on St. Thomas. The majority of this acreage, particularly the initial holdings and the immediately contiguous areas, houses the academic, research and outreach programs and services and technical assistance that are integral to achieving mission elements, including the responsiveness to community that is embedded in the mission.

The College of the Virgin Islands began by offering only associate of arts degrees. In 1967 it added bachelor’s degree programs in liberal arts and education. The first baccalaureate degrees were awarded in 1970, and in 1976 the college awarded its first master’s degrees in education. Two years later, master’s degree programs in business administration and public administration were instituted on both campuses.

CVI was designated as a Land-Grant institution in 1972, when then-President Nixon signed the Education Amendments Act. As a part of a network of such institutions, the College of the Virgin Islands assumed the responsibility for implementing (in the US Virgin Islands) the concept that a practical education should be available to all interested students, not just the wealthy. With both the Agricultural Experiment Station and the Cooperative Extension Service, the institution continues its agricultural research and information dissemination activities.

In 1986, the College of the Virgin Islands was renamed the University of the Virgin Islands to reflect the growth and diversification of its academic curricula, community and regional services, and research programs. That same year, the United States Congress named UVI one of America's Historically Black Colleges and Universities (HBCU); **therefore, it holds the distinction of being the only HBCU outside of the continental United States.** UVI is also the Territory's only accredited institution of higher learning, and is accredited by the Middle States Commission on Higher Education.

### **INSTITUTIONAL PROFILE**

The University of the Virgin Islands is comprised of two campuses; one on the island of St. Thomas and the other on the island of St. Croix. An Academic Center on the island of St. John facilitates the ability of students residing on that island to take classes via video-conferencing technology, thereby reducing their need to travel to the St. Thomas campus. The University has a population of 2,416 students (as of fall 2016), where the St. Thomas campus accounts for 63%, while the remaining 37% are split between the St. Croix campus (36%) and the St. Martin campus (1%), where UVI operates an extension campus in collaboration with the University of St. Martin. UVI has a diverse demographic; 67% of the student body is Black/African American, while 8.3% are of Hispanic descent, and 6% are Caucasian. Based on gender, females represent 68% of the student body, while males account for the remaining 32%.

As the only institution of higher learning in the Virgin Islands, UVI offers both undergraduate and graduate degree programs. Approximately 90% of the student population (as of fall 2016) is enrolled in undergraduate degree programs, with the

remaining 10% attending graduate courses at the masters or Ph.D. levels. The university offers a wide range of academic programs including 38 undergraduate programs, 11 graduate degree programs, a doctoral program, and four undergraduate certificate programs.

The University of the Virgin Islands is organized around five Schools and Colleges, to include the School of Business; School of Education; College of Liberal Arts and Social Sciences; School of Nursing; and the College of Science and Mathematics. The Schools and Colleges offer a wide range of Bachelors of Science and Art as well as Associates of Arts degrees. The School of Business offers Bachelors of Art and Associates of Arts degrees in Business Administration, Accounting, and Management. Additionally, the school also hosts Master of Business Administration and Executive MBA programs. The School of Education awards degrees in Elementary Education and Inclusive Early Childhood Education. With its Master of Arts in Education program, degrees are offered in Teaching, Educational Leadership, and Counseling and Guidance.

Applied Mathematics, Computer Science, Biology, Marine Biology and Chemistry are some of the major degrees offered by the College of Science and Mathematics. A Computational Science minor was recently added, with support from the Title III SAFRA grant program, and a Computational Biology concentration is also available. This school also employs a Master's program in Mathematics for Secondary Teachers as well as Marine and Environmental Science. In collaboration with the School of Education, the College of Science and Mathematics offers a Master's degree in Mathematics for Secondary Teachers.

