

MARY WASHINGTON COLLEGE

COMPLIANCE AUDIT *for the* COMMISSION *on* COLLEGES

of the

SOUTHERN ASSOCIATION *of* COLLEGES *and* SCHOOLS

Spring 2003

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INTRODUCTION

The College

Mary Washington College, a state-assisted, coeducational, predominantly undergraduate residential college of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Founded in 1908, it has evolved from a teacher's college, to a branch of the University of Virginia, to what it is today: one of America's outstanding institutions of liberal learning. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy and a commitment to this concept will continue in the years ahead.

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. This is based on the conviction that a broad liberal education—that is, one based upon freedom of inquiry, personal responsibility, and intellectual integrity—is the best preparation for citizenship and career. Thus, the goal of the College's instructional and experiential program is to offer students courses of study and co-curricular opportunities which, together, provide them with a sound general education, enhance their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives. Toward the achievement of these goals, the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary complement to concentration in a particular field. Moreover, consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness and seeks, through its curricular offerings, to reflect that diversity and promote that awareness.

The learning environment at Mary Washington College is enhanced by the very location and physical characteristics of the campus setting. The spacious Fredericksburg campus, situated on 181 acres in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their Georgian style of architecture, are interspersed along a wide brick walk which extends for over a half-mile through the center of campus and from one end of campus to the other. With vehicular traffic and parking confined to the edges of the campus, the grounds offer extensive park-like space, including substantial stretches of lawn, large wooded areas, and a formal rose garden.

In response to accelerating demographic changes that have increased the demand for educational services within the region, the College has developed the James Monroe Center for Graduate and Professional Studies (located at a new site in nearby Stafford County). This recently-opened campus, located just to the north of Fredericksburg, is situated on a 48-acre tract surrounded by trees and is close to many of the area's newly-developed residential communities. The location of the campus, its parking areas, and design have been carefully tailored to maximize convenience and educational quality for

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adult commuting students while remaining faithful to the high aesthetic standards of the College. Pursuant to its own distinctive mission, the James Monroe Center is designed to offer programs which address the region's economic development needs as well as provide educational opportunities for the personal life-long learning and professional advancement objectives of citizens in the area.

In the fullest sense, Mary Washington College endeavors to be very sensitive to the educational needs of the growing population within its commuting region. To address such concerns, it has established undergraduate and graduate degree programs designed especially for adult part-time students and has developed a number of public service activities to assist in meeting special community concerns. As it looks to the future, the College will continue to evaluate its offerings, build upon its high-quality liberal arts and sciences programs, and propose curricular additions and adjustments specifically designed to meet new and increased demands. Mary Washington College will continue to emphasize residential undergraduate liberal education and will also offer compatible undergraduate and master's level programs designed primarily for commuting students.

The 2003 Self-Study

On September 22, 2000, the Board of Visitors passed a resolution which permitted the College to seek permission from the Commission on Colleges of the Southern Association of Colleges and Schools to conduct its decennial Self-Study using the alternative model then being allowed. This request was granted by the Commission on November 1, 2000, thus authorizing the College to adopt as its strategic theme the consideration of moving from college to university status. While this latter study was in the process of being conducted, a totally separate effort has been devoted to conducting an audit of all of the College's existing programs, entities, and operations. Specifically, this *Compliance Audit* was conducted in accordance with the Commission's *1998 Criteria for Accreditation* (Eleventh Edition, First Printing). Each of the "must" statements in this *Audit* is taken from that *Criteria* booklet and is identified by a number which follows the section and subsection numbering scheme contained therein. Each such number is followed by a dash ("-"), which is then followed by the number the College assigned to that "must" statement. As an example, Statement 4.2.1-1 in the *Audit* refers to Undergraduate Admission (Subsection 4.2.1 of the *Criteria*) and is the first ("-1") statement responded to in that subsection. In addition, each "must" statement is followed by numbers indicating where (page/s and line/s) the statement appears in the *Criteria* booklet.

Every effort has been made to enable the reviewer to proceed easily through the *Audit*. Thus, each item addressed consists of four parts: the "must" **Statement** itself, the institution's **Response** to that statement, the **Documentation** which supports the response, and the College's **Status** as to whether or not it is in compliance with the "must" statement.

Introduction

The documentation identified in the *Audit* is located in Lee Hall 305, where the documents have been arranged alphabetically and displayed for easy location and retrieval. In addition, the room contains several computers in order to allow the reviewer access to the many documents that are available online.

This *Audit* was conducted under the direction of Roy B. Weinstock, Vice President for Planning, Assessment, and Institutional Research. The audit process began in Summer 2001 with the assignment of the various “must” statements to administrators, staff, and faculty across campus. Responses and document citations were received, compiled, and edited in late Fall 2001. In mid-Spring 2002, an early draft of the *Audit* was vetted thoroughly by the Compliance Audit Review Committee (p. iv). Further refinement and final editing was done through Fall 2002, at which point the *Audit* was presented to, and endorsed by, the College’s Board of Visitors on December 7, 2002.

The time and effort that went into the completion of the *Audit* was significant, but very worthwhile, in that it allowed the College to conduct a very thorough review and analysis of its programs and operations. The College believes that it is in full compliance with the conditions specified in all applicable “must” statements as set forth in the *Criteria*. We welcome the visiting team’s review of the *Audit* and of the College, and are prepared to assist the team fully in the fulfillment of its obligations.

COMPLIANCE AUDIT REVIEW COMMITTEE

Chair: Roy B. Weinstock
Vice President for Planning, Assessment, and Institutional Research

James E. Bales
Reference and Humanities Librarian

Stephen W. Fuller
Professor of Biology

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Section I

Principles and Philosophy of Accreditation

I-1

Statement:

The Commission on Colleges supports the right of an institution to pursue its established educational purposes; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights **must** not interfere with the overriding obligation of the institution to offer its students a sound education leading to recognized certificates or degrees. [p. 2/35-41; p. 3/1].

