University of the Virgin Islands
Self-Study Design

SUCCESS THROUGH RESILIENCE

I.   Table of Contents

Table of Figures

Table of Tables

II.INSTITUTIONAL OVERVIEW

The University of the Virgin Islands (UVI) is a public liberal arts institution with the Carnegie Class *Masters – small programs*, located in the United States Virgin Islands (USVI). The USVI is in the Eastern Caribbean, 1,100 miles from the continental U. S. The University was founded in 1962 as the College of the Virgin Islands (CVI) and is the Territory's only Institution of higher learning. In 1972, it received Land-Grant status from the U.S. Congress. In 1986, CVI was renamed UVI, reflecting its dynamic growth in academic and research programs, and innovative and responsive community outreach.

Also in 1986, The United States Congress designated UVI as one of the Nation's Historically Black Colleges and Universities (HBCU). The University embraces the tradition of minority-serving institutions, creating the nurturing and supportive environment necessary to ensure success of the underserved and diverse student populations. As an institution in the Caribbean, UVI stands out among HBCUs as the only one located outside of the continental U. S., actively connecting students in the region to academic and personal development resources, services, programs, and opportunities that may be otherwise out of reach.

UVI operates as one Institution with two campuses. The campuses on St. Thomas (STT) and St. Croix (STX) play unique and strategic roles in achieving the Institution's mission and vision. The **Orville E. Kean (OEK) Campus,** located on the island of St. Thomas, occupies 388 acres overlooking John Brewers Bay. The facilities include academic and student services, residential and wellness services, the Ralph M. Paiewonsky Library, William P. MacLean Marine Science Center, Center for Excellence in Leadership and Learning (CELL), Childcare Lab and Diagnostic Center, 13D Research and Strategy Innovation Center, the Reichhold Center for the Arts, a Sports and Fitness Center and Herman E. Moore Golf Course. There are community outreach and research facilities of the Research and Public Service (RPS) operations, spanning a variety of disciplines, including: Caribbean Exploratory Research Center (CERC), Caribbean Green Technology Center (CGTC), Center for Marine and Environmental Studies (CMES), Eastern Caribbean Center (ECC), Etelman Observatory, Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR), Virgin Islands Marine Advisory Services (VIMAS), Virgin Islands Small Business Development Center (VI-SBDC), Cooperative Extension Service (CES), and Water Resources Research Institute (WRRI).

The **Albert A. Sheen (AAS) Campus**, on the island of St. Croix, occupies 130 acres. The facilities include administrative and student services, residential and academic services. Research and community outreach programs on the AAS Campus include main operations for the Agricultural Experiment Station (AES), the CES, the Caribbean Writer, the Medical Simulation Center, and the Research and Technology Park. Other University facilities located off-campus include: VI-SBDC, and the Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD).

As of Fall 2023, UVI offered 15 associate, 40 bachelors, 15 graduate, and 1 Ph.D. program, and 16 undergraduate and 2 post-graduate certificate programs. Student enrollment at that same time was 1,739 across the two campuses. Programs are offered through six schools and colleges: College of Liberal Arts and Social Sciences (CLASS), College of Science and Mathematics (CSM), School of Agriculture (SOA), School of Business (SOB), School of Education (SOE), and School of Nursing (SON), while the interdisciplinary Ph.D. is offered through the Office of Research and Graduate Studies. There are 103 faculty delivering instruction and research activities through the schools and colleges. Of these, 42% have earned terminal degrees in their respective fields.
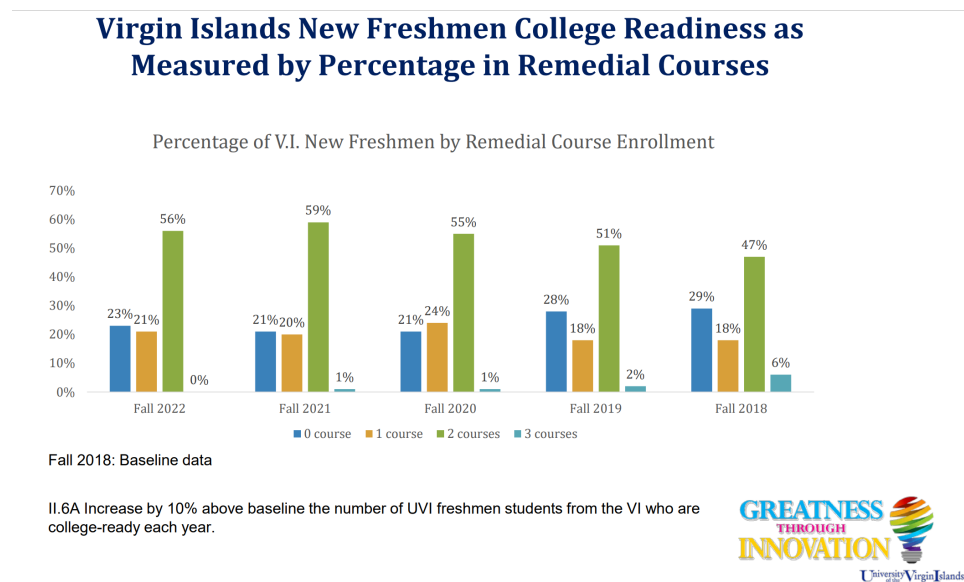
The roles of the two campuses are explained through the mission and vision statements which were reviewed and revamped during development of the 2018-2023 Strategic Plan: ***Greatness Through***

Innovation. The University's mission is *to educate and empower the U.S. Virgin Islands, the Caribbean and the world through an environment that promotes creativity, innovation and excellence in teaching, student learning, research, and community engagement.* The vision states: *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.*

The combination of Caribbean (8%) and U.S. citizens enrolled and employed at the institution speak to one dimension of the diversity of populations served that reflects the mission and vision in action. Another dimension of population diversity at UVI is defined as members from various socioeconomic backgrounds and non-traditional experiences. A percentage of the full-time students (96%) are employed either full-time or part-time, and often juggle parenting and other family responsibilities throughout their academic careers. The recent USVI population census identified 22.8% of persons at or below poverty levels compared to 11.5% in the continental U.S. With UVI attracting 90% of its student population from within the Territory, these demographics significantly impact programs and services. Personal development and academic programs target deficiencies in areas such as: English, reading and mathematics through SAT preparation and through basic skills courses for advancing students to college-level capacity. Increasing the number of students ready for college-level courses is a strategic target that remains a challenge for the Institution, as demonstrated by *Figure1* below. Additional developmental programs are extended to constituents of community agencies and programs such as incarcerated persons seeking high school diploma and college degree completion.

Figure 1 – New Freshmen College Readiness

Virgin Islands New Freshmen College Readiness as Measured by Percentage in Remedial Courses

Percentage of V.I. New Freshmen by Remedial Course Enrollment

Fall 2018: Baseline data

II.6A Increase by 10% above baseline the number of UVI freshmen students from the VI who are college-ready each year.

UVI also extends its definition of diversity to embrace the myriad of intersecting social identities that make our community vibrant. Our commitment to inclusivity encompasses race, ethnicity, gender, sexual orientation, ability, and more, reflecting a microcosm of global diversity that enriches every facet of campus life. This holistic approach to diversity is fundamental to creating an environment where every student feels a sense of belonging to the University. This practice is also critical to our strategic goal of enhancing student recruitment, retention, and success. Through culturally relevant initiatives designed to celebrate and support these varied intersecting social identities, UVI fosters an environment where

students are empowered to thrive academically and socially. As demonstrated by the 2020 National Survey of Student Engagement (NSSE) results in *Figure 2*, UVI seeks to achieve a seamless intersection of coursework and diversity. Our efforts align with the institutional priority to bolster our capacity for fostering an inclusive educational environment that anticipates and responds to the evolving needs of our students, ensuring that UVI remains an institution of excellence and innovation in higher education.

Figure 2 – Inclusiveness, Engagement, and Diversity

NSSE 2020 Inclusiveness & Engagement with Diversity

During the current school year, how much has your coursework emphasized the following?

UVI First-year vs. Seniors

	Developing the skills necessary to work effectively with people from various backgrounds	Recognizing your own cultural norms and biases	Sharing your own perspectives and experiences	Exploring your own background through projects, assignments, or programs	Learning about other cultures	Discussing issues of equity or privilege	Respecting the expression of diverse ideas
First Year	59%	56%	65%	57%	67%	51%	62%
Seniors	72%	63%	75%	62%	53%	46%	59%

■ First Year ■ Seniors

VI.1A Make diversity a source of learning, understanding, and change by incorporating this value and insight into at least 2 additional courses per year.

17

GREATNESS THROUGH INNOVATION
University of the Virgin Islands

Internal and External Factors

Across higher education institutions and indeed the world, the image of economic and social progress over the last five years is viewed through the lens of the COVID-19 pandemic. It is this catastrophic event that many see as the root cause for some of the scars in the landscape in our own rearview mirror. A few others, including the University of the Virgin Islands (UVI), point to the impact of two additional devastating events in 2017.

Following a successful Spring 2017 MSCHE visit, UVI looked forward to the development and implementation of a new Strategic Plan with an extra spring in its step. The University was selected in the first cohort of institutions participating in the MSCHE Collaborative Implementation Project, and the Commission voted on June 22, 2017, to reaffirm UVI's accreditation. Then, on Wednesday, September 6, 2017, Hurricane Irma, a category five storm devastated the Territory, especially the island of St. Thomas. On Tuesday, September 19, 2017, while UVI sorted through the rubble that resulted from Hurricane Irma on the St. Thomas Campus, the islands were again hit by a category five storm, Hurricane Maria. This time, the worst of the damage occurred on St. Croix. The islands had prepared as best they could, but the extraordinary force of the winds and monsoon level rainfall caused catastrophic damage. It is from this point that we begin the review and assessment of operations for the 2026 Self-Study for Reaffirmation of Accreditation.

The landscape and culture of UVI have changed significantly in the last decade due to the natural disasters of 2017 (Hurricanes Irma and Maria) and the COVID-19 pandemic of 2019-2022. The road to recovery and rebuilding undertaken by the entire Territory informed the 2018-2023 Strategic Plan: *Greatness Through Innovation*, now extended to 2024. The Institution embraced its leadership role within the community as reflected in the strategic goals and objectives defined in the Plan.

In response to the impact of these unprecedented, life-changing events, the University embraced a revitalized vision and a values-anchored approach to doing business. Innovations in educational initiatives became the mantra for sustaining a forward-looking and resilient learning infrastructure. In addition to the direct impact of catastrophic events on infrastructure, supply chain, and economic drivers, population levels within the Territory recorded in the last Census highlight another variable that determines UVI's institutional priorities. The 2020 Census shows a 20% reduction in overall population due to high levels of emigration. As families leave the Territory, the applicant pool for UVI admissions is severely reduced, with a 6% reduction in college age students. Competition from institutions on the U.S. mainland for attracting students from this reduced population make the achievement of institutional goals for increased enrollment particularly onerous. The various internal and external challenges to the USVI landscape and University infrastructure are among the factors discussed by the President's Cabinet to define the core institutional priorities for guiding the Self-Study review and for impacting future UVI accomplishments. Some of the programmatic accomplishments in the four areas of priority are highlighted in the Institutional Priorities section below.