. Degree programs within the College of Liberal Arts and Social Sciences (CLASS) include , Bachelor of Arts degrees in Communication, English, Humanities, Music

Education, Psychology and Speech Communication. CLASS also offers Associates of Arts, Bachelor of Arts and Bachelor of Science degrees in Criminal Justice. Additionally, the College of Liberal Arts and Social Sciences offers Master of Arts degrees in Public Administration and Psychology. The School of Nursing is presently the only academic unit without an advanced degree program. The Bachelor of Science in Nursing (BSN) program, offered by the School of Nursing, is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

A new Ph.D. in Creative Leadership for Innovation and Change enrolled its first cohort in fall 2016. Four areas of concentration are available to students pursuing this degree: Creativity and Leadership for Change; Business Leadership Innovation and Creativity; Organizational Development and Leadership; and Educational/Academic Leadership for Change. The first students to successfully complete this program are expected to graduate in spring 2018.

### **THEME**

The theme selected by UVI President Dr. David Hall for the Title III grant program for the 2017-22 cycle is *Transforming UVI Along the Pathway to Greatness: Expanding Student Success and Institutional Growth*. There are six projects selected by the President for the new cycle, which coincide with the overarching theme and which address the University's needs. They include:

- Institutionalizing Goal 2A of Pathways to Greatness;
- Childhood Learning Laboratory;
  
- Capacity for Greatness;
  
- Post Award Grant Capacity Enhancement;

- Development of a Fine Arts Department; and
- On-campus Calling Program Support.

Additional projects consistent with both the theme for the cycle and the Legislative Allowable Activities may be added during the cycle as funding becomes available. These projects will seek to:

- enhance the institution's student services;
- improve the institution's academic quality;
- advance the University's institutional management capabilities; or
- secure the institution's fiscal stability.

## **MISSION**

The mission of the University of the Virgin Islands clearly defines the institution's purpose within the context of higher education, explaining whom the mission serves and what it intends to accomplish. The mission statement is:

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

## **VISION**

The institution's vision statement describes what the University wants to be in the future and publicly declares expected outcomes. Developed with broad institutional

support, UVI's vision is responsive to the institution's dynamic environment and articulates what UVI seeks to become within the context of its mission, as stipulated by the Middle States Commission in Higher Education. The vision is:

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

### **CORE VALUES**

The strength of the University lies in the value system that embodies the principles, ideals and beliefs of its key stakeholders (including students, faculty, staff, administrators, and trustees), and forms the foundation for UVI's actions. These values also speak to the institution's aim of serving the larger community and region as well. There are 10 core values adopted by the University to fulfill its mission and vision. They are:

- *Students First*—Students are the most important stakeholders.
- *Learning and Scholarship*—Learning and scholarship for UVI students and employees, and the community at large, are valued.
- *Excellence*—There is a commitment to upholding high academic standards and providing a nurturing and supportive educational environment.
- *Teamwork*— Teamwork and accountability are essential to achieving institutional goals and objectives.
- *Collegiality and Shared Governance*—The institution is committed to a partnership among students, faculty and staff.



- *Inclusiveness of Ideas*—Mutual respect for everyone is valued and expressed through fair and equitable treatment.
- *Principled Leadership*—The institution’s leadership is committed to achieving optimal results by collaborating with employees to solve problems and reach solutions.
- *Supporting our Community*—There is a shared responsibility to support the local community through enthusiastic, responsible service.
- *Effective Use of Technology*—Technology is viewed and used as a tool to enhance teaching and learning and to improve the effectiveness of UVI’s educational and administrative processes.
- *Equitable Reward System*—The institution and its leaders support a performance-based system that recognizes and values the contributions of all employees.

### **MANAGEMENT VALUES**

In addition to its core values, UVI has also adopted several management related values. President Hall introduced seven management values, which have been incorporated into the Strategic Plan and into the employee performance review process to serve as the framework for the University’s internal operation. These management values include:

- *High performance Institution with a focus on quality*—Provide quality services and products, as well as be efficient in delivering these services and programs.
- *Service Oriented*—The quality of our service and programs must meet the needs of our core customers (students) and also increase their level of satisfaction.