Response:

Mary Washington College's obligation and efforts to offer its students a sound education leading to recognized degrees and certificates is fully compatible with its commitment to allow its faculty members to teach, investigate, and publish freely and the right of the institution's students to have opportunities for learning. In all that it does, the College is committed to its established educational purpose as specified in its mission statement and as carried out by the considered actions of its Board of Visitors, administration, faculty, and staff.

Documentation:

"Statement of Mission," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8; <http://www.mwc.edu/catalogue/index.htm>

"The JMC Mission," *James Monroe Center 2002-2003 Academic Catalog*, p. 3; <http://www.jmc.mwc.edu/catalog/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

"Courses of Study," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 63-103.

"Faculty Positions and Contracts," *Mary Washington College Faculty Handbook*, pp. 29-45.

"Faculty Rights, Responsibilities, and Policies," *Mary Washington College Faculty Handbook*, pp. 49-65.

Status:

In compliance.

1.1 Institutional Commitment and Responsibilities in the Accreditation Process

1.1-1

Statement:

The effectiveness of self-regulatory accreditation depends upon an institution's acceptance of certain responsibilities, including involvement in and commitment to the accreditation process. An institution is **required** to conduct a self-study at the interval specified by the Commission and, at the conclusion of the self-study, accept an honest and forthright peer assessment of institutional strengths and weaknesses. The Commission **requires** that the self-study assess every aspect of the institution; involve personnel from all segments of the institution, including faculty, staff, students, administration and governing boards; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses. In addition, the Commission **requires** an adequate institutional follow-up plan to address issues identified in the self-study. [p. 5/1-16]

Response:

Mary Washington College has always, in the past and currently, welcomed its obligation to conduct a Self-Study according to the schedule developed by the Commission. The College is committed to full cooperation in the reaffirmation of accreditation process and relevant follow-up requirements. The current Self-Study has been conducted very openly with broad participation by faculty, students, administration, and staff.

Documentation:

Mary Washington College Self-Study Report, (1993).

Mary Washington College Alternative Self-Study Proposal, (September 2000).

First Follow-Up Report to the Southern Association of Colleges and Schools,
(1994).

Second Follow-Up Report to the Southern Association of Colleges and Schools,
(1995).

Status:

In compliance.

1.1-2

Statement:

An institution **must** be committed to participation in the activities and decisions of the Commission. Commitment includes a willingness to participate in the decision-making processes of the Commission and adherence to all policies and procedures, including those for reporting changes within the institution. Only if institutions accept seriously the responsibilities of membership will the validity and vitality of the accreditation process be ensured. [p. 5/17-25]

Response:

Mary Washington College is fully committed to participating in the activities and decisions of the Commission. This is in part demonstrated by the fact that various College administrators have served as members of accreditation visiting teams to other institutions and also by the frequent attendance of College representatives at meetings held by the Commission.

Documentation:

Mary Washington College Self-Study Report, (1993).

Mary Washington College Alternative Self-Study Proposal, (September 2000).

First Follow-Up Report to the Southern Association of Colleges and Schools,
(1994).

Second Follow-Up Report to the Southern Association of Colleges and Schools,
(1995).

Status:

In compliance.

1.1-3

Statement:

An institution of higher education **is committed** to the search for knowledge and its dissemination. Integrity the pursuit of knowledge **is expected** to govern the total environment of an institution. Each member **is responsible** for ensuring integrity in all operations dealing with its constituencies, in its relations with other member institutions, and in its accreditation activities with the Commission on Colleges. Each **must** provide the Commission access to all parts of its operation and to complete and accurate information about the institution's affairs, including reports of other accrediting, licensing and auditing agencies. In the spirit of collegiality, institutions **are expected** to cooperate fully during all aspects of the process of evaluation: preparations for site visits, the site visit itself, and the follow up to the site visit. Institutions **are also expected** to provide the Commission or its representatives with information requested and to maintain an atmosphere of openness and cooperation during evaluations, enabling evaluators to perform their duties with maximum efficiency and effectiveness. [p. 5/26-34; p. 6/1-12]

Response:

Mary Washington College is committed to providing its faculty with the resources and environment necessary to create knowledge and disseminate information according to the time-honored principle of academic freedom. The spirit of this commitment applies as well to our dealings with the Commission on Colleges. Mary Washington College looks forward to working with the Commission and its selected team of representative in the review of its total program with regard to compliance. This commitment has been honored in the previous reaffirmations of accreditation the College has received and remains strong and unwavering at the present time.

Documentation:

“Accreditation,” *Mary Washington College 2001-2003 Academic Catalogue*, p. 3; <http://www.mwc.edu/catalogue/index.htm>

“Statement of Mission,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8.

“Academic Freedom,” *Mary Washington College Faculty Handbook*, p. 49 and pp. 123-126; <http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

“The Commission’s Expectations for Self-Study,” *Handbook for Institutional Self-Study*, (1999), pp. 9-10.

Status:

In compliance.

1.1-4

Statement:

Each participating institution **must** be in compliance with its program responsibilities under Title IV of the 1992 Higher Education Amendments. Failure to comply with Title IV responsibilities will be considered when an institution is reviewed for initial membership or continued accreditation. In reviewing an institution's compliance with these program responsibilities, the Commission will rely on documentation forwarded to it by the Secretary of Education. [p. 6/13-21]

Response:

Mary Washington College meets fully its program responsibilities as specified in Title IV of the 1992 Higher Education Amendments. For details, refer to Statements 5.4.3.5-1, -2, and -3 in this *Compliance Audit*.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Compliance Audit for the Commission on Colleges of the Southern Association of Colleges and Schools, (Spring 2003).

Status:

In compliance.

1.1-5

Statement:

Each institution seeking candidacy, membership or reaffirmation with the Commission on Colleges **must** document its compliance with the Conditions of Eligibility as outlined in Section 1.4. [p. 6/22-25]

Response:

See Statements 1.4-1 through 1.4-20 in this *Compliance Audit*.

Documentation:

Mary Washington College Compliance Audit for the Commission on Colleges of the Southern Association of Colleges and Schools, (Spring 2003).

Status:

In compliance.