Under the leadership of President David Hall, staff and faculty sought to deliver high quality programs and services that prepare students for the global marketplace. After 15 years of leadership, President Hall is preparing to step down as the chief executive, in July of 2024. Dr. Safiya George, UVI's sixth (6th) President, will be installed in August. As with any change, the Institution anticipates that there will be a period of adjustment to the perspectives of new leadership after achieving considerable familiarity with the lens provided by Dr. Hall over his years as President. That said, the University is no stranger to change and the ability to pivot when circumstances require it. Whether the response is to natural disasters in the region, tremors from quakes in the global economy, or the changes in community behavior triggered by a global pandemic, UVI is demonstrating heft and muscle, punching above its weight to achieve strategic goals in accordance with its mission and vision.

III. INSTITUTIONAL PRIORTIES TO BE ADDRESSED IN THE SELF-STUDY

UVI's institutional priorities were developed by reflecting on key programmatic concerns and on the solutions developed to address them. Members of the President's Cabinet noted the severe threat to the core mission to educate and empower the community and the region posed by fluctuations in UVI's enrollment levels. The leadership considered the internal and external challenges contributing to enrollment instability and the creative solutions employed in response. This thinking also motivated formation of the 2018-2023 Strategic Plan – *Greatness Through Innovation,* and generated goals and objectives for improving retention and graduation rates. From these discussions, and from contributions of the Accreditation Liaison Officer (ALO) and Steering Committee Co-Chairs, ideas were presented at a UVI Community town-hall meeting for further input. With over 80 attendees, the conversations coalesced around the same deep beliefs and desires that informed UVI's core values and resulting in the following four institutional priorities.

1. **Boost institutional capacity for effective student recruitment, retention, and success**. We aim to strengthen our institution's capabilities for effectively recruiting and retaining students, emphasizing the importance of holistic student success and personal development. This commitment encompasses the full educational cycle, ensuring that undergraduate and graduate students are supported at every phase of their development. By integrating a comprehensive framework with the benefits of more robust programs through the Center for Student Success (CSS) and Student Affairs units, we focus on nurturing a well-rounded student experience that transcends academic achievement and persistence. Our strategy to

achieve the Institution's mission and vision creates equitable, supportive environments that respect diverse social identities, foster strong community spirit, and produce accomplished graduates.

2. **Support innovative teaching and learning by fully embracing the scholarship and standards of practice, continuing commitment to professional development for faculty emphasizing solutions for social challenges and embracing and supporting diversity.** Through delivery of faculty development opportunities that ensure the application of innovative teaching techniques, UVI prioritizes attention to the whole student amid changing community and societal diversity. The Institution recognizes that student academic success is ensured by understanding the total student experience through continuous assessment that informs creative teaching strategies.

3. **Expand and sustain resource levels through diversification of funding sources to achieve institutional stability.** This priority recognizes that the various factors affecting fluctuations in student enrollment and persistence also affect UVI's capacity to pivot in the face of unforeseen and unavoidable challenges. Efforts to increase and diversify resources address capacity for nimble responsiveness that safeguards institutional sustainability and growth.

4. **Nurture and grow research and creative activities to expand opportunities for faculty and students to discover new knowledge**. Research activities thrive in an environment that fosters and supports curiosity, creativity, and innovation. Integrating research into the classroom improves the academic environment for learning. Promoting and providing a supportive environment for faculty research will increase faculty-mentored student research and boost UVI's reputation and relevance to the Territory and beyond. Engaging undergraduates in research is also a proven retention enhancer.

The following summary highlights the achievements, challenges, and opportunities that align with the Self-Study institutional priorities. It emphasizes the factors that support the University's mission, as well as the innovative solutions for maintaining financial health, support for students to persist in their academic programs, and the strong engagement of the University in the overall well-being of the Territory.

Challenged by urgent and dire consequences of three catastrophic events, the University has been laser-focused on investment in resources for building a culture of innovation at all levels to ensure creative solutions for sustaining the Institution. The experiences of disaster recovery and rebuilding after two category five hurricanes in 2017, combined with the 2020 upheaval caused by a global pandemic and corresponding economic downturn severely tested the capacity of UVI personnel and students to re-direct efforts in a manner that ensures successful business continuity.

UVI has recorded significant achievements since the last reaffirmation of accreditation in 2017 that speak to the Institution's commitment to academic excellence for achieving its mission to educate and empower citizens within the Territory and abroad. UVINext, the body that enabled the institutionalization of assessment practices, has continued providing oversight for unit compliance with data collection standards documenting the achievements. This body is instrumental in promoting effective data collection and use of metrics for decision-making and for identification of institutional priorities.

Student Recruitment, Retention, and Success
The success of our students in the Boston University Early Medical School Selection Program is a key attraction for recruiting young aspiring physicians. In Spring 2018, students in the program demonstrated

superior academic performance in the highly competitive admissions process. UVI captured one-third of the fifteen slots available to the thirteen institutions that applied. The five students selected represent the largest cohort of students chosen in over 30 years since UVI has been in the program.

While the Boston University program and others make very attractive recruitment options, UVI was overjoyed when on January 4, 2019, Virgin Islands Governor Kenneth Mapp signed Act 8155 into law, enabling the Higher Education Scholarship Program, which supports free tuition for qualified students. UVI is the first HBCU and the second jurisdiction to offer four-year free tuition. The Act provides a vehicle for deploying a comprehensive educational remedy to address academic deficiencies among local high school students, while increasing their chances for pursuing higher education and expanding the applicant pool. The free tuition initiative is one of several events identified to strengthen UVI's position in the competitive recruitment arena and bolster student retention strategies.

Despite these efforts, the gradual increase in enrollment that came after the hurricanes was lost during the COVID years. Enrollment dropped from 2,170 in Fall 2017 to 1,739 in Fall 2023, as demonstrated by *Figure 3*. When UVI encountered the headwinds of COVID-19, the ability of the Institution to be nimble and creative was tested once again. Faculty and students benefitted from the rapid movement of content and courses to the now robust UVI Online modality, in addition to the use of Microsoft Teams, Zoom and Blackboard, the Institution's Learning Management System (LMS). Yet enrollment levels continued to fluctuate.

Figure 3 – Enrollment Trends
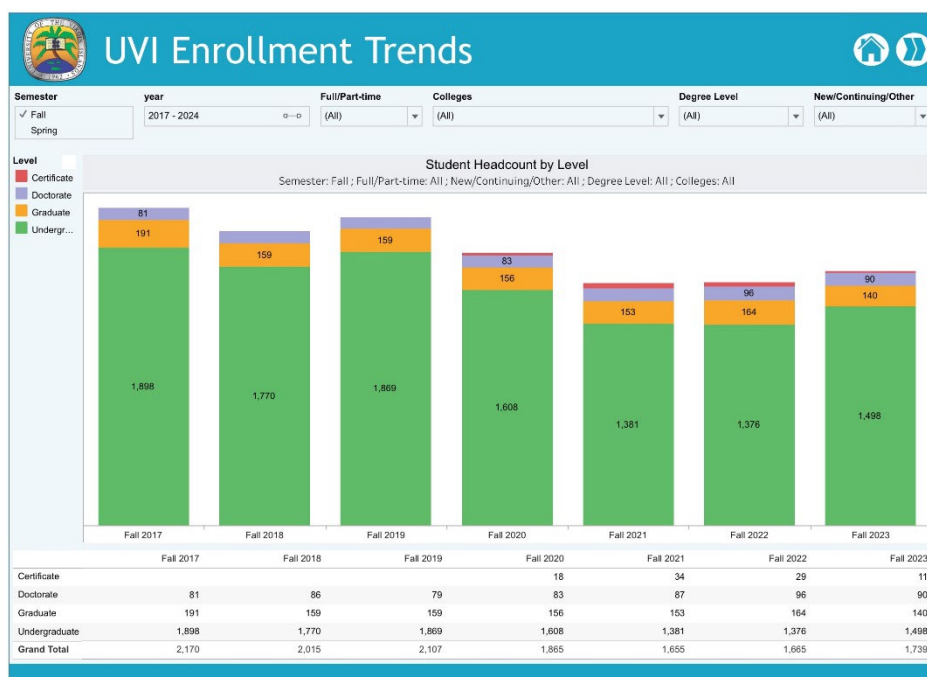
By December 2020, UVI again demonstrated resilience with its first virtual joint commencement ceremony awarding degrees to 370 students. In Spring 2021, the University successfully implemented the COVID-19 plan to resume events including over 70 in-person classes, and other hybrid course modalities. To facilitate the safe return to in-person operations, students and employees used the "Campus Clear" App for self-monitoring of virus symptoms. In addition, the University served as a community resource for vaccine storage, as well as a community vaccination center.

Innovative teaching and learning

Before 2017, UVI received MSCHE approval for delivering online degrees and established membership in the National Council for State Authorization Reciprocity Agreements. That forward-thinking is symbolic of the Institution's focus on innovation in teaching and learning. Early preparation enabled the rapid launch of UVI Online with Board of Trustees (BOT) approval on December 19, 2017. Courses for 15 degrees would be offered beginning Spring 2018. During this transition, UVI continued its focus on student learning, achieving some success with decreasing the level of D/F/W grades. In 2017, 37% of the grades were Ds, Fs, or Ws. By Fall 2022, the level had fallen to 19%, shown in *Figure 4* below.

Figure 4 – DFW Rates
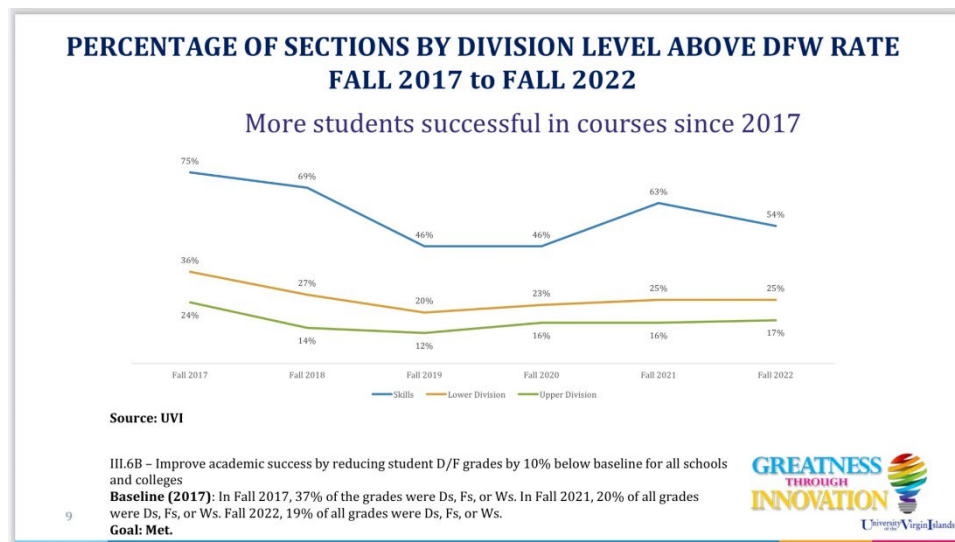
UVI undertook holistic measures in the months following the storms to address the social and economic, and general welfare challenges of staff, students, and the USVI community at large, which threatened to derail focus on academic activities and student achievement. Examples of disaster support included absorbing the +5.3% increase in employee health insurance premium costs; the implementation of UVI Rise Relief Fund to support displaced employees and students; and facilitating the distribution of food, tarpaulins, and other household products for recovery. In keeping with the UVI mission for community engagement, the AES donated approximately 1,230 pounds of fresh fruits and vegetables from the produce farms to soup kitchens within the general community.