- *Uncompromised Integrity*—The University must demonstrate moral and ethical standards.
- *Informed Decision Making*—For informed decisions to be made, information must be available, transparent and shared.
- *Fiscal Responsibility*—The University has to manage its resources responsibly and efficiently.
- *Performance Assessment*—Evaluating the performance of employees to ensure that standards are met and training can be provided where necessary.
- *Emotional and Spiritual Health*—To nurture the emotional and spiritual well-being of employees and to provide support as needed.

## **STRATEGIC PLAN FOUNDATION**

The current strategic plan, Pathways to Greatness, was originally scheduled to expire on September 30, 2017; however, the Board of Trustees at the University of the Virgin Islands has extended it for an additional year, which will expire on September 30, 2018. This extension has allowed the University to complete its self-study, as required by the Middle States Commission on Higher Education.

There are four outcomes that are targeted through the self-study report:

- **Outcome 1:** While building upon a culture of continuous improvement, identify processes to improve data collection and recommend strategies that

will improve the use of the data to better inform University decisions. These strategies will become the measurements for the next strategic plan.

- **Outcome 2:** Create operational plans to embed the processes and concepts of *UVINext* into each University Component and Department that will allow them to engage in effectively measuring and monitoring academic programs and administrative services.
- **Outcome 3:** As the institution rapidly moves towards the completion of *Pathways to Greatness*, the self-study process will provide insight into actions and initiatives that will become the foundation for the next strategic plan.
- **Outcome 4:** Demonstrate how the University of the Virgin Islands achieves Middle States standards for accreditation as it pursues its mission.

The self-study and accreditation outcomes will be used as the foundation of the next strategic plan, the lifespan of which will be consistent with the reduced timeframe between institutional accreditation reviews—eight years. The Strategic Plan will then be constructed on a foundation consisting of six “Pillars of Greatness”, which are aspirational in nature and which address those factors that are expected to “support the continuing quest for greatness”. These focus areas include:

- **Innovations and Distinctions**—which speaks to those factors about the University of the Virgin Islands that are unique and special about the institution. This pillar incorporates initiatives such as student entrepreneurial activities and innovation centers.

- **Academic Leadership and Excellence**—a pillar that embraces the expansion of institutional curriculum and faculty research, resulting in an enhanced regional and national profile for the University of the Virgin Islands.
- **Student Success and Achievement**—focused on the institution’s support for holistic student success, this tenet is a fundamental component of the mission of this learner-centered institution. Student attributes of academic excellence, global sensitivity, and emotional/spiritual balance are all functions of this component.
- **Measurement, Analysis, Knowledge Management and Results**—addresses the need to continually collect and assess data toward institutional improvement.
- **Operational Efficiencies and Focus**—supporting the administrative functions of the institution, this pillar endeavors to ensure that all institutional processes are aligned toward agreed-upon objectives, which are measured. This pillar also supports revenue enhancement initiatives.
- **Valuing of the People and Relationships**—which speaks to the need to ensure that the appreciation of the value of the students and employees of the institution is reflected in all aspects of the institution’s operation.

## **STRATEGIC PLAN PROCESS**

As articulated in the Self-Study Report, the University of the Virgin Islands will engage in a collaborative planning process after the reaffirmation of accreditation. The process, to be designed by the Institutional Effectiveness and Assessment Advisory Board (IEAAB), will involve:

- Establishing a Planning Task Force (PTF) that will consolidate emerging themes from meetings with constituency groups and which will be responsible for the development of the new strategic plan.
- Reviewing and making recommendations about accepting or changing the current Mission, Vision and Core Values.
- Engaging data collection, community (internal and external) engagement and data analysis processes, including an environmental scan.
- Establishing strategic initiatives that are supported by information derived from the data.
- Linking the budgetary process to the strategic initiatives.

The strategic initiatives that emerge from the 2018 Strategic Plan will build on the foundation of the Six Pillars of Greatness and will be operationalized in annual plans that are reviewed by the institution's shared governance process and approved by the Board of Trustees. This annual process is the means "by which decisions are made about what will be accomplished that year, how it will be resourced and how the outcomes will be communicated and archived."<sup>1</sup>

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<sup>1</sup> UVI 2017 Self-Study Report; p. 78.