1.2 Application of the Criteria

1.2-1

Statement:

An institution **must** refrain from making a substantive change, defined as a significant modification in the nature or scope of an institution or its programs, except in accordance with the Commission's "Substantive Change Policy for Accredited Institutions" and its attendant procedures. All existing or planned activities **must** be reported according to the policies, procedures and guidelines of the Commission on Colleges and **must** be in compliance with the *Criteria*. [p. 7/4-12]

Response:

Substantive change actions taken by Mary Washington College have been done in full compliance with the *Criteria* set forth by the Commission on Colleges of the Southern Association of Colleges and Schools.

Documentation:

Second Follow-Up Report to the Southern Association of Colleges and Schools, (1995).

Annual Institutional Profile for the Commission on Colleges, (Fall 1998; Fall 1996).

Status:

In compliance.

1.2-2

Statement:

Each institution **must** have adequate procedures for addressing written student complaints. [p. 7/31-32]

Response:

Mary Washington College has policies and procedures in place to respond to written student complaints.

Documentation:

- “Academic Disputes,” *Dictionary of Academic Regulations for 2002-2003*, p. 1;
http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm
- Mary Washington College Police Operations Manual*;
<http://departments.mwc.edu/poli/www/index2.html>
- “Complaints, General,” *Mary Washington College 2002-03 Student Handbook*, p. 50; <http://www.mwc.edu/dest/resources/handbook.htm>
- “Residence Hall Policies and Procedures,” *Mary Washington College 2002-03 Student Handbook*, pp. 85-96.
- “Sexual Harassment Policy,” *Mary Washington College 2002-03 Student Handbook*, pp. 58-64.
- “Sexual Misconduct Policy,” *Mary Washington College 2002-03 Student Handbook*, pp. 75-78.
- “Student Grievance Procedures for Resolving Allegations of Discrimination,” *Mary Washington College 2002-03 Student Handbook*, pp. 64-65.

Status:

In compliance.

1.3 Separately Accredited Units

1.3-1

Statement:

A unit **is required** to apply for separate accreditation or to maintain separate membership if, in the judgment of the Commission, the unit exercises this level of autonomy. [p. 8/22-25]

Response:

Mary Washington College's accreditation will include all of its units wherever located. Consistent with this, the College, submitted a Substantive Change request on June 11, 1999 for new programs at James Monroe Center. The Center received a letter dated January 11, 2002 stating that action on the request had been taken at the December 2001 meeting of the Commission and that no further reports were required.

Documentation:

Mary Washington College Substantive Change Letter, (June 1999).*
Substantive Change Committee Report to James Monroe Center, (November 2000).*
James Monroe Center Response to Substantive Change Committee Report, (November 2000).*
Commission on Colleges Response, (July 2001).*
James Monroe Center Progress Report, (September 2001).*
Commission on Colleges Action, (January 2002).*
(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

1.3-2

Statement:

If an institution seeks separately accredited status for one of its units, it **must** notify the Executive Director of the Commission on Colleges of its intent and follow procedures established by the Commission. In all cases, the Commission on Colleges reserves the right to determine the accreditation status of separate units of an institution. [p. 8/26-32]

Response:

Mary Washington College is not seeking separate accreditation status for any of its units.

Documentation:

Not applicable.

Status:

Not applicable.

1.4 Conditions of Eligibility

1.4-1

Statement:

Any institution seeking candidacy **must** document its compliance with each of the thirteen Conditions of Eligibility to be authorized initiation of a self-study, or to be awarded candidacy or candidacy renewal. In addition, the institution **must** provide evidence that it is capable of complying with all requirements of the *Criteria* and that it will be in compliance by the end of the period allowed for candidacy. [p. 9/1-8]

Response:

Mary Washington College is not seeking candidacy by the Commission on Colleges since it is currently accredited by the Southern Association of Colleges and Schools.

Documentation:

Not applicable.

Status:

Not applicable.

1.4-2

Statement:

The Conditions of Eligibility are basic qualifications which an institution of higher education must meet to be accredited by the Commission on Colleges. . . . Accredited institutions **must** also demonstrate compliance with the *Criteria for Accreditation* which holds institutions to appropriately higher standards of quality. [p. 9/9-11 . . . 17-20]

Response:

Mary Washington College holds accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools and has fulfilled the Conditions of Eligibility. In its current effort to have its accreditation reaffirmed, Mary Washington College has furnished this audit report to demonstrate its compliance with the *Criteria for Accreditation*.

Documentation:

Mary Washington College Compliance Audit for the Commission on College of the Southern Association of Colleges and Schools, (Spring 2003).

Status:

In compliance.

1.4-3

Statement:

1. In obtaining or maintaining accreditation with the Commission on Colleges, an institution **agrees** to the following: a. That it will comply with the *Criteria for Accreditation* of the College Delegate Assembly consistent with the policies and procedures of the Commission on Colleges. b. That the Commission on Colleges, at its discretion, may make known to any agency or member of the public requiring such information, the nature of any action, positive or negative, regarding the institution's status with the Commission. c. That it will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. [p. 9/21-38]

Response:

Mary Washington College has complied, and will continue to comply, fully with all requests, directives, decisions, and policies issued by the Commission on Colleges.

Documentation:

Annual Institutional Profile for the Commission on Colleges, (Fall 2001; Fall 2000).

Letter from the Southern Association of Colleges and Schools to Dr. William M. Anderson, Jr. reaffirming accreditation of Mary Washington College, (January 18, 1994).

Status:

In compliance.

1.4-4

Statement:

2. The institution **must** have formal authority from an appropriate government agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees. [p. 10/1-4]

Response:

The College has formal authority to award degrees from the State Council of Higher Education for Virginia, an agency of the Commonwealth of Virginia, which is in the geographic jurisdiction of the Southern Association of Colleges and Schools.

Documentation:

Code of Virginia Chapter 9.2, Mary Washington College, Section 23-91.42, Degrees, (1950), (on file in the Office of the President, George Washington Hall 103).

Status:

In compliance.