Expanding and Sustaining Resource Levels

With the resumption of in-person operations, UVI recommenced many of the numerous hurricane restoration projects that had been halted. The OEK Campus made progress towards restoring the SON, CMES building and Annex, CELL, ECC, other residential and office buildings, to name a few. The AAS Campus progressed towards restoring the Sheep Farm facilities, Aquaculture Facilities, Childcare facility, and several other projects throughout the campus.

UVI received $28.6 million in grant support on September 30, 2019, for its ambitious medical school project. This is further evidence of the Institution's financial and resource sustainability efforts. The grant supported the construction of the Medical Research and Training Center on the OEK Campus and the Medical Simulation Center on the AAS Campus. Both projects are central to the larger goal which is to transform Virgin Islands health services through the establishment of a medical school, in keeping with the University's vision to be an exceptional U.S. institution of higher education in the region.

In light of the hardships experienced by so many within the community, the Institution became single-minded in its determination to expand the resource base for supporting students. *Figure 5* highlights the success of these efforts from FY2020-FY2021. In 2021, the University used support from the U.S. Department of Education's COVID Relief Fund to develop a comprehensive financial support initiative for encouraging students in their efforts to persist with their academic pursuits. The initiative involved a combination of direct financial awards through debt relief, scholarships, and a health and wellness program developed through the Student Affairs Department.

Figure 5 – Core Revenues per FTE

CORE REVENUES PER FTE
Keeping UVI affordable and innovative through government support and grant activities

Revenues	FY 2020 UVI	FY 2021 UVI	FY 2021 Institutional Peers	FY 2021 Aspirational Peers
Tuition and Fees	$7,936	$6,402	$7,598	$7,746
Local Appropriations	$16,723	$23,775	$10,384	$15,032
Government Grants and Contracts	$24,858	$32,150	$12,526	$8,664
Private Gifts, Grants, and Contracts	$1,975	$6,740	$1,564	$3,188
Investment Income	$2,754	$1,393	$1,739	$7,233
Other Core Revenues	$4,410	$37,080	$5,366	$5,176

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Source: IPEDS

GREATNESS THROUGH INNOVATION

University of the Virgin Islands

The University exceeded its annual fundraising goal of $4 million for FY 2022, raising $4.7 million from 866 donors. These contributions represented a 67% increase over receipts in FY 2021. The increase was attributed to gains in contributions from UVI alumni; but the Institution experienced positive gains from other donor categories as well. In Spring 2021, UVI received a major gift of $250,000 from Diageo North America for a permanent endowment. As a long-standing supporter of the Process Technology program, Diageo's gift supplemented the Company's ongoing funding for student academic and career success. These scholarship initiatives, along with the implementation of the Free Tuition Program mentioned above, are critical solutions for reversing the decline in enrollment following COVID-19.

Nurture and Grow Research and Creative Activities

Research projects, conference presentations and internships are integral to the educational development of UVI students. The 2018-2023 (extended) Strategic Plan concentrated on cultivating resources and opportunities that build skills for applying creativity and for demonstrating resilience and agility. Many students collaborate with faculty researchers and explore other cultures through Study Away and Summer programs receiving invaluable national and international experience in the field of study. Opportunities include The Washington Center (TWC) internships, National Student Exchange (NSE), and others represented in *Figure 6*.

Figure 6 – Research, Study Away, or Summer Programs
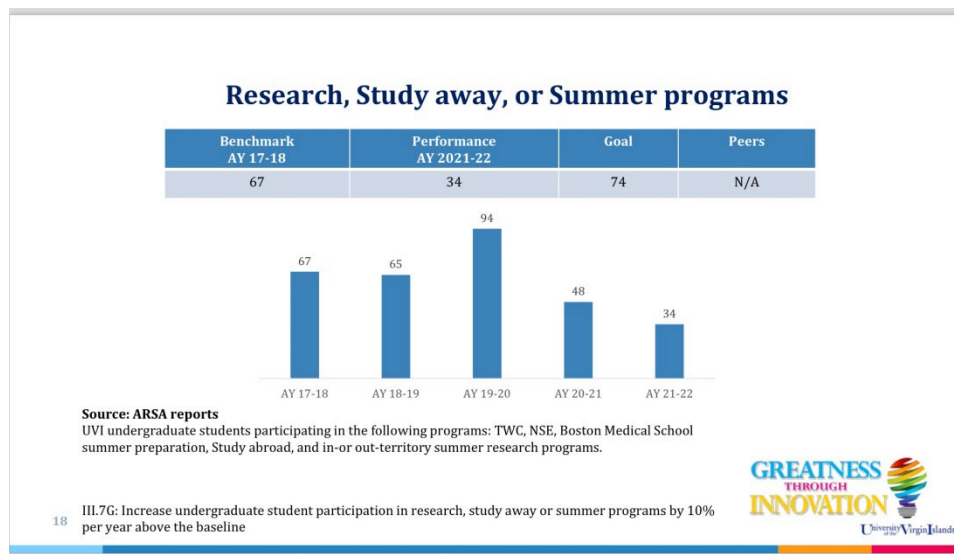
UVI executed Census 2020 for the US Virgin Islands, which was a major event supporting community engagement and research opportunities. The team completed its data collection with an assigned budget of $21.2 million and employed over 650 individuals, in offices and field operations. The Institution has conducted the decennial census in the Territory for the past 40 years and remains the only university in the nation that does so for a state or territory.

An 18,000 square foot Innovation Center was unveiled May 2, 2022, continuing the realization of the strategic goals for research and creativity. The facility is named the 13D Research and Strategy Innovation Center in honor of the 13D Research and Strategy company and its Chairman and Founder, Kiril Sokoloff, an existing philanthropic supporter. UVI received an additional $3 million gift from the company to benefit the Innovation Center which aims to serve entrepreneurs in the Territory, encouraging joint partnerships among companies, researchers, and the University.

It is with this history that we approach the Decennial Self-Study, focusing on the identified guiding priorities. The following three tables identify alignment of institutional priorities with UVI's mission and strategic plan and with the seven accreditation standards.

Table 1 Institutional Priorities Aligned with UVI Mission

Principles of the Mission	Priority #1 Student Recruitment, Retention, and Academic Success	Priority #2 Innovative Teaching and Learning for Societal Diversity	Priority #3 Diversify Funding Source to Sustain and Grow Institution	Priority #4 Nurture and Grow Faculty and Student Research and Creativity
Educate and empower USVI, Caribbean, World	X		X	X
Creativity and Innovation		X	**X**	X
Excellence in teaching and learning		X		

Principles of the Mission	Priority #1 Student Recruitment, Retention, and Academic Success	Priority #2 Innovative Teaching and Learning for Societal Diversity	Priority #3 Diversify Funding Source to Sustain and Grow Institution	Priority #4 Nurture and Grow Faculty and Student Research and Creativity
Research and community engagement	X	X		X

Table 2 Institutional Priorities Aligned with UVI's Strategic Plan

Goals of Strategic Plan: Greatness Through Innovation 2018-2023	Priority #1 Student Recruitment, Retention, and Academic Success	Priority #2 Innovative Teaching and Learning for Societal Diversity	Priority #3 Diversify Funding Source to Sustain and Grow Institution	Priority #4 Showcase of Faculty and Student Research and Creativity
Develop a culture of innovation and creativity	X	X	X	
Establish and sustain an Innovation Fund		X	X	
Exploration and implementation of renewable energy technology, resiliency, and disaster mitigation			X	X
Utilize data to promote distinctive program success	X			X

Table 3 MSCHE Standards Aligned with Institutional Priorities

MSCHE Standards	Priority #1 Student Recruitment, Retention, and Academic Success	Priority #2 Innovative Teaching and Learning for Societal Diversity	Priority #3 Diversify Funding Source to Sustain and Grow Institution	Priority #4 Showcase of Faculty and Student Research and Creativity
I. Mission and Goals	X		X	
II. Ethics and Integrity			X	
III. Design and Delivery of Student Learning Experience	X	X		X
IV. Support of the Student Experience	X	X		X
V. Educational Effectiveness Assessment	X	X		
VI. Planning, Resources, and Institutional Improvement			X	X

MSCHE Standards	Priority #1 Student Recruitment, Retention, and Academic Success	Priority #2 Innovative Teaching and Learning for Societal Diversity	Priority #3 Diversify Funding Source to Sustain and Grow Institution	Priority #4 Showcase of Faculty and Student Research and Creativity
VII. Governance, Leadership, and Administration	X		X	

IV. INTENDED OUTCOMES OF THE SELF-STUDY

The seven standards for accreditation will be examined against the backdrop of the Self-Study theme: *SUCCESS THROUGH RESILIENCE*. The intended outcomes are as follows:

> 1. Demonstrate how UVI currently meets the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and provides evidence in alignment with the *Evidence Expectations by Standard.*
> 2. Leverage UVI's periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
> 3. Engage the UVI community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.

In addition to the required outcomes above, UVI will:

> 4. Maximize the Self-Study assessment processes that overlap with strategic planning efforts to identify core institutional goals and opportunities for the new strategic initiatives.

V. SELF-STUDY APPROACH

The UVI self-study will be presented according to the **Standards-Based Approach**. This approach will allow the seven standards for accreditation to function as a central hub of the self-study process around which the essential work of this review will be anchored. In addition to the necessary alignment of the institutional priorities with the seven standards, the University will remain focused on examining how assessments support educational activities designed to achieve its mission and vision.

VI. ORGANIZATIONAL STRUCTURE OF STEERING COMMITTEE AND WORKING GROUPS

UVI believes the success of the Self-Study is contingent upon the effectiveness of the project's core leadership and the strategy for selecting leaders of the Working Groups. The framework of this structure emerged with the ALO and two Steering Committee Co-Chairs, who assumed responsibility for selection of working group members, and support teams. Guided by the MSCHE training, resource materials and sample self-study designs, the core group began to outline work processes to be undertaken in the months ahead.