The new planning process will include an analysis of the institution's strengths and weaknesses. Some of the strengths cited in the Self Study Report and Middle States Review Team listing of commendations are:

- professional accreditation achieved by the schools (Accreditation Council for Business Schools and Programs, Accreditation Commission for Education in Nursing, and National Council for Accreditation of Teacher Education);
- expansion of minors offered at the institution, which now include Caribbean Cultural Studies, Communication, Fine Arts, Mathematics, Political Science, Psychology, Sociology, English, Spanish, Computational Science, Environmental Science, and Health Science.
- adoption of 360 performance reviews of upper level management, transparency in communication, and well documented mediation and grievance procedures;
- ceation of the Center for Student Success (CSS) and integration of the CSS throughout the entire University;
- engagement with the Education Advisory Board (EAB) to tailor student support programs to meet needs of students and improve their success;
- development of assessment processes that include alignment of student learning, institutional assessment, and mechanisms to evaluate its overall assessment efforts which provide curricular and institutional improvement;
- a strong commitment to shared governance and ethical leadership;

- establishment of a new Ph.D. program in Creative Leadership for Innovation and Change; and
- progress toward the establishment of a School of Medicine, which will include a simulation center that will allow students to practice the precision of medical procedures without the risk of harm to human subjects.

There have been efforts to address some of the challenges that were identified in the 2012-18 strategic plan. For example, despite reductions in government allotments over the past five years, in fall 2016 UVI completed across-the-board salary adjustments to bring faculty and staff closer to market salary rates. Likewise, the number of full-time faculty with Ph.Ds. has increased from 78 (77 Ph. D. and one JD) in fall 2012 to 93 by spring 2016, partially resolving a challenge that had been identified in the strategic planning process.

Another strategy that had been identified in the 2012-18 strategic plan was to better utilize existing technical resources to implement and synchronize training for faculty and staff to better ensure compliance with federal and other regulations. Under the lead of the Human Resources and the Information and Technology Services Departments, a number of training sessions have been conducted for faculty and staff in sexual misconduct, PeopleAdmin, Banner, DocuSign Conflict Management and other human resource and technology topics that are intended to improve effectiveness and efficiency in the workplace.

The University has also made efforts to expand its revenue base by entering into agreements with other educational institutions in the region, such as the Anguilla Community College, the H. Lavity Stout Community College in the British Virgin Islands, and the University of St. Martin. Through an agreement with the Government of St. Kitts

and Nevis, UVI is guaranteed a minimum of twenty-five (25) students from that island nation each year until 2020. A soon to be established Maritime Institute will introduce programs in Applied Nautical Sciences, offering both Baccalaureate, Associate and Certificate programs.

Not all efforts to increase institutional revenues met with success, though. In an era of static or declining support from the Government of the Virgin Islands, the University of the Virgin Islands has had to make critical decisions regarding financial support for various components. The Institutional Advancement Component experienced several delays in making key hires during FY2016, including the Director of Major Gifts position which supports the overall fundraising efforts of the University. The alumni giving rate has seen substantive changes as the majority of the 6,800+ graduates reside within the territory. In recent years, there has been increased cash flow challenges resulting from budget shortfalls. The soft economic outlook has impacted personal finances of residents of the territory, including the majority of UVI alumni. UVI's fundraising and alumni engagement efforts are evolving to address these issues. As the economic outlook for the Territory improves, Development and Alumni Affairs will work to reestablish the lost positions which support UVI's capacity building efforts.