1.4-5

Statement:

3. The institution **must** have a governing board of at least five members, which has the authority and duty to ensure that the mission of the institution is implemented. The governing board is the legal body **responsible** for the institution. Evidence **must** be provided that the board is an active policy-making body for the institution. The board is ultimately **responsible** for ensuring that the financial resources of the institution are used to provide a sound educational program. The board **must** not be controlled by a minority of board members or by organizations or interests separate from the board. The presiding officer of the board **must** have no contractual, employment, or personal or familial financial interest in the institution. The majority of other voting members of the board must have no contractual, employment, or personal or familial financial interest in the institution.

The bylaws of the board or other legal documents **must** ensure appropriate continuity in the board membership, usually by staggered terms of adequate length. The bylaws or other legal documents **must** ensure the independence of the board. Amendment of the bylaws **must** occur only by vote of the board after reasonable deliberation. [p. 10/5-28]

Response:

The College has a legally governing Board of Visitors made up of 12 members who have the authority and duty to ensure that the mission of the institution is implemented. The Board is an active, policy-making body that is ultimately responsible for ensuring that the financial resources of the College are used to provide a sound educational program for its students. Board members are appointed for staggered terms, have no contractual, employment, or personal or familial financial interest in the College, and vote on the conduct of business by quorum.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section I. Corporate Name and Governing Body; Section II. Attendance and Participation, Powers and Duties; Section III. Meetings; Section V. Quorum; Section IX.B.4. The Committee System of the Board of Visitors, Standing Committees, Audit and Finance Committee (as amended by the Board of Visitors September 29, 2001).

*Code of Virginia Chapter 9.2, Mary Washington College, Section 23-91.34 Board of Visitors a corporation and under control of General Assembly; Section 23-91.36 Appointment of visitors generally, terms; Section 23-91.40 Powers and duties of visitors generally, meetings; rector, secretary and vice-rector; executive committee.**

*Code of Virginia Chapter 2.1-639.13 and Executive Order 18(98) Annual Conflict of Interest Filing.**

(*on file in the Office of the President, George Washington Hall 103).

Status:

In compliance.

1.4-6

Statement:

In the case of military institutions authorized . . . active policy-making body for the institution. [p. 10/29 . . . p. 11/3]

Response:

Mary Washington College is not a military institution.

Documentation:

Not applicable.

Status:

Not applicable.

1.4-7

Statement:

The board **must** ensure that the financial resources of the institution are used to provide a sound educational program. The board **must** not be controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. The presiding officer of the board **must** have no contractual, employment, or personal or familial financial interest in the institution. A majority of the other voting board members **must** have no contractual, employment, or personal or familial financial interest in the institution. [p. 11/3-14]

Response:

The Board of Visitors, upon the advice of its Audit and Finance Committee, votes by quorum to ensure that the financial resources of the College are used to provide a sound educational program. Board members have no contractual, employment, personal or familial financial interest in the College.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section V. Quorum; Section IX.B.4. The Committee System of the Board of Visitors, Standing Committees, Audit and Finance Committee (as amended by the Board of Visitors September 29, 2001).

Code of Virginia Chapter 2.1-639.13 and Executive Order 18(98) Annual Conflict of Interest Filing (on file in the Office of the President, George Washington Hall 103).

Status:

In compliance.

1.4-8

Statement:

4. The institution **must** have a chief executive officer whose primary responsibility is to the institution. The chief executive officer **must** not be the presiding officer of the board. [p. 11/15-18]

Response:

The President of the College is the chief executive officer of the College, is appointed by the Board of Visitors, and serves at its pleasure. The President does not serve as the presiding officer of the board.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section X.A. Administrative Officers and Other Employees of the College, The President of the College (as amended by the Board of Visitors September 29, 2001).

Status:

In compliance

1.4-9

Statement:

5. The institution **must** be in operation and have students enrolled in degree programs at the time of the committee visit. [p. 11/19-21]

Response:

Mary Washington College calendar for the 2002-03 academic year shows clearly that the College was in session at the time of the Committee visit.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

“College Calendar,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 189-192; <http://www.mwc.edu/catalogue/index.htm>

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

1.4-10

Statement:

6. The institution **must** offer one or more degree programs based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level. [p. 11/22-26]

Response:

Mary Washington College offers undergraduate degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Bachelor of Professional Studies) and graduate degrees (Master of Arts in Liberal Studies, Master of Science in Elementary Education, Master of Education, Master of Business Administration). All of these degree programs meet the specific year or multi-year requirements specified above.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Status:

In compliance.

1.4-11

Statement:

The institution may make arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia. However, the institution itself **must** provide instruction for all course work required for at least one degree program at each level at which it awards degrees. Any alternative approach to meeting this requirement **must** be approved by the Commission on Colleges. [p. 11/26-33]

Response:

Mary Washington College provides instruction for all course work required for all undergraduate degrees. The College also provides all instruction for its master's degrees with the exception of the information security concentration in the Master of Business Administration program. Courses for this concentration are provided through a contractual agreement with System Administration Networking and Security Institute.

Documentation:

Contract with Systems Administration Networking and Security Institute (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Status:

In compliance.

1.4-12

Statement:

In all cases, the institution **must** be able to demonstrate that it evaluates all aspects of its educational program. [p. 11/33-35]

Response:

Mary Washington College has in place a formal assessment process through which its major academic programs and its general education curriculum are evaluated on a continuous basis. In the former area, each academic program assesses student outcomes over successive 4-year cycles through the use of direct and indirect measures of current students and alumni. In the latter area, each section offered of all courses that are part of the general education curriculum are evaluated for their fidelity to published general education criteria, with the results of these indicators being reviewed by the all-faculty General Education Committee. Beyond this, the College does direct competency assessment of its students and furnishes these results annually to our state higher education coordinating authority. At James Monroe Center, although it is a new campus, there is a fully developed assessment plan, which is in the early stages of implementation.

Documentation:

Student Outcomes Assessment Report, (2001-02 through 1990-91).

General Education Survey results, (Fall 2002 through Fall 1998).

“Assessment of Writing Competency,” *Student Outcomes Assessment Report*, (2001-02).

“Information and Technology Competency,” *Student Outcomes Assessment Report*, (2001-02).