By virtue of her position as Vice-President for Information Services and Institutional Assessment (IS&IA), Sharlene Harris also serves as UVI's ALO. Employed at UVI for over 20 years, Sharlene has served as Library Manager, Database Manager, and Assistant Chief Information Officer. With leadership of the IS&IA component, she has responsibility for libraries, classroom technology, networking, databases, institutional research, strategic planning, and other activities. She is also the administrative lead for UVI's internal review process, UVINext, through which all academic and administrative units are assessed. With her leadership, the IS&IA unit recently received a Connecting Minority Community (CMC) grant from the National Telecommunications and Information Administration (NTIA) to modernize campus networking. The ALO functions as the primary contact for MSCHE staff and the overarching coordinator for ensuring movement of Self-Study preparation and organizational activities at UVI.

Dr. Karen Brown and Dr. Paul Flemming were appointed Co-Chairs of the Self-Study Steering Committee in September 2023. The Co-Chairs of the Steering Committee were selected for their demonstrated trustworthiness, openness to diverse ideas and flexibility in handling new assignments that require collegial UVI spirit, hard work, and technical expertise for project planning and implementation.

Karen H. Brown, Ph.D., MPH, CCC-SLP is Dean of the School of Education and tenured Professor at the University of the Virgin Islands (UVI). Dr. Brown has more than 20 years of higher education experience and 14 years in higher education leadership. She led her academic unit towards achieving a new full accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP). Preceding her time at UVI, Dr. Brown was a tenured associate professor and served as the director for Speech-Language Pathology Programs at the University of West Georgia. Under her leadership, the graduate program achieved accreditation status with the Council of Academic Accreditation (CAA) of the American-Speech-Language-Hearing Association (ASHA) for eight years, the maximum allowable years.

Dr. Paul Flemming is Associate Professor of Management, Assistant Dean, SOB, and Chair of the Management and Marketing Department. He is Director of the Entrepreneur Business Institute, Director of the SOB Graduate Program, Interim State Director of the UVI-SBDC, and a volunteer consultant. His role on several committees includes Co-Chair, UVI Senate; Chair, UVI Commencement Committee; Co-Chair, UVI Budget Committee; Chair, UVI Graduate Council; and Chair, UVI Faculty Executive Committee. Dr. Flemming is an active member of the Association of Certified Fraud Examiners (ACFE) and holds the prestigious Certificate designations from that organization. He is a certified evaluator with the Accreditation Council for Business Schools and Programs (ACBSP). He is a leader who supports community development, strong family values, and teamwork. He is also an educator who believes in excellence at all levels.

The ALO and Co-Chairs form the core leadership team to organize and launch the initial Self-Study processes. Using recent models of the Self-Study Design (SSD) offered by MSCHE, the core team identified Working Group Co-Chairs, articulated guidelines and charges, and developed processes to support the work of the Self-Study. The leadership team will liaise with each Working Group during the process. Each Group was also provided administrative support for the project. Selecting Working Group Co-Chairs was a priority, as these individuals would become members of the Steering Committee. The core team determined that appointment of a faculty member paired with a UVI middle or senior administrator to lead each Working Group, would ensure varied perspectives and flexibility for scheduling membership meetings and for supporting the Steering Committee. Recommendations of Working Group Co-Chair selections were submitted to President Hall for approval and appointment.

The leadership team convened a Steering Committee meeting on November 18, 2023, to orient members to the Self-Study project expectations, charges, and processes for both their membership on the Steering Committee and their leadership of the Working Groups.

STEERING COMMITTEE, WORKING GROUPS, AND SUPPORT TEAMS – MEMBERSHIP AND CHARGES

In alignment with the seven standards for accreditation, there are seven Working Groups. An additional three specialized support teams round out the committee framework for the Self-Study personnel component. Working Group members were recruited by the Group Co-Chairs or the ALO and leadership team, with a goal of appointing 10-15 members for each Group. In addition, calls for Working Group members were made to the general University community, specifying the expected skills and attributes desired for the roles. Responses to the open calls for members were collected and reviewed by the core leadership team. A key benefit of the open call was the opportunity to recruit individuals from the pool of regular staff and students. This resulted in a broad cross-section of the University community among the Working Group members. Although some departments are over-represented among the members, this was not considered a weakness, since familiarity with UVI assessment tools and the presence of institutional memory are vital to producing an effective self-study product, wherever these attributes reside.

SELF-STUDY STEERING COMMITTEE

The Steering Committee is comprised of the ALO, the two Self-Study Co-Chairs appointed by President Hall, and the Co-Chairs of the seven Working Groups. Members of the Steering Committee are identified in Table 4 below. The efforts of the Steering Committee will be guided by the President and Cabinet with input of the UVINext Task Force.

Table 4 Steering Committee Members

	ALO	STANDARD
Sharlene Harris	Vice President, Information Services & Institutional Assessment	
	Co-Chairs	
Karen Brown	Dean, School of Education	
Paul Flemming	Associate Professor of Management, SOB	
	Members	**STANDARD**
Suzanne Darrow-Magras	Director, CELL	Standard I
Andre'a Dorsey	Assistant Professor of Education and Leadership Studies, SOE	Standard II
Jeannine Francis-Brown	Program Manager, CGTC, CSM	Standard VI
Colvin Georges, Jr.	Dean, Student Affairs, AAS Campus	Standard IV
Kenny Hendrickson	Associate Professor of Public Administration, CLASS	Standard I
Stan Latesky	Professor of Chemistry, CSM	Standard VI
Jarelle Berkeley	Director, Title III	Standard V
Pamela Moolenaar-Wirsiy	Dean, Innovation and Student Success	Standard VII
Adam Parr	Associate Professor of Mathematics, CSM	Standard V
Michelle Peterson	Associate Professor of Biology, CSM	Standard III

Monifa Potter	Registrar, Access and Enrollment Services	Standard III
Andrew Seeber	Assistant Professor of Sociology, CLASS	Standard IV
Malik Sekou	Professor of Political Science and History, CLASS	Standard VII
Neville Williams	Director, Human Resources	Standard II
	Verification	
Laurence Blake	Director of Institutional Research	
Earlyn Casimir	Interim Comptroller	

The Steering Committee provides leadership, guidance, and vision for connecting the Working Group activities to the MSCHE directives for affiliation and requirements of the standards for accreditation. The charge includes:

1. Oversight of the Working Group activities
2. Providing leadership for Self-Study operations
3. Clarifying assigned charges outlined in the standards
4. Being intimately familiar with the *Standards for Accreditation and Requirements of Affiliation (14th Edition)* and *Evidence Expectations By Standards*
5. Leading and organizing the broad structure for sharing MSCHE resources, directives, and records of Committee activities
6. Providing solutions for overcoming technical obstructions in project operations
7. Providing vision for Self-Study outcomes and priorities
8. Providing feedback on Working Group reports
9. Contributing to development of final report structure and content
10. Actively participating in Committee meetings, contributing to project development, and planning
11. Providing follow-through on assignments, anticipating roadblocks, and recommending solutions in a timely manner
12. Being proactive in anticipating and identifying structural challenges that may impact meeting deadlines

WORKING GROUPS

Working Group Co-Chairs and members are identified for their institutional roles, professional and leadership abilities, personal credibility, and availability to assume leadership tasks on short notice to guide the membership in their individual assignments.

Membership of Working Groups
The core leadership team appointed two Co-Chairs for each Working Group. Working Group Co-Chairs will function as members of the Self-Study Steering Committee. Co-Chairs of each Working Group recruit or otherwise appoint persons with requisite commitment, skills, and interests to support the functions of the Working Group. It is expected that membership of each Working Group will be a maximum of 15 persons, or as determined by the Co-Chairs.

An additional three Support Teams were added to the organizational structure to address the duties in areas tangential to the Self-Study. These are: Verification of Compliance with Accreditation Relevant Federal Regulations Institutional Report, Research Analysis and Verification, and editing of the Self-Study Report.

General Working Group Charge

Each Working Group is given general directives for conducting the work assigned to the group. These guidelines are in addition to the specific charges that align with the assigned standard. The working groups will be engaged in a process that must be inclusive and reflective. To perform the tasks effectively, they are expected to:

1. Meet at least twice per month to organize and progress with the work of the Group
2. Employ services of the administrative assistant assigned to each group as recorder of minutes and to provide support for routine organizational processes
3. Provide progress reports at the biweekly meeting of the Steering Committee
4. Be very familiar with the required MSCHE, reading the material made available for members on the Self-Study Teams site. Resources include: *Standards for Accreditation and Requirements of Affiliation, 14th edition,* and *Evidence Expectation by Standard Guidelines*
5. Review the Standards of Accreditation and evidentiary documents in keeping with the guiding principles defined in each standard
6. Identify the key issues of the standard and develop lines of inquiry
7. Use evidentiary institutional resources to support the topics outlined in the assigned charge
8. Develop a plan for gathering supporting data for contribution to the evidence inventory using guidance from the MSCHE evidence expectations and including additional resources to support the lines of inquiry developed
9. Be familiar with the variety of other reference material available on the platform, including sample Self-Study reports, MSCHE Design Template, prior UVI Self-Study documents, and links to UVI Committee notes, meeting recordings, and report drafts
10. Analyze data in accordance with the evidence collected for each MSCHE Standard with a final Working Group report for each standard to be delivered according to Timeline shared
11. Have respectful dialog within the group and across the Institution where data and support is sought
12. Be visionary and analytical in reviewing requirements of the assigned standard
13. Include assessment data as a foundation for analyzing each standard
14. Include a focus on diversity, equity, and inclusion
15. Envision and organize work efforts related to the self-study
16. Produce a report to summarize findings, giving interim reports according to the Timeline shared, using the report template included in the Appendix
17. Emphasize evidence-based decision making, that can be applied to multiple programs across the institution

Standard I: Mission and Goals

The standard documents how UVI's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. We must show that/how our stated goals are clearly linked to the organization's mission, while specifying how that mission is fulfilled.

Table 5 Charge to Standard I Working Group

Criteria UVI:	Lines of Inquiry *(May Change as Work Progresses)*
1. has a clearly defined mission and goals	1. How do the UVI mission and goals clearly define and guide the administration and governing structures among all constituents in planning and decision-making for University operations?
2. has realistic goals, consistent with its mission	2. How do the mission and goals reflect the support of the governing body, faculty, administration, and staff?

Criteria UVI:	Lines of Inquiry (May Change as Work Progresses)
3. has goals that focus on student learning outcomes and achievement	3. What UVI evidence establishes the relevance and realistic nature of the mission and goals for expressing Institutional Priorities?
4. regularly assesses its mission and goals to ensure relevancy and achievability.	4. What evidence do we have that internal and external communication measures used for publicizing the planning and implementation of our mission and goals, reflect the constituents we serve?
	5. To what extent do UVI's periodic evaluation and assessment of student learning outcomes re-focus goals for student support, administrative and educational programs?

Standard I will be co-chaired by faculty member Dr. Kenny A. Hendrickson, and University administrator Dr. Suzanne Magras. Dr. Hendrickson is an Associate Professor of Public Administration and Social Sciences, and the Director of the Master of Public Administration Program in CLASS. His current research interests focus on public administration, leadership, disaster preparation and response, authenticity, caring, bureaucracy, professional quality of life and STEM Education.