### **STRATEGIC PLAN FOCUS AREAS**

The University of the Virgin Islands' strategic plan for the 2012-18 period includes six (6) focus areas. At this point, it is unknown whether the 2018 Strategic Plan will utilize the same focus areas; however, because those established in 2012 remain current at the



writing of this Comprehensive Development Plan, they are applicable. These focus areas include:

- **Academic Quality and Excellence**

To support its stance as a learner-centered institution, UVI must continue to enhance its academic programs through more investment in technology, more research initiatives, and having the right faculty and staff in place to implement these improvements. Lastly, the University has to continue to seek and obtain accreditation for its degree programs.

- **Organizational and Human Development**

This component of the strategic plan reviews University-wide policies and procedures as they relate to employee development and well-being. Opportunities for growth and professional development and succession plans will be given careful consideration as these factors impact the University's ability to preserve its intellectual capital.

While employees' skill sets are important for carrying out the day-to-day tasks, their spiritual and emotional state must be nurtured; it is the goal of the University to ensure that the well-being of its employees are respected and maintained. Additionally, this focus area will review UVI's desire to encourage and increase the level of input of employees' views and opinion on the direction of the institution through optimization of the shared governance process.

- **Community Engagement and Globalization**

The University of the Virgin Islands has to engage the community in activities to promote development as well as to advertise some of the activities and programs to show who we are and what we do. The University must also continue to foster existing relationships with local public and private schools, as well as its relationship with government agencies and private organizations. UVI also has to develop and maintain partnerships with colleges and universities regionally and nationally to attract students from the Caribbean region and the U.S. mainland.

- **Modern and Safe University Environment**

One of the key focus areas of the 2012-18 strategic plan is the need for the University to continue to upgrade its facilities and infrastructure. Considerable progress has been made over the years to improve several critical facilities at the institution; and this has continued during the planning cycle. The University will continue to implement environmentally friendly upgrades, especially through investment in newer technologies.

- **Student Development and Success**

The University of the Virgin Islands has always recognized students as one of its most important stakeholders. This focus area of the strategic plan places an emphasis on the University's ability to stimulate the interest of students by offering a wide range of programs and an improved customer service base to stimulate and encourage academic growth and development. Being able to

better serve its student population and future students could also lead to improved retention rates.

- **Financial Stability and Sustainability**

Given the state of the current economic climate, especially locally where the University has seen a reduction in its allotment from the Government of the Virgin Islands, the management of financial resources as well as the ability to obtain additional support is critical for the survival of this institution. This area of the strategic plan emphasizes the need to identify potential funding sources in addition to entrepreneurial investments, the comprehensive Capital Campaign, and continual support from major grant programs.

### **TITLE III FOCUS AREAS**

#### **Overview**

The Title III Part B focus areas serve as the framework for the design and implementation of the projects and activities that will be selected for the five-year grant period described in this Comprehensive Development Plan. At the inception of this Comprehensive Development Plan, the University will be in the closing year of Pathways to Greatness—the 2012-18 strategic plan. As articulated earlier in this document, the foundation of the next planning cycle will be the outcomes of the 2017 Self-Study Report that was prepared for the Middle States Commission on Higher Education and the six Pillars of Greatness that are highlighted therein. While the Pillars of Greatness define the

next strategic plan, the interconnections between those ideals and the Title III Areas of Focus will shape the projects that UVI pursues during the five-year grant cycle.

### **Academic Quality**

Striving to provide quality education to students locally and regionally by nurturing academic excellence continues to be the core of the University's focus as it pertains to academia. As a part of this effort, Goal 2A of the strategic plan identifies the characteristics that it expects of its graduates; however, there has not been a coherent effort toward actualization of this goal to "produce graduates who are academically excellent, globally sensitive, entrepreneurially focused, emotionally and spiritually balanced, and willing to serve the world."

During the 2017-22 grant cycle, UVI will pursue a coordinated effort, through an activity entitled, *Institutionalizing Goal 2A of Pathways to Greatness*, that will:

- Ensure that all students entering the institution receive the appropriate advising, counseling and academic support;
- Expose students to the opportunities of the International Study Abroad program;
- Develop curriculum and programming around the non-cognitive factors of emotional intelligence and growth mindset and integrate those into the Freshman Development Seminars and other courses; and
- Provide administrative and infrastructure support for creating and implementing programs aimed at entrepreneurship, creativity and problem-solving training for students.