Student Outcomes and Their Indicators of Achievement (document for each academic program).

Survey of academic program alumni (administered once every four-year assessment cycle by each academic program).

James Monroe Center Assessment Handbook.

Status:

In compliance.

1.4-13

Statement:

The institution's degree programs **must** be compatible with its stated purpose and based upon fields of study appropriate to higher education. Institutions may experiment in developing and defining new fields of study, but the Commission cannot evaluate for membership an institution that offers only programs which represent fields of study that are outside of the expertise of the Commission's accredited institutions. [p. 11/36-41; p. 12/1-2]

Response:

The President has delegated to the faculty the responsibility of ensuring that academic offerings are consistent with the established mission of the institution. The College's degree programs are based upon fields of study appropriate to higher education and consistent with the programs and curricular offerings typically available at liberal arts and sciences institutions accredited by the Commission.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section IX.B.1 and 7. The Committee System of the Board of Visitors, Standing Committees, Academic Affairs Committee and Graduate and Professional Studies Committee; Section X.A. Administrative Officers and Other Employees of the College, The President of the College (as amended by the Board of Visitors September 29, 2001).

“Authority and Responsibilities of the Faculty,” *Mary Washington College Faculty Handbook*, p. 14;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Status:

In compliance.

1.4-14

Statement:

7. The institution **must** have a clearly defined, published statement of purpose appropriate to an institution of higher education. [p. 12/3-5]

Response:

The College has a formal, published statement of institutional purpose which specifies its mission, one which is appropriate for an institution of higher education. The Statement of Mission was adopted by the Rector and the Visitors of Mary Washington College on May 12, 1989 and revised September 3, 1993 and April 17, 1999.

Documentation:

“Purpose of the Institution,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-7; <http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

1.4-15

Statement:

8. The institution **must** have an appropriate plan, as well as a functioning planning and evaluation process, which identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement. [p. 12/6-11]

Response:

Mary Washington College's principal planning efforts are coordinated by the College Planning Committee. The plan currently in place (*Mary Washington College Beyond 2000: Embracing the Past, Preserving the Future*) was accepted by the Board of Visitors in February 2001. The Strategic Planning Task Force very recently developed a new strategic plan which not only extends the goals and objectives set forth in *MWC Beyond 2000* but aligns these very closely to the College's assessment and budgeting processes. In addition to these on-campus efforts, the State Council of Higher Education for Virginia (SCHEV) is in the process of developing a strategic planning process which will involve all of Virginia's public institutions of higher education. While the Council's new plan is not yet operational, the College has participated fully in recent planning efforts mandated by SCHEV.

Documentation:

MWC Beyond 2000: Embracing the Past, Preserving the Future;
<http://departments.mwc.edu/pres/www/beyond2000/>.

Mary Washington College Strategic Plan for the Fiscal Years 2003/04-2007/08.

Mary Washington College 2000-2004 Strategic Plan, (submitted to SCHEV
September 20, 1999).

2000 Strategic Plan Progress Report, (submitted to SCHEV October 13, 2000).

Status:

In compliance.

1.4-16

Statement:

9. The institution **must** have published admission policies compatible with its stated purpose. [p. 12/12-13]

Response:

Admission policies compatible with the purpose of the institution are published in documents produced both by the Office of Academic Affairs and the Office of Admissions.

Documentation:

“Admission and Enrollment,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 13-21; <http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Admissions Catalog & Application;
<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;
<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program;
<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

1.4-17

Statement:

10. All undergraduate degree programs of the institution **must** include a substantial component of general education courses at the collegiate level. For degree completion in associate programs, the component **must** constitute a minimum of 15 semester hours or equivalent quarter hours and for baccalaureate programs, a minimum of 30 semester hours or equivalent quarter hours. The credit hours **must** be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The courses **must** be designed to ensure breadth of knowledge and **must not** be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession. [p. 12/14-27]

Response:

All undergraduate degree programs at the College meet the minimum criteria specified above. The general education course review criteria established by the College in its exhaustive overhaul of the general education curriculum specifically indicated that general education courses were to be introductory in nature and were to have a broad focus. That these latter two criteria have been achieved has been demonstrated by the results of surveys completed in class by students enrolled in the great majority of general education courses.

Documentation:

“General Education Requirements for B.A./B.S. Degrees,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 48-51;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog, p. 8;

<http://www.jmc.mwc.edu/catalog/index.htm>

Dictionary of Academic Regulations for 2002-2003, pp. 15-18;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Mary Washington College Advising Handbook.

Final Report on the General Education Curriculum, (1994).

James Monroe Center Admissions Catalog and Application, p. 4;

<http://www.jmc.mwc.edu/admissions/index.htm>

General Education Survey results, (Fall 2002 through Fall 1998).

Status:

In compliance.

1.4-18

Statement:

11. The number of full-time faculty members **must** be adequate to provide effective teaching, advising and scholarly or creative activity. In each major in a degree program, there **must** be at least one full-time faculty member with responsibility for supervision and coordination of the major. In those degree programs for which the institution does not identify a major, this requirement **applies** to a curricular area or concentration. [p. 12/28-35]

Response:

In Fall 2002, the institution had 205 full-time faculty, a significant increase over a short period of time. (For example, there were only 173 full-time faculty in 1996). Every major program has more than one full-time faculty member serving to provide teaching, advising, and scholarly/creative leadership. In most areas of the curriculum in which the College offers courses, instruction is offered by at least one full-time faculty member.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Statistical Profile of Mary Washington College, (July 2002).

Status:

In compliance.

1.4-19

Statement:

12. The institution **must** have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of and ready access to adequate learning resources and services to support the courses, programs and degrees offered. [p. 12/36-40]

Response:

Mary Washington College has invested heavily in an extensive array of resources for the purpose of supporting its academic mission. Each learning resource area is staffed by individuals with the training and experience appropriate for their respective responsibilities. Additionally, the individuals responsible for the different types of learning resources are all members of the faculty's Committee on Academic Resources. Through survey instruments, reports, and internal departmental records each of the areas tracks its progress and adequacy for the provision of learning resources and services to support the College's courses, programs, and degrees offered.