Dr. Magras is Director of CELL, the University's arm for community engagement programs through collaborative partnerships, which is the home for professional development and transformation, personal enrichment, and consultancy. Dr. Magras is an innovative educator and leader in workforce development and community engagement in the US Virgin Islands. She brings 24 years of expertise to her role as Director of CELL. She serves as Secretary for the VI Board for Career and Technical Education, Board member for the VI Continuum of Care Council on Homelessness, and member of the UVI Institutional Review Board. She leads monthly Reentry Action Group and Reentry Housing Workgroup meetings, with the VI Bureau of Corrections, which provides second-chance pathways to those impacted by the criminal justice system.

Working Group Members
- Judith Daley, Educational Technology Specialist, IS&IA – STT
- Andre'a Dorsey, Assistant Professor of Education, School of Education – STT
- Jackeima Flemming, Student
- Louis Gaubatz, Vice Provost, Access and Enrollment Services (ACES) – STT
- Kendra Harris, Dean, SOB – STX
- Debbie Joseph, Administrative Assistant III, CLASS – STX
- Marilyn Henderson, Administrative Specialist III, IS&IA – STT
- Mary Lansiquot, Dean, SON – STX
- Molly Perry, Assistant Professor of History and Geography, CLASS – STT
- Kim Waddel, Director, VI-EPSCoR – STT
- Jeannine Francis-Brown, Program Manager, CGTC – STT
- Alfonso Rodriguez, Entrepreneurship Associate – STT
- Kyza Callwood, CELL Facilitator/Instructor – STT

Standard II: Ethics and Integrity
This standard shows if/how UVI is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully, to internal and external stakeholders.

Table 6 Charge to Standard II Working Group

Criteria *Show that UVI has:*	Lines of Inquiry *(May Change as Work Progresses)*
1. a commitment to academic and intellectual freedom, freedom of expression, and respect for intellectual property rights	1. Using its periodic assessment processes, how does UVI address issues of ethics and integrity to ensure institutional commitment to avoidance of conflict of interest, upholding academic and administrative integrity, and respect for constituent diversity?
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives	2. How does UVI encourage and exemplify diversity of ideas and perspectives, to ensure a welcoming and supportive environment aligned with its mission and Institutional Priorities?
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff	3. What institutional policies and processes demonstrate fairness in hiring, promotion, discipline, and separation, and in the handling of grievances brought by all constituents?
4. a documented process which avoids conflict of interest or the appearance of such conflict in all activities and among all constituents	4. How effectively does UVI broadly promote and ensure understanding of its student financial support options, accessibility, and full disclosure related to institutional assessment, and compliance with relevant mandatory guidelines?
5. fair and impartial employment practices, in all phases of hiring, evaluation, promotion, discipline, and separation, which also ensure diversity	5. To what extent has UVI observed transparency and accountability through applicable laws, regulations, and policies for government agencies and other entities?
6. honesty and truthfulness in both internal and external communications and public relations announcements, advertisements, recruiting and admissions materials and practices	
7. policies, services, or programs in place, which are relevant to its mission	
8. compliance with all applicable government laws and regulations and Commission policies and procedures	
9. periodic assessment of ethics and integrity, evidenced in institutional policies, processes, practices, and can clearly show how these are implemented	

Standard II will be co-chaired by faculty member Dr. Andre'a Dorsey, and University administrator, Dr. Neville Williams.

Dr. Andre'a Dorsey is Assistant Professor of Education and Field Placement Coordinator, SOE, who teaches both online and on-campus. She has been employed at UVI for 13 years. She has completed certifications in PULSE – Conflict Management, Creative Problem-Solving and Creative Education. She serves on several University committees in the areas of curriculum development, student success, financial aid appeals process, and the Faculty Executive Committee. Her community engagement consists of leadership in non-profit organizations for the holistic development of individuals.

Dr. Neville N. Williams has served for 17 years within the Office of Human Resources (HR), in multiple roles, including: human resources specialist, business partner, and is currently the HR Director. His professional experiences consist of developing reimbursement and salary grade structures according to national compensation studies; provision of professional training to improve human relations and best practices within the workplace, and modernization of HR methods and processes. His community work consists of leadership in ministry, counseling, and other non-profit organizations.

Working Group Members
- Elmo Adams, Adjunct faculty, Visiting Instructor of Business Law – STT
- Marc Boumedine, Associate Professor of Computer Science, CSM – STT
- Kyza Callwood, Adjunct Faculty, STT
- David Capriola, Academic Advisor III, CSS – STX
- Darin Connor, Student
- Nzingha Emanuel, Student
- Collister Fahie, Disaster Recovery Manager – STT
- George Francis, Enrollment Communications Coordinator – STT
- Mark-Jeffery Deans, Director of Libraries, ISIA – STT
- Una Dyer, Director of Presidential Operations, STT
- Theodore Glasford, Chief of Security, STT
- Dara Hamilton, Assistant Professor of Psychology, CLASS – STX
- Sherrika Industrious-Phillips, Network Marketing Coordinator, SBDC- STT
- Jessica LaPlace, Administrative Specialist III, Office of the President – STT
- Shauna Matthew, Senior HR Business Partner, STX
- Rick Nader, Vice Provost, Research and Graduate Studies – STT
- Caroline Polydore-Simon, Director of Philanthropy, Institutional Advancement (IA) – STT
- Hamil Tobias, Adjunct faculty, Online Program, School of Education – STX
- Cherie Wheatley, Student

Standard III: Design and Delivery of the Student Learning Experience
This standard ensures the institution provides students with learning experiences characterized by rigor and coherence at all levels and instructional modality.

Table 7 Charge to Standard III Working Group

Criteria *Show that UVI possesses and demonstrates the following:*	Lines of Inquiry *(May Change as Work Progresses)*
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential	1. How does UVI demonstrate program capacity with sufficient rigor and content coverage to foster a coherent learning experience in undergraduate and professional programs.
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals.	2. How does UVI ensure the delivery of rigorous and effective teaching by qualified personnel who are reviewed regularly and fairly, who are committed to institutional mission and goals, are provided with sufficient opportunities for professional growth, and who appropriately assess student learning?

Criteria *Show that UVI possesses and demonstrates the following:*	Lines of Inquiry *(May Change as Work Progresses)*
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand, follow degree and program requirements, and expected time to completion.	3. What avenues does UVI employ to publicize program availability and content so that students may follow degree requirements and achieve timely program completion?
4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations	4. Does the scope of the general education program challenge students with new intellectual experiences that produce cultural and global awareness and sensitivity, and include opportunities to demonstrate proficiency with a variety of communication options, logic, reasoning, and diverse literacies to support the UVI mission?
5. a general education program, which is either free standing, or integrated into academic disciplines	5. What learning opportunities are faculty providing graduate students to support development of research, scholarship, and independent thinking?
6. opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula	
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers	
8. periodic assessment of the effectiveness of student learning experiences for all student populations	

Standard III will be co-chaired by faculty member Dr. Michelle Peterson and UVI Registrar, Dr. Monifa Potter.

Dr. Michelle Peterson is an Associate Professor of Biology and Chair of the Department of Biological Sciences. During her 25 years at UVI, she has been deeply involved in the General Education curriculum, including its current modification; developed courses and modules for STEM grant-funded opportunities; and served as interim Dean for the College of Science and Mathematics (August 2019-August 2022). She is currently working with the Department of Biological Sciences on curriculum reform.

Dr. Monifa Potter has been the UVI Registrar since January 2015, but joined the UVI staff in 2005. Dr. Potter is responsible for maintaining the accuracy of all student information, including academic records, class scheduling, transfer credit evaluations and issuing transcripts and degrees to students. She served on many committees at the University, such as the Enrollment Management Task Force and St. Thomas President Advising council.

Working Group Members
- Desha Brathwaite, ISIA - STT
- Patricia Burks, Assistant Professor of Nursing, STX

- Christina Chanes, Program Assistant II 4-H/FCS, Research and Public Service – STT
- Tish-Loy Deans, Student – STT
- Anayah Ferris, Program Assistant IV – STX
- George Francis, Enrollment Communications Coordinator – STT
- Ameeta Jadav, Assistant Provost, Online Learning & Instruction - Online
- Elizabeth Jaeger, Associate Professor of Social Sciences - STT
- Denise Lake, Tutor Program Coordinator, CSS – STX
- Cheryl Mingo, Enrollment Services Specialist II, ACES – STT
- Adam Parr, Professor of Mathematics, STT
- Aaron Rapp, Assistant Professor of Mathematics, STT
- Emmanuel Ukpe, Assistant Professor of Information Systems Technology – STX

Standard IV: Support of the Student Experience

This standard shows the institution's commitment to student retention, persistence, completion, and success through an effective support system maintained by qualified professionals. Efforts are made to recruit and admit students whose interests, abilities, experiences, and goals are aligned with the institution's mission and educational programs.

Table 8 Charge to Standard IV Working Group

Criteria *Demonstrate that UVI has:*	Lines of Inquiry *(May Change as Work Progresses)*
1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission	1. How effectively do UVI policies and procedures facilitate ethical recruitment, student consideration of their financial support options, academic preparation for selected program of study, and student academic support opportunities to ensure successful completion of the program of study?
2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches	2. How effective are the policies and procedures related to the handling of transfer credit, experiential learning experiences, and post-completion placement for facilitating student academic success?
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records	3. How effective are UVI's policies and procedures for the safe and secure maintenance and appropriate release of student information and records?
4. athletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	4. Does UVI apply appropriate institutional assessments to athletic programs and other extracurricular activities such that administrative policies and procedures align with those of other University programs?
5. adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers	
6. periodic assessment of the effectiveness of student support services for all student	5. What processes are in place for comprehensive assessment of student support programs to ensure that these programs support

Criteria *Demonstrate that UVI has:*	Lines of Inquiry *(May Change as Work Progresses)*
populations with appropriate metrics and evaluation.	institutional mission, and that processes apply the same administrative rigor as other University programs?

Standard IV will be co-chaired by Dr. Colvin Georges, Jr., a UVI administrator, and Dr. Andrew Seeber, faculty member.

Dr. Colvin T. Georges, Jr. serves as the Dean of Students on the AAS campus. Dr. Georges provides leadership for the Division of Student affairs, encompassing a range of critical services including the Office of the Dean of Students, Counseling Services, Health Services, Food Services, Residence Life and Student Housing, Student Life and Activities, Career Services, and Student Employment. A recent addition to the University staff in September 2023, Dr. Georges brings with him a wealth of experience in student success, enrollment management, and student engagement. His expertise is a cornerstone in his role on the President's cabinet. Dr. Georges' approach is to foster environments that enhance the student experience through personal development, student engagement, and overall success.