It is recognized that not all components of the activity can be supported by the Title III grant program, but grant funding will leverage other resources for those components of the program that may not be supported by the grant.

Another project that will address the Academic Quality focus area is the Childhood Learning Laboratory. This project entails the development of an on-campus child care center that will be used to enhance the education of students in the School of Education who are majoring in Elementary Education and Inclusive Early Childhood Education. The School of Education has received accreditation by the National Council for Accreditation of Teacher Education (NCATE), and this proposed activity will enhance the institution's program offerings within the School of Education.

Students will be able to receive practical experience through the management, instruction and curriculum development of a child care center that is located on campus. Faculty and students involved with the center will be able to conduct research as well as to apply proven research, based on the educational models developed and implemented at the lab.

A third project that is intended to impact academic quality at the University of the Virgin Islands is *Development of a Fine Arts Department*. The Department of Education initially determined that this project is inconsistent with the Legislative Allowable Activities established for the Title III Part B grant program; however, UVI President Hall has appealed this decision, and UVI awaits the final determination of the Department. As a result of this delay, if the project is approved by the Department, UVI will implement it in Years 2-5 of the grant cycle, should funding permit.

If approved, this project will enhance and pursue the creation of a Fine Arts major within the College of Liberal Arts and Social Sciences (CLASS) by improving the academic infrastructure and creating a curriculum toward a Bachelor of Arts in Fine Arts, with a Performance focus.

### **Student Services**

As stated in the 2012-17 Comprehensive Development Plan, UVI maintains a “students first” approach to the services and programs it offers to students. This approach is supported by the University’s management values as it pertains to recognizing the need to provide a superb service package to its most important client, students. The Student Services focus area is geared towards improving students’ success here at the institution, which would assist in addressing enrollment and retention rates, as well supporting the University’s role in developing future leaders of the Territory, the region, the nation and the world.

The activity, entitled *Institutionalizing Goal 2A of Pathways to Greatness*, straddles both the Academic Quality and Student Services and Outcomes focus areas, as it will provide counseling, tutoring and peer mentorship services that are intended to promote the development of emotionally balanced and academically excellent students at UVI.

### **Institutional Management**

The Self-Study Report prepared for the Middle States Commission on Higher Education has identified a number of recommendations that are to be addressed through the strategic planning process that has already commenced and which will be more fully engaged by fall 2017. In addressing some of these recommendations, the Information

Services and Institutional Assessment Component will seek to support the development of a robust technological institutional assessment mechanism, which will be critical to maintaining the institutions accreditation and obtain external funding for various institutional projects. The component will also work toward

- institutionalizing continuous improvement strategies through the use of technology;
- implementation of an analytics product that will make the University's Enterprise Resource Planning (ERP) data more accessible to relevant persons; and
- implementation of institutional research platforms that fully support University initiatives.

During the 2017-22 grant cycle, the component will also engage the expanded use of technology to complete University tasks that will allow staff to focus on the interaction with students, the public and important strategic initiatives. This includes:

- upgrading the ERP to the newest hardware and software platform;
- a streamlined identity management system;
- implementing technology that bridges various systems now operable at the institution;
- improving administrative processes and technologies so that they fully align with strategic initiatives; and
- upgrading network hardware and systems to meet new standards and technologies.

In an effort to enhance the post-award grant process at the institution, the *Post-Award Grant Capacity Enhancement* project will ensure that new Principal Investigators on grant projects are oriented to the appropriate use of grant funding and will improve the subrecipient monitoring process to bring it into compliance with the approved Subrecipient Monitoring Policy, approved by the UVI Board of Trustees in 2016.