Documentation:

Library-

Academic Libraries Survey, (2002; 2000).

Simpson Library; <http://www.library.mwc.edu/>

TALON (online tutorial); <http://www.library.mwc.edu/talon/index.html>

Virtua Integrated Library System; <http://www.vtls.com>

Library participation in the college-wide Information and Technology Proficiency Requirement; <http://www.mwc.edu/proficiency/index.htm>

Staff-developed introductory information on electronic databases;

<http://www.library.mwc.edu/resources.html>

Online search catalog; <http://library.mwc.edu/cgi-bin/chameleon?skin=NEW>

Multimedia Resources-

Non-Print Media Collection;

http://www.mwc.edu/inte/equipment/non_print.htm

Equipment inventory (on file in the Multimedia Center, Trinkle B49).

Instructional Technology-

Mission Statement (also covers training, troubleshooting, consulting and other services); <http://www.mwc.edu/inte/about/mission.htm>

Center for Instructional Technology; <http://www.mwc.edu/inte>

Blackboard Course Management System;

<http://www.mwc.edu/inte/blackboard/index.htm>

Online training calendar; <http://blackboard.mwc.edu:8088/cgi-bin/INTEcals/webevent.cgi?cmd=openal&cal=cal2&>

Technology Staffing-

Instructional Technology Liaisons; <http://inte.mwc.edu/staff/directory.html>

Help Desk; <http://help.mwc.edu/>

Computing Services-

Computer and Network Services; <http://www.mwc.edu/cans>

Web Communications; <http://www.mwc.edu/webmaster/>

Accountability of Computing Equipment;

<http://www.mwc.edu/inte/policies/carc.htm>

Purchasing Recommendations for New Computers;

<http://help.mwc.edu/index.php?cat=79>

e-mail changes (faculty and staff);

<http://support.mwc.edu/faculty/email/changes.htm>

e-mail changes (students); <http://support.mwc.edu/students/email/changes.htm>

Virus Alert; <http://support.mwc.edu/virus/default.htm>

Status:

In compliance

1.4-20

Statement:

13. The institution **must** have an adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis. The institution **must** provide financial statements and related documents (as specified in Section 6.3.6) which accurately and appropriately represent the total operation of the institution. Any institution, whether a part of a system or not, which is seeking initial candidacy for membership, candidacy renewal, or initial membership **must** include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application. Further, it **must** have available the audit and management letter for the most recent fiscal year ending immediately prior to any committee visit for candidacy, candidacy renewal, or initial membership. These audits **must** be conducted by independent certified public accountants or an appropriate governmental auditing agency. An applicant or candidate institution **must** not show an annual or cumulative operating deficit at any time during the application process or at any time during candidacy. Applicant and candidate military institutions authorized and operated by the federal government to award degrees **must** provide financial information, as shall be required by the Commission, from appropriate governmental agencies. This information **must** accurately represent the total operation of the institution and **must** be sufficient to demonstrate adequate financial support of programs and operations. [p. 12/41; p. 13/1-29]

Response:

The College prepares annual financial statements which are audited by the State Auditor of Public Accounts. They reflect that the College operates within a balanced budget each year and that its financial resources provide an adequate financial base to support the institution's programs and operations.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

1.5 Initial Membership

1.5-1

Statement:

An institution seeking initial membership (accreditation), in addition to fulfilling requirements outlined in the *Criteria*, **must** document its compliance with all Conditions of Eligibility and **have been** in operation - i.e., have, without interruption, enrolled students in degree programs - through at least one complete degree program cycle and have graduated at least one class at the level of the highest degree offered prior to action by the Commission on Colleges. [p. 14/1-9]

Response:

Mary Washington College is not seeking initial membership (accreditation).

Documentation:

Not applicable.

Status:

Not applicable.

1.6 Representation of Status

1.6-1

Statement:

An institution **must** be accurate in reporting to the public its status and relationship with the Commission. [p. 14/10-11]

Response:

The College accurately reports to the public its accreditation status and relationship with the Commission with the following statement: “Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404/679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Bachelor of Professional Studies, Master of Science in Elementary Education, Master of Education, Master of Business Administration, and Master of Arts in Liberal Studies.”

Documentation:

Mary Washington College 2001-2003 Academic Catalogue, p.3;
<http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

1.6-2

Statement:

In catalogs, brochures and advertisements a member institution **must** describe its relationship with the Commission **only** according to the following statement:(Name of institution) is accredited by the commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award (name specific degree levels). [p. 14/12-19]

Response:

In catalogs, brochures and advertisements Mary Washington College reports to the public its accreditation status and relationship with the Commission on Colleges by stating the following: “Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404/679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Bachelor of Professional Studies, Master of Science in Elementary Education, Master of Education, Master of Business Administration, and Master of Arts in Liberal Studies.”

Documentation:

Mary Washington College 2001-2003 Academic Catalogue, p. 3;
<http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

1.6-3

Statement:

No statement **may be made** about possible future accreditation status with the Commission on Colleges. The logo or seal of the Southern Association of Colleges and Schools **must not** be used by the institution. [p. 15/7-10]

Response:

Mary Washington College makes no reference whatsoever about its future accreditation status with the Commission on Colleges. Further, the College does not use the logo or seal of the Southern Association of Colleges and Schools in any of its publications or advertisements.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;
<http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

Section II

Institutional Purpose

II-1

Statement:

An institution **must** have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role. This statement **must** describe the institution and its characteristics and address the components of the institution and its operations. [p. 17/2-7]

Response:

The Mary Washington College Statement of Mission lays out quite clearly what its goals as an institution of higher learning are and what it hopes to accomplish for its students. The Statement of Mission is comprised of four parts: History and Development of the Institution; Purpose of the Institution; Extent of the Institution's Mix of Instruction, Research, and Public Service; and The Institution's Future Directions.

Documentation:

"Statement of Mission," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8; <http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

II-2

Statement:

The official posture and practice of the institution **must** be consistent with its purpose statement. Appropriate publications **must** accurately cite the current statement of purpose. [p. 17/7-10]

Response:

The institution's operations, programs, and practices are fully compatible and consistent with its purpose statement. An examination of current College publications verifies that the purpose statement is presented accurately.