Dr. Andrew Seeber is an Assistant Professor of Sociology in CLASS. Dr. Seeber serves as chairperson of the CLASS Advising, Recruitment, and Retention committee. Arriving at UVI as adjunct faculty in the Fall of 2017, Dr. Seeber quickly rose to the challenge of developing innovative strategies for continuing instruction, maintaining student connections, and contributing to University resiliency after the devastation of Hurricanes Irma and Maria. Dr. Seeber became full-time faculty in Fall 2021 and continues to focus on student engagement, also serving as faculty advisor for the AAS Campus Spectrum club.

Working Group Members
- Jaycrislie Boon, Student
- Karen Carty, Director of Athletics – STT
- Andrea Dorsey, Faculty, School of Education – STT
- Orngel Erskine, Administrative Specialist, Student Services – STX
- Michelle Guannel, Assistant Professor of Biology – STT
- Sharon Honore, Associate Professor of Communications – STX
- Marisska Richards-Nurse, Student
- Keisha Ramtahal, International Admissions Coordinator, STT
- Marissa Johnson Rogers, Part-time Instructor of Psychology, CLASS – STT
- R'daejah Milligan, Student
- Ki-Ana Tonge, Academic Advisor & Success Specialist, STX
- Leslyn Tonge, Dean of Students – STT
- Mariska Richards, Student
- Mylon Frett, Information Technology Specialist, ISIA – STT
- Lindsay Negrello, Librarian, ISIA – STT
- Patricia Towal, Director of Counseling and Career Services –STX
- Sophia Johnson, Director of Alumni and Constituent Relations – STX
- Xuri Allen, Faculty, School of Education – STT

Standard V: Educational Effectiveness Assessment
This standard demonstrates that assessment of student learning and achievement evidences the accomplishment of educational goals consistent with the program of study, degree level, as well as the University's mission.

Table 9 Charge to Standard V Working Group

Criteria *Demonstrate that UVI has*:	Lines of Inquiry *(May Change as Work Progresses)*
1. clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission	1. Are student learning outcomes for degree programs and courses clearly stated and effectively aligned with UVI's mission?
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals	2. How and to what extent do the institution's faculty and/or other appropriate professionals engage in course-based and program assessment; and how are assessment results communicated and used to improve the educational experience?
3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness	3. How and to what extent does the institution assess educational support services; and how are assessment results communicated and useful?
4. adequate institutional review and approval of assessment services that are designed, delivered, or assessed by third-party providers exists	4. Does the institution clearly articulate how they prepare students for successful careers, meaningful lives, and further education? What data is gathered and used to determine how well these goals are met?
5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness	5. How does UVI demonstrate the periodic review of its educational assessment processes?

Standard V will be co-chaired by faculty member, Dr. Adam Parr, and UVI administrator, Dr. Jarelle Berkeley.

Dr. Parr is a tenured Associate Professor in the Department of Mathematics. He joined UVI as a faculty member in 1997 and later served as a Department Chair and College Dean. Dr. Parr worked on UVI's Periodic Review Report to MSCHE in 2012 and was a co-chair for one of the Accreditation Standards during the most recent full decennial evaluation in 2017. Dr. Parr has been involved in negotiating and writing two UVI Faculty Policy Manuals (2000 and 2008), and a Collective Bargaining Agreement between teaching faculty and UVI Administration (2020). He currently serves as the elected President of UVI-AAUP, which is the collective bargaining union for all UVI teaching faculty.

Dr. Jarelle A. Berkeley is currently the UVI Title III Director. He is also adjunct faculty with the SOB UVI's Computer Literacy Exam. He has served in the Title III office since 2004 and has accrued over 19 years of grants management experience. During his tenure Dr. Berkeley held the Grants Management Specialist and Title III Coordinator positions. As a member of the National Association of HBCU Title III Administrators' Inc., Dr. Berkeley has served on the By-Laws and Planning Committees. He is a certified grant manager and a recent graduate of UVI's doctoral program in Creative Leadership for Innovation and Change, with a focus on Educational Leadership.

Working Group Members
- Nathan Austin, Professor, Hotel & Tourism Management, SOB – STT
- Peter Jean-Baptiste, Title III Coordinator – STT
- Marc Boumedine, Associate Professor of Computer Science, CSM – STT
- Diana Bowen, Assistant Professor of Mathematics, CSM – STT
- Andre'a Dorsey, Assistant Professor of Education and Leadership Studies, SOE – STT
- Kimarie Engerman, Dean, CLASS – STX
- Sophia McKenzie, Program Coordinator, CSM – STT
- Noreen Michael, Research Director, SON – STT
- Michelle Peterson, Associate Professor of Biology, CSM – STX
- Sharice Richardson, Institutional Research Analyst, IS&IA – STT
- Diahann Ryan, Assistant Director, Research Compliance – STT
- David Sul, Research Assistant Professor of Measurement, Provost's Office – STT
- Tamika Thomas, Director, Public Relations – STT
- Ayesha K. Williams, Associate VP, IS&IA – STT

Standard VI: Planning, Resources, and Institutional Improvement

This standard documents how the institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals. It must show how the University assesses and improves its programs and services, while responding effectively to opportunities and challenges.

Table 10 Charge to Standard VI Working Group

Criteria UVI possesses and demonstrates the following:	Lines of Inquiry *(May Change As Work Progresses)*
1. institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation	1. Are individual component and institution-wide goals clearly stated, distributed widely, and supported by evidence that informs planning and resource-allocation?
2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation	2. How does UVI demonstrate that the planning processes maintain sufficient resources and integrates goals for institutional effectiveness that are aligned with institutional mission and goals?
3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments	3. How does UVI document the availability of fiscal and human resources, technical and physical facilities, funding base and plans for expanding financial sources that ensure adequate support for programs and operations?
4. planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement	4. What evidence clearly demonstrates the institution's responsible fiscal management, proper internal financial controls, and independent confirmation of financial viability?
5. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly	5. What is the evidence that UVI employs a well-defined, inclusive decision-making process that includes comprehensive planning for facilities,

Criteria UVI possesses and demonstrates the following:	Lines of Inquiry *(May Change As Work Progresses)*
linked to the institution's and units' strategic plans/objectives	sustainable resources, and deferred maintenance linked to the strategic planning?
6. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered	
7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability	
8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter	
9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness	
10. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes	
11. compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations	
12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals	
13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources	

Standard VI will be co-chaired by faculty member, Dr. Stan Latesky, and staff member, Jeannine Francis-Brown.

Dr. Latesky is Professor of Chemistry in CSM. A Physical Inorganic Chemist, Dr. Latesky can be considered a generalist, with interests ranging from synthetic inorganic and organometallic chemistry of the transition metals, lanthanides, and actinides, water purification, Nuclear Magnetic Resonance Spectroscopy, UV-VIs and IR spectroscopy, radio nuclear analytical chemistry, computational chemistry, and organic synthesis. His teaching duties include general chemistry, introductory chemistry, organic chemistry, analytical chemistry, physical chemistry, and inorganic chemistry.

Ms. Francis-Brown is a Program Manager at UVI's Caribbean Green Technology Center (CGTC) for the past four years after retiring from Verizon and returning home to the USVI. She has been responsible for the coordination and management of its project roadmap of grant-funded sustainability initiatives enabled by the team's applied research. Her nearly three decades of corporate expertise include Strategic Project Management, Planning and Development, Lean Six Sigma Process Improvement, Governance, Compliance, Customer Experience and improving Business Performance with an eye on organizational systems, as well as revenue protection and growth. Ms. Francis-Brown has a Master of Arts degree in Business Education & Organizational Leadership, Bachelor of Science degree in Economics, Project Management Professional (PMP) Certification and a Black Belt in Lean Six Sigma.

Working Group Members
- Joleen Buchanan, Student
- Christine Chanes, Outreach and Project Coordinator – STX
- Kailey Hand , Student
- Kelly Harrigan, Assistant Director, VI-EPSCoR – STT
- Jamecha Herman, PS III/Procurement Counselor, SBDC – STT
- Rick Nader, Vice Provost, Research and Graduate Studies – STT
- Elroy Richard, Librarian III, IS&IA – STX
- Veda Richards, Director of Employee Benefits & Immigration Services, Human Resources – STT
- Marlene Parrott-Gokool, Administrative Specialist II, CELL – STT
- Erik Pattison, Director of Network Operations, IS&IA – STT
- Moriah Sevier, Coral Disease Specialist III, CSM – STT
- Jessica Taylor, Administrative Specialist II, President's Office – STT
- Leslyn Tonge, Dean of Students – STT
- Kim Waddel, Director, VI-EPSCoR – STT

Standard VII: Governance, Leadership, and Administration
This standard evidence that the institution is governed and administered in a manner which allows for the realization of its stated mission and goals in a manner of benefit to all stakeholders and constituencies.

Table 11 Charge to Standard VII Working Group

Criteria UVI must demonstrate:	Lines of Inquiry *(May Change as Work Progresses)*
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities	1. How does UVI solicit feedback from all members of the University community, ensuring the inclusion of perspectives from the institution's legal governing body, faculty, staff, students, and related bodies for defining roles and responsibilities?

Criteria UVI must demonstrate:	Lines of Inquiry *(May Change as Work Progresses)*
2. a legally constituted governing body	2. How does UVI evaluate and demonstrate that the BOT fulfills its mission and goals in its service of the public interest, fiduciary responsibilities, appoints and reviews the Chief Executive Office, and ensures the fiscal well-being of the institution, oversight for approval of degree programs, awarding of degrees, and establishment of personnel and fiscal management policies remains at the policy level without individual member interference?
3. a Chief Executive Officer who is appointed and evaluated by the Board	3. To what degree does the BOT demonstrate diversity, independence and expertise, avoiding financial, political and other conflicts of interest that may bring undue conflicts to responsibilities for leadership of the institution?
4. an administration with a clearly documented structure of an appropriate size and diversity	4. How does UVI provide assurance that administrative leadership possesses appropriate credentials, and apply the necessary expertise for planning, staffing, assessing, and allocating resources?
5. periodic assessment of the effectiveness of governance, leadership, and administration	5. How often and to what extent does UVI assess and document the effectiveness of governance, leadership, and administration?

Standard VII will be co-chaired by faculty member, Dr. Malik Sekou, and UVI administrator, Dr. Pamela Moolenaar-Wirsiy.

Dr. Sekou is Professor of Political Science – History in CLASS. Dr. Sekou holds a Ph.D. in Political Science and has served as full-time faculty for 25 years. His leadership roles have included Social Sciences Chair (OEK Campus), Administrative Chair (Social Sciences-Humanities) and founding Dean, CLASS. Dr. Sekou has also been a Faculty Meeting Chair. Within CLASS, he has served as Coordinator of Senior Seminar, Chair of the Retention Promotion Tenure Committee, and member of over 15 search committees.

Dr. Pamela Moolenaar-Wirsiy, is the Dean of Innovation and Student Success. She is also currently serving as the Vice President of Institutional Advancement (interim). Last year she served as the Vice Provost of Enrollment Management (interim). She has been at UVI since August 2021.