### **Fiscal Stability**

With recent declines in enrollment and reductions in appropriations provided by the Government of the Virgin Islands, the University of the Virgin Islands is operating in an environment of fiscal challenges. During Fiscal Year 2017, the Virgin Islands Office of Management and Budget notified UVI that its budget ceiling for Fiscal Year 2018 could be reduced by approximately \$3.2 million. Additionally, potential reductions in the Fiscal Year 2017 operating budget have resulted in the imposition of austerity measures, including a hiring freeze.

During the 2017-22 Title III, Part B grant cycle, UVI will enhance the ability of the Institutional Advancement Component to solicit support from alumni and other donors by continuing to provide support to the On Campus Calling Program for the purchase of software, supplies, equipment and training, as funding becomes available.

### **Focus Areas Matrix**

The Focus Area Matrix illustrates the relationship between UVI's core values, its strategic plan core values and the Title III, Part B focus areas. The Title III focus areas serve as the heart of the matrix to show how it relates to the institution's core values and strategic plan focus areas. There are four core focus areas for the Title III Part B program which includes Student Services, Academic Quality, Institutional Management and Fiscal



Stability. On the other hand, there are six (6) areas of focus developed to chart the course of the institution over the next five years. The UVI strategic plan focus areas are delineated by the color pink, while the core values are identified by the color light blue.