Documentation:

"Purpose of the Institution," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-7; <http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

II-3

Statement:

The formulation of a statement of purpose represents a major educational decision. It should be developed through the efforts of the institution's faculty and administration and governing board. It **must** be approved by the governing board. An institution **must** study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies. [p. 17/11-18]

Response:

The purpose of the institution, as developed by the College's faculty, administration and adopted by its Board of Visitors, has been revised twice (September 3, 1993 and April 17, 1999) to reflect internal changes and changing responsibilities to its constituencies, particularly with the development and opening of a second campus designed to address the needs of the region's adult population.

Documentation:

"Statement of Mission," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8; <http://www.mwc.edu/catalogue/index.htm>

Status:

In compliance.

II-4

Statement:

The statement of purpose serves as the foundation for all institutional operations, programs and activities. Consequently, the institution **must** demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose. [p. 17/18-25]

Response:

In order to ensure their adequacy, reports on planning and evaluation processes, educational programs and support services, financial and physical resources, and administrative processes are made quarterly to the Board of Visitors.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section IX.B. The Committee System of the Board of Visitors, Standing Committees (as amended by the Board of Visitors September 29, 2001)

Status:

In compliance.

Section III

Institutional Effectiveness

3.1 Planning and Evaluation: Educational Programs

3.1-1

Statement:

Educational activities of an institution include teaching, research and public service. Planning and evaluation for these activities **must** be systematic, broad based, interrelated and appropriate to the institution. The institution **must** define its expected educational results and describe its methods for analyzing the results. The institution **must**: 1. establish a clearly defined purpose appropriate to collegiate education; 2. formulate educational goals consistent with the institution's purpose; 3. develop and implement procedures to evaluate the extent to which these educational goals are being achieved; 4. use the results of these evaluations to improve educational programs, services and operations. [p. 20/4-19]

Response:

Mary Washington College engages in a continuous and comprehensive process of planning and assessment as the framework for its program of institutional effectiveness. With respect to planning, the College Planning Committee, a committee comprised of faculty, students, staff, and administrators, developed *MWC Beyond 2000: Preserving the Past, Embracing the Future*. More recently, the Strategic Planning Task Force developed a formal strategic plan which built upon *MWC Beyond 2000* and incorporates planning, assessment, and budgeting functions into a cohesive decision-making structure. As concerns evaluation, a great deal of scrutiny of academic programs and support functions occurs on an ongoing, continuous basis. Documentation to support this claim is listed under *Compliance Audit* Statements 3.1-2, 3.2-1, 3.3-1, and 3.3-2, which follow.

Documentation:

“Purpose of the Institution,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-7; <http://www.mwc.edu/catalogue/index.htm>
MWC Beyond 2000: Preserving the Past, Embracing the Future;
<http://departments.mwc.edu/pres/www/beyond2000/>
Mary Washington College Strategic Plan for Fiscal Years 2003/04-2007/08.

Status:

In compliance.

3.1-2

Statement:

The institution **must** develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service. This evaluation **must** encompass educational goals at all academic levels and research and service functions of the institution. The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement. [p. 20/20-28]

Response:

The principal means by which educational effectiveness is measured are: 1) outcomes assessment in the major program (which utilizes a broad range of qualitative and quantitative measures); 2) surveys of alumni in each of the academic programs; 3) in-class surveys of General Education course sections; 4) results of competency testing in writing and technology (with competency testing soon to occur in the areas of scientific reasoning, quantitative reasoning, oral communication, and critical thinking). The results of these various assessments are made available across campus.

With respect to research and service, faculty are required each year to complete an activities report which details their professional accomplishments (teaching, research, service) for that year. Also, department chairs write an annual performance evaluation of each faculty member, which must be reviewed and signed by the faculty member before these are reviewed by the respective chief academic officer at each campus. In addition to these internal reviews, the College has an ongoing academic program review process which utilizes external evaluators to assess all aspects of each academic program.

Documentation:

Student Outcomes Assessment Report, (2001-02 through 1990-91).

Survey of academic program alumni (once every four-year assessment cycle by each academic program).

General Education Survey results, (Fall 2002 through Fall 1998).

Program Reviews of academic departments, (2001-02 through 1999-98).

“Assessment of Writing Competency,” *Student Outcomes Assessment Report*, (2001-02).

“Information and Technology Competency,” *Student Outcomes Assessment Report*, (2001-02).

“Changes in the Academic Programs as Influenced by Outcomes Assessment Findings,” *Student Outcomes Assessment Report*, (2001-02).

Summary of Changes in the Academic Programs as Influenced by Outcomes Assessment Findings, (1996-97 through 1997-98).

Student Outcomes and Their Indicators of Achievement (document for each academic program).

“Annual Evaluation,” *Mary Washington College Faculty Handbook*, Section 5.1; <http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

“Annual Evaluation,” *James Monroe Center Faculty Handbook*, Section 5.1;
<http://www.jmc.edu/resources/JMCFacultyHandbook.html>
Mary Washington College faculty files located in the Office of Academic Affairs,
George Washington Hall 309/314.
James Monroe Center faculty files located in the Office of the Dean of Faculty,
James Monroe Center 156.
James Monroe Center Assessment Handbook.
Media Resources Guide (faculty service in 2001-2002 and 2000-2001).
With Good Reason (public radio presentations by faculty, 2002-1995).

Status:
In compliance.

3.1-3

Statement:

The institution **must** evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. [p. 21/4-8]

Response:

Mary Washington College is a member of COPLAC (Council of Public Liberal Arts Colleges), an association of 19 institutions across the country that, just as the title implies, are public institutions whose educational mission is built around a liberal arts and science curriculum. This group provides the best benchmark as to how well Mary Washington College students are achieving their educational goals. On a number of important indicators of student achievement, Mary Washington College consistently ranks near the top of the list of COPLAC institutions.