Previously, she chaired the QEP (Quality Enhancement Plan) during the SACS accreditation at Georgia Perimeter College; and also served on SACS committees in 2000 at DeKalb College. Dr. Moolenaar-Wirsiy led the state-wide Center for Excellence in Teaching and Learning, (CETL) consortium in Georgia (2003 to 2007) that brought together 27 CETL directors for quality control in the Board of Regents system in Georgia. She served as faculty, senator and chair of the campus senate at Georgia Perimeter college for four years. She currently serves on the UVI President's Cabinet.

Working Group Members
- Cherilyn Browne, Administrative Assistant III, Institutional Advancement – STT
- Denise Blanchette, Assistant Professor, English, CLASS – STX

- Tina Callwood, Associate Professor, Psychology, CLASS – STT
- Maria Fleming, Assistant Director, CSS – STX
- Tamia Grant – Student
- Carlton Holmes, Instructor of Music, CLASS – STT
- Dhakiya Liburd – Student
- Keisha Ramtahal, Recruitment and Admissions Specialist III, ACES – STT
- Saidah Sekou – Student
- Linda Smith, Assistant Professor, English, CLASS – STT
- Ki-Ana Tonge, Sophomore Boost Coordinator/Student Success Specialist, ACES – STX
- Renel Smith, Assistant Professor, Computer Information Systems, SOB – STT
- Clinton Valley, Visiting Professor of Educational Leadership, SOE – STT

VII. GUIDELINES FOR REPORTING

The general charges issued to the Steering Committee and Working Groups outline some of the requirements for reporting the findings that will inform the final report and supporting evidence for each standard. Further guidelines for contributing content and feedback to the final report are presented in the Working Group Report Template and the reporting timeline included in this document. Working Groups will refine and investigate lines of inquiry based on criteria of the *Standards for Accreditation and Requirements of Affiliation* and will evaluate and synthesize evidence according to the lines of inquiry developed.

Working Group reports will summarize the criteria/inquiry to which it is responding in an introductory statement that precedes discussion of the findings. The report dialog will specify the evidence under review, explain how it supports the lines of inquiry, and identify how the area of research might be connected to other areas in the Self-Study. The final report will include recommendations derived from the analysis of the evidence and arguments supporting them.

The following are additional resources, processes, and crafting actions that will be undertaken to support the development of the final report:
1. Receive training through MSCHE live webinars and session recordings
2. Use templates and sample reports made available by MSCHE to guide the self-study
3. Present progress reports during scheduled meetings of the Steering Committee according to the timeline and communication plan
4. Compile and update list of evidentiary documents with each progress report
5. Submit files to support results of research inquiry according to the published timeline schedule
6. The Steering Committee will vet and approve evidentiary files, self-recommendations, and arguments used in analysis of findings identified by the Working Group
7. Ensure that documents are stored on a Teams site, with members having permission to view and edit documents, post messages, upload files, and store meeting notes and work plans
8. Draft Self-Study reports will be examined by the President's Cabinet and the BOT

VIII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The following persons for the Editorial Review Team, and are designated editors for the final Self-Study Report and will be responsible for organizing the final arrangement of content, editing for style, spelling,

and grammatical accuracy, and assisting with layout and final document design. Editorial review of the self-study will ensure consistency of voice and style throughout. The Team will pay attention to document format for application of guidelines identified for the report. They will be responsible for maintaining a smooth and cohesive document that reflects the message and meaning communicated in the individual Working Group reports.

Editorial Review Team Members:
- Alscess Lewis Brown, Part-time Faculty, CLASS
- Ayesha K. Williams, Associate Vice President, IS&IA – STT

Alscess Lewis-Brown has served as an adjunct English instructor, at the University of the Virgin Islands (UVI) since 1990. Since 2012, she has been the editor of The Caribbean Writer, the international, refereed, literary journal with a Caribbean focus, founded in 1986 and published annually by UVI. She established the UVI Caribbean Writer Press in 2020, which publishes books for a general readership and scholarly audiences, written by experts and new voices. She is the Vice President and Chair of the Virgin Islands Literary Festival and Book Fair, now in its 10th year, and a member of the Global Association of Literary Festivals. Ms. Lewis-Brown is also an author, with seven of her books for young adults published by Campanita Books, New York.

Ayesha K. Williams is a highly skilled Information Technology leader with over 20 years of experience. She specializes in project management, training, team building, and technical support. Her diverse expertise includes leadership, process improvement, and networking. She is pursuing a Ph.D. in Creative Leadership for Innovation & Change, complementing her academic achievements with a Master of Business Administration and Bachelor of Arts in Business Administration. Outside academia, Ayesha plays an active role in Delta Sigma Theta Sorority, Inc., where she oversees programs tailored for young women, equipping them with essential skills for life beyond high school.

Self-Study Report Outline
1. **Table of Contents**
2. **Executive Summary**: Brief description of the Self-Study document, summary of major findings and recommendations arising from the assessment.
3. **Overview**: Brief description of UVI and its programs, and overview of the Self-Study process
4. **Standard I: Mission and Goals**
   a. Evaluation of evidence to address research queries
   b. Requirements of Affiliation: 7, 8, 10
5. **Standard II: Ethics and Integrity**
   a. Evaluation of evidence to address research queries
   b. Requirements of Affiliation: 5, 6, 8, 13, 14
6. **Standard III: Design and Delivery of the Student Learning Experience**
   a. Evaluation of evidence to address research queries
   b. Requirements of Affiliation: 2, 9, 10, 15
7. **Standard IV: Support of the Student Experience**
   a. Evaluation of evidence to address research queries
   b. Requirements of Affiliation: 8, 9, 10, 11, 15
8. **Standard V: Educational Effectiveness Assessment**
   a. Evaluation of evidence to address research queries
   b. Requirements of Affiliation: 2, 8, 9, 10
9. **Standard VI: Planning, Resources, and Institutional Improvement**
   a. Evaluation of evidence to address research queries
   b. Requirements of Affiliation: 8, 10, 11, 14, 15
10. **Standard VII: Governance, Leadership, and Administration**

a. Evaluation of evidence to address research queries
b. Requirements of Affiliation: 1, 4, 5, 7, 11, 12, 13
11. **Conclusion**: Summary of major findings and recommendations
12. **Appendices**

Document Format and Guidelines

The Editorial Review Team will provide writing guidance and organizational assistance for the final product. The proposed document format and guidelines will be vetted by this team and necessary adjustments will be implemented. Recommendations for changes that may impact meaning and message will be communicated to the core Leadership Team, negotiated with the Working Group Co-Chairs and integrated accordingly.

Editorial Format

a. Document Type: MS Word
b. Font Style: Times New Roman – 11pt
c. Margins: 1 inch all around
d. Spacing: single-spaced between sentences; double-spaced between paragraphs
e. Text alignment: left justified; no indentation at start of paragraph
f. References: when needed, APA format for in-text citations
g. Acronyms: glossary of acronyms will be provided. Names will be spelled out at first use, with acronyms employed for subsequent references to the names
h. Active voice will be used throughout

IX. STRATEGY FOR VERIFICATION OF COMPLIANCE WITH APPLICABLE FEDERAL REGULATORY REQUIREMENTS

The Compliance Team will review the Requirements of Affiliation document and align these criteria with related standards. The evidence inventory will be used to document compliance. The Team will coordinate its efforts with that of the Working Groups, compiling the relevant evidence of compliance for each standard, based on the areas identified below:

a. Grievance policies and record of student complaints
b. Required information for students regarding accessibility, affordability and related policies and procedures
c. Required information regarding Standing with State or other Accrediting Agencies
d. Verification of student identity in distance and correspondence education, and related policies and procedures for protection of privacy
e. Assignment of credit hours policy
f. Transfer credit, prior learning and articulation agreements policies and procedures
g. Verification of compliance with Title IV program responsibilities
h. Contractual agreements policy, procedures, and guidelines

Compliance Team Members:
Co-Chairs: Eustace Esdaille, Visiting Professor of Accounting, SOB – STT & Earlyn Casimir, Interim Comptroller – STT

Table 12 Requirements of Affiliation aligned with related Standards and samples of required Evidence

Requirements of Affiliation	Related Standard(s)	Evidence and Responsible UVI Departments (samples)
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region, as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.	II, VII	1. Bylaws of the University of the Virgin Islands (Office of the President)
2. The institution is operational, with students actively enrolled in its degree programs.	III, IV, V	1. University's Organizational Chart (Office of the President) 2. Undergraduate Catalog 3. Graduate Bulletin
3. The institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	N/A	N/A
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	VII	Annual Institutional Profile, submitted to MSCHE (Office of the President)
5. The institution complies with all applicable government (usually Federal and state) laws and regulations.	II, VII	1. Formal Grievance Policies (Human Resources Department 2. Sexual Misconduct Policy (Human Resources Department)
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. The policies can be viewed on the Commission website, www.msche.org.	II	Compliance Report
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.	I, VII	Strategic Plan 2018-2023: *Greatness Through Innovation* (IS&IA)
8. The institution systematically evaluates its educational and other programs and makes	I, II, IV, V, VI	School of Nursing Licensure Pass Rates (SON)

Requirements of Affiliation	Related Standard(s)	Evidence and Responsible UVI Departments (samples)
public how well and in what ways it is accomplishing its purposes.		
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	III, IV, V	Curriculum Policies and Procedures (Office of the Provost & Vice-President for Academic Affairs)
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	I, III, IV, V, VI	Strategic Plan 2018-2023: *Greatness Through Innovation* (IS&IA)
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	IV, VI, VII	Institutional Financial Plan FY__, With Budget Projection Through FY__ (Administration and Finance)
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.	VII	BOT Manual;
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures, those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	II, VII	1. BOT Conflict of Interest and Disclosure Policy Statement (UVI – BOT) 2. University's Organizational Chart (Office of the President)

Requirements of Affiliation	Related Standard(s)	Evidence and Responsible UVI Departments (samples)
14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	II, VI	UVI Self-Study Design (Office of the President)
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	III, IV, VI	UVI Fact Book – Current and Historical Data (Institutional Research)

X. SELF-STUDY AND COMMUNICATION PLAN TIMELINE

Suggested dates for reporting and community engagement
The Self-Study Timeline identifies the milestones and activities included in the plan for managing the work and products that will enable the timely production of the Self-Study final report. Communication with constituents is critical for soliciting feedback, including broad constituent perspectives and for sharing analyses, findings, and recommendations that will be included in the final report to the MSCHE. For this reason, it is appropriate that the communication strategy and work timeline be included with the overall schedule for Self-Study activities. Draft documents will be circulated through established shared governance routes, submitted to UVI leadership and the BOT according to the schedule below. Newsletters, town halls, and other promotional activities will be delivered as scheduled.

Table 13 below outlines the suggested dates for planning, reporting, collecting feedback, engaging the UVI community, and interacting with the Vice President Liaison to establish consistent progress towards delivery of the final report. The schedule represents plans for the major activities and milestones of the Working Groups, special Teams, and Self-Study project leadership.