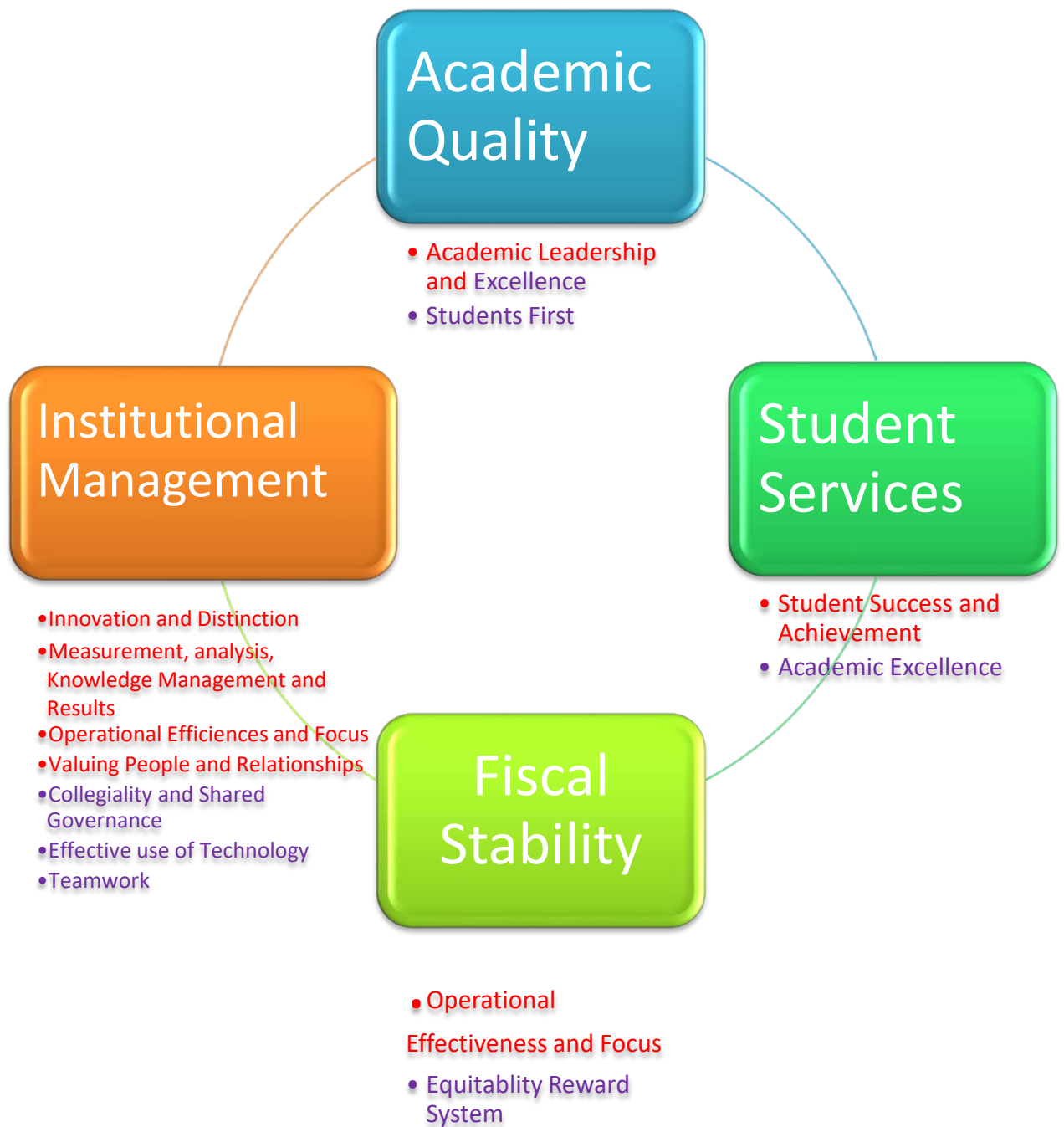


Figure 3. Focus Area Matrix

## **PROJECT MONITORING**

To ensure that the University of the Virgin Islands Title III Part B program maintains a high level of integrity and accountability as it pertains to the use of federal funds received from the U.S. Department of Education, the Title III Coordinator will ensure that all Activity Directors adhere to the Policies and Procedures Manual. Most importantly, all Activity Directors must consult with the coordinator before utilizing the funds to ensure consistency with their Phase II work plans and budgets. The monitoring system that will be implemented by the Title III Coordinator involves:

- review of expenditure requests for good and services;
- quarterly meetings with PI and Activity Directors;
- quarterly progress reports;
- periodic meetings with individual Activity Directors;
- provision of information to Activity Directors; and
- formal evaluation.

## **EXPENDITURE MONITORING**

The purchase of all goods and/or services must first be approved by the Title III Coordinator. As such, the coordinator must make sure that all requests are consistent with the cost principles, the Education Department General Administrative Regulations (EDGAR), University policies and procedures and the Title III Policies and Procedures handbook. On a monthly basis, the Title III Coordinate will provide an expenditure report

for the President, who is the PI for the Title III grant, to show the spending progress for each activity.

### **QUARTERLY ACTIVITY REPORTS AND MEETINGS**

Title III Activity Directors are required to submit a quarterly progress report to illustrate the level of progress made for each quarter of the fiscal year. Additionally, on a quarterly basis, meetings are held with the Activity Directors and the President to provide a verbal synopsis of the individual project happenings. These meetings allows the President to keep abreast of all the events and issues occurring on each projects and more importantly, they afford Activity Directors an opportunity not only to communicate their progress but also to express concern and issues that may hinder the progress of the activities.

### **FORMAL PROJECT EVALUATION**

During the course of the grant cycle, there will be three evaluations conducted—two formative and one summative evaluations— where the former will serve as a mechanism for measuring the effectiveness of the program and identify areas where corrective actions are required to make certain that the approved Title III projects are serving their intended purposes and that established targets and objectives are met. The formative will also allow for corrective action to take place in a timely manner before the end of the grant cycle. The summative evaluation will be conducted in the latter part of the cycle; it will assess the final progress of each approved Title III activities.

## **CONCLUSION**

As the University of the Virgin Islands embarks on its five year mission for 2017-22, it will be accompanied by its Title III program, augmenting a number of the institution's goals and objectives through the projects approved for the grant cycle, which are aligned with the institution's strategic plan focus areas.

The funding made available by the U.S. Department of Education for the University through the Title III Part B grant program will serve as a much needed source, given the reduced availability of appropriation dollars from the Virgin Islands Government. Additionally, each year UVI will update the Department of Education on the progress of its Title III program by completing the required annual performance reports. Lastly, as another measuring stick for the progress of the UVI Title III Program, formative and summative evaluation will be conducted.