Table 13 Self-Study and Communication Plan Timeline

Schedule	Milestone	Activity	Method
October 2023	Self-Study Institute	Introduction to Self-Study Process	Zoom Meetings
November 30, 2023	Self-Study Design (SSD) Preparation	SSD Early Preparation Call	Training materials
December 11, 2023	MSCHE Liaison Introduction	Initial call with MSCHE Vice President Liaison	Zoom meeting

Schedule	Milestone	Activity	Method
December 2023	Core Leadership Team identified	Steering Committee appointed	Email notification
February 22 and 23, 2024	Town Hall Meeting	Seek input on institutional priorities	Zoom meeting
February 27, 2024	Cabinet Update	Review Self-Study Priorities	In-person meeting
February 27, 2023	Steering Committee	Final Report Training	Zoom webinar
March 11, 2024	Steering Committee	Draft SSD to Cabinet	Email distribution
March 18, 2024	Steering Committee – SSD Submission	Draft Self-Study Design Due to MSCHE	Email to Vice President Liaison
April 1, 2024	Vice President Liaison Visit	Self-Study Preparation Visit	On-Site – STT
April 11, 2024	Working Group Progress	Working Group Report of meetings	Email submission
	Steering Committee meeting	Draft SSD revisions	Teams meeting
April 22, 2024	Core Leadership Team	Submit Final SSD	Email to VP Liaison
April 2024	Faculty presentation	Review SSD and plans with Deans, Department Chairs, and Faculty body	Email, Deans & Directors, and Faculty Meetings
April 2024	SGA presentation (One per campus)	Self-Study progress update	Teams meeting
April 2024	Staff Council presentation	Self-Study progress update	Teams meeting
May 2024	Project promotion	IS&IA Newsletter/Web progress report	Web/Email
May 2024	Deadline One - Working Group Progress	Working Groups Progress Report – Assign Summer Work	Email submission
June & July, 2025	Data Collection	Research	
August, 2024	Deadline Two – Steering Committee	Steering Committee – Summer progress reports due	Teams meeting
August 2024	Project promotion	IS&IA Newsletter/Web progress report	Web/Email
September 2024	Town Hall presentation	UVI Community update	Zoom meeting (multi-schedules)
October 2024	Faculty presentation	Progress reports and plans with Deans, Department Chairs, and Faculty body	Email, Deans & Directors, and Faculty Meetings
October 2024	SGA presentation (One per campus)	Self-Study progress update	Teams meeting
October 2024	Staff Council presentation	Self-Study progress update	Teams meeting
October 30, 2024	Deadline Three – Steering Committee	Working Groups Draft Report	Email submission
January 2025	Project promotion	Town Hall Meeting – Community feedback	Zoom meeting (multi-schedules)

Schedule	Milestone	Activity	Method
February 28, 2025	Deadline Four – Steering Committee	Steering Committee review and compilation of Draft Reports	Teams meeting –
April 16, 2025	Self-Study Project Promotion	IS&IA Newsletter/Web progress report	Web/Email
April 2025	Faculty presentation	Progress reports and plans with Deans, Department Chairs, and Faculty body	Email, Deans & Directors, and Faculty Meetings
April 2025	SGA presentation (One per campus)	Self-Study progress update	Teams meeting
April 2025	Staff Council presentation	Self-Study progress update	Teams meeting
May 2025	Project Promotion	IS&IA Newsletter/Web progress report	Web/Email
May 12, 2025	Steering Committee	Update on Draft Report	Teams meeting
May, 2025	Working Groups and Support Teams	Working Groups Progress Report (Assign Summer Work)	Email Submission
June & July, 2025	Data Collection	Research	
August 2025	Project Promotion	IS&IA Newsletter/Web progress report	Web/Email
September 2025	Deadline Five – Steering Committee	Draft Self-Study Final Report	In-Person Review
September 2025	Draft Submitted to Cabinet	Draft Self-Study Final Report	In-Person Review
Fall 2025	Steering Committee	Plan MSCHE visit with VP Liaison	Teams meeting
September/ October 2025	BOT presentation	Draft Final Self-Study Report	Email Distribution
October 2025	Faculty presentation	Review draft final report with Deans, Department Chairs, and Faculty body	Email, Deans & Directors, and Faculty Meetings
October 2025	SGA presentation (One per campus)	Share Draft Self-Study Final Report	Teams meeting
October 2025	Staff Council presentation	Share Draft Self-Study Final Report	Teams meeting
October 2025	Draft self-study sent to Team Chair	Share Draft Self-Study	Email
October 2025	Team Chair Preliminary Visit	Self-Study Preparation Visit	On-Site STT
Fall 2025	Promote MSCHE visit	IS&IA Newsletter/Web	Web/Email
November 2025	Cabinet Presentation	Final Self-Study	Presentation/Email
November 2025	Core Leadership Team	Self-Study Final Report Submitted to BOT	Email
November 2025	Project promotion	Town Hall Meeting – University Update	Zoom meeting
January 2026	Steering Committee	Finalize MSCHE Visit with VP Liaison	Teams meeting

Schedule	Milestone	Activity	Method
February 2026	Core Leadership Team	Final Report Submitted to MSCHE	Upload to MSCHE portal
March 2026	Team Visit	Self-Study Visit	On-Site STT & STX
June 2026	MSCHE Commission Action	Status Determination	Web/Email

XI. EVALUATION TEAM PROFILE

The Steering Committee recommends that MSCHE selects the Evaluation Team from the lists of Institutional and Aspirational Peers shown in the table below.

UVI identified lists of potential Institutional and Aspirational Peers by applying a pre-determined set of criteria to a list of institutions generated through the Integrated Postsecondary Education Data System (IPEDS). Review of the IPEDS list resulted in the selection of the institutions. The criteria ensured that we identified peer institutions similar in mission, size, and scope. Institutions profiled would demonstrate expertise with factors related to resource management, fluctuating enrollment levels, and innovative finance sourcing, which are also among UVI's institutional priorities. There is a small group of institutions with which UVI holds Memoranda of Understanding and Articulation Agreements. These institutions are included in Table 14 as Conflicting institutions which should not be considered for inclusion in the Evaluation Team.

The criteria for institutional profiles included:
1. Carnegie Classification 2021: Masters – small programs
2. HBCU or Land grant institutions
3. Academic Programs and Disciplines
4. Student Demographics: Student body size and other demographics
5. Faculty Characteristics: Size of the faculty, qualifications, tenure status, and full-time vs. part-time composition
6. Research Activity: Although UVI is not classified as a research university, the inclusion of this criterion reflects the weight of the attention and resources applied to this area
7. Financial Resources: Operating budget, funding sources, tuition rates, and financial aid offerings
8. Public versus Private Status: Matching institutions based on whether they are publicly or privately funded
9. Accreditation and Rankings: Looking at the accreditation agency and how institutions are ranked in national or international rankings
10. Performance Metrics: Using specific performance indicators such as graduation rates, retention rates, student-faculty ratio, financial aid
11. Strategic Priorities: Alignment in strategic priorities such as innovation, community engagement

Table 14 Institutional, Aspirational, and Conflicting Peers

Institutional Peers	Aspirational Peers	Conflicting
Lincoln University	Alfred University	University of Puerto Rico
Alverno College	Delaware State University	H. Lavity Stoutt
CUNY – Medgar Evers College	Oregon Institute of Technology	

University of the District of Columbia	SUNY – Purchase College
Clark Atlanta University	University of Texas – Permian Basin
Ohio State University – Lima Campus	University of Hawaii – Hilo
Savannah State University	Allegheny College
University of Guam	Valparaiso University
Alabama A & M University	New College of Florida
Colegio Universitario de San Juan	The Evergreen State College
	University of South Carolina (Upstate)
	University of Puerto Rico -- Humacao
	Elizabeth City University
	South Carolina State

XII. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

UVI will use the MSCHE indicators to analyze and document the use of data to support student achievement, annual enrollment, acquisition of financial resources, and federal financial regulatory compliance. The Research Analysis and Verification Team included in the Self-Study organizational framework will be responsible for assuring access to the appropriate assessment data used by Working Groups and for assuring usefulness of data. Institutional Research (IR) provides a level of scrutiny for IPEDS data collected from University units, and alerts staff of discrepancies or questions to be addressed. Members of the Research Analysis and Verification Team are aligned with the IR office, which is the administrator and custodian for Institutional data, and with ECC, a distinguished research unit within RPS. This Team will use the Self-Study process to guide the development of a more robust framework for producing relevant evidence for decision-making. The work of this Team has the potential for institutionalizing assessment for continuous growth and improvement.

Research Analysis and Verification Team Members:
- Ayishih Bellew, Statistician, ECC – STT
- Laurence Blake, Director of Institutional Research Planning, IS&IA – STT
- Sharice Richardson, Institutional Research Analyst, IS&IA – STT

XIII. EVIDENCE INVENTORY STRATEGY

Working Group Co-Chairs will assign members to function as curators and writers as the work progresses. This will ensure that documents are properly cited and available according to the Working Group report template. Each Working Group will establish its method for the retrieval and organization of documentary evidence used in the analysis of criteria and pursuit of research questions for each Standard.

The Research Analysis and Verification Team will maintain the overall evidence inventory using Microsoft Teams. Each document will be numbered according to its occurrence in the final report. An evidence summary document will be provided for the visiting team demonstrating the naming conventions and organization of the files for MSCHE Team access.

APPENDIX A

University of the Virgin Islands
<u>Working Group Report Template</u>
2024-2026 MSCHE Self-Study

1. Standard # & Name
[Use Roman numeral and Standard Title]

2. Date Submitted to Core Team of the Steering Committee
[DD/MM/YR & Indicate Progress Report or Final Report]

3. Line(s) of Inquiry
[List the research question from Lines of Inquiry for the assigned Standard that the Working Group is addressing in this report]

4. Institutional Priority Addressed By Standard
[Refer to chart in Self-Study Design; list Institutional Priority aligned to the Standard]

5. Discussion and Analysis
[Summarize the Group's discussion including the following: Working Group's research process investigating the question noted above; tasks that were assigned to Group members; evidence that was identified/consulted to answer the question; evidence supports/does not support criteria for the Standard and Priorities; evidence supports/does not support Requirements of Affiliation]

6. Findings (Interim or Final)
[Key points identified in discussion. UVI programs and achievements aligned with priorities and supported by evidence. Final report findings should be in narrative form.]

7. Documented Evidence
[Cite the documents used to support findings. Include complete title, department responsible, location of the document, page number, chapter, date issued]

8. Additional Information of Importance
[Include here anything else you'd like to report. Indicate concerns/complications: eg. overlap with other Standards; challenges and questions; assistance needed from Core Team; Working Group plans for progressing; suggestions for the Steering Committee]

APPENDIX B

Acronyms

A

B

C

E

H

I

L

N

O

P

R

S

T

U

V

W