Documentation:

COPLAC Data Set, (2001 through 1999).
6-Year Graduation Rate for First-Time, Full-Time Degree Seeking Freshmen at COPLAC Institutions (spreadsheet).
Statistical Profile of Mary Washington College, (July 2002 through July 1999).
Reports of Institutional Effectiveness, (2002; 2001); <http://roie.schev.edu/>.
Virginia Department of Education licensing results, (2002 through 2000).
Office of Career Services *Graduate Survey*, (2002 through 2000).

Status:
In compliance.

Section III: Institutional Effectiveness

3.2 Planning and Evaluation: Administrative and Educational Support Services

3.2-1

Statement:

In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services. For each administrative and educational support service unit, the institution **must**: 1. establish a clearly defined purpose which supports the institution's purpose and goals; 2. formulate goals which support the purpose of each unit; 3. develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit; 4. use the results of the evaluations to improve administrative and educational support services. [p. 21/9-23]

Response:

Each unit, over a broad range of administrative and support services, has developed a Missions-Goals-Objectives Statement which is used to guide the activities of the respective unit. Each of these entities submits an annual report which comments on activities that have occurred for each objective, actions taken charge in the year just ended, and actions planned for the year upcoming. In addition, all faculty and administrators are asked to complete an annual survey of Mary Washington College's administrative and educational support functions. The results of the survey are sent to each member of the faculty and administration.

Documentation:

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas, (2001-02 through 1995-96).

Surveys of President, Vice President for Academic Affairs, and Campus Support Services (completed by teaching and administrative faculty, 2002 through 1999).

Status:

In compliance.

3.3 Institutional Research

3.3-1

Statement:

Institutional research **must be** an integral part of the institution's planning and evaluation process. It **must** be effective in collecting and analyzing data and disseminating results. [p. 22/1-4]

Response:

The institutional research function at Mary Washington College resides within the Office of Planning, Assessment, and Institutional Research. The Vice President for Planning, Assessment, and Institutional Research chairs the College Planning Committee and co-chairs (with the President) the Strategic Planning Task Force. In 2001, the Committee developed the planning document *MWC Beyond 2000: Preserving the Past, Embracing the Future*; in 2002-03, the Task Force developed a comprehensive strategic plan for the institution. Virtually all formal evaluation activities for the institution and all official reporting to state, regional, and federal agencies is done by the Office of Planning, Assessment, and Institutional Research. These activities involve ongoing collection and analyses of data, with very broad dissemination of same to the campus community.

Documentation:

Enrollment Report for Mary Washington College and James Monroe Center, (2002 through 1998).

Survey of Graduating Seniors, (2000; 1998)

Statistical Profile of Mary Washington College, (July 2002 through July 1998).

MWC Beyond 2000: Preserving the Past, Embracing the Future;

<http://departments.mwc.edu/pres/www/beyond2000/>

Mary Washington College Strategic Plan for Fiscal Years 2003/04-2007/08.

SIR II course evaluation results, (Spring 2002). Results from Fall 2001 through Fall 1997 on file in the Office of Planning, Assessment, and Institutional Research, George Washington Hall 307.

Academic Program Review information sheets (distributed annually to each academic program; contains *Data Set*, copies of each department's *Workload Profile of Full-Time Faculty*, *Course Enrollment by Discipline*, Career Services information on graduates), (2001-02 through 1997-98).

Admitted Student Questionnaire (Plus), (2000; 1997; 1994).

First-Year Student Satisfaction Survey, (Spring 2002 through Spring 1999).

Non-Returning Student Survey, (Spring 2002 through Spring 1997).

Mid-Year Survey of First-Year Students, (Spring 2003; Spring 2002).

National Survey of Student Engagement (NSSE), (Spring 2003; Spring 2002).

Survey of academic program alumni (administered once every four-year assessment cycle by each academic program).

(also, see documentation listed for Statement 3.3-2).

Status:
In compliance.

3.3-2

Statement:

An institution **must** regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process. [p. 22/4-7]

Response:

There are two review mechanisms which serve to evaluate the College's institutional research process, one external the other internal. Regarding the former, a significant number (approximately 35) College data files, surveys, and reports are submitted annually to the State Council of Higher Education for Virginia (SCHEV) and various federal agencies. These external agencies represent a quality control filter of institutional research performance since anything less than complete and accurate reporting will be returned for revision. As for internal control, three College entities that rely on a high-quality institutional research capability are the Board of Visitors (the College's trustee body), the College Planning Committee, and the Office of Academic Affairs. Anything less than consistently high-quality reports, charts, and analyses done by the institutional research unit will be readily apparent to these latter entities and trigger corrective action. Thus, use of, and reliance on, institutional research products by the external and internal audiences identified above serve very adequately as a natural, ongoing evaluation mechanism for the College's institutional research process.

Documentation:

SCHEV (State Council of Higher Education for Virginia -
Annual Admissions Data File, (2000-01).
College Scholarship Assistance Program, (2001-02; 1999-00; 1998-99).
Annual Course Enrollment-Student Data Module, (2002 through 1998).
Admissions Requirements, (2000 through 1998).
Early Enrollment Estimate, (2002 through 1998).
Financial Aid Data File, (2001-02; 1999-00; 1996-97).
Unfunded Scholarships, (2001-02 through 1998-99).
Student Enrollment Projections Report, (2002 through 1998).
Room Inventory Data File, (1998).
Admissions Data File, (Fall 2000).
Headcount Data File, (2001-02 through 1999-00).
Graduation Rate Survey Data File, (1995 cohort through 1993 cohort).
Survey of Sponsored Research Activities, (2001-02 through 1998-99).
Facilities Condition Report, (2002; 1998).
Plan for the Distribution of Student Aid Funds, (2002-03, 1998-99).
Tuition Charges and Fee, (2002-03 through 1998-99).
UT50/UT60 Data File, (2000; 1998).

IPEDS (Integrated Postsecondary Education Data System -
Degrees Conferred Data File, (2002 through 1998).
Institutional Characteristics Report, (2002-01 through 1998-99).

Staff Survey, (2001 through 1998).
Salaries of Full-Time Instructional Faculty Report, (FY02 through FY01).
Fall Enrollment Survey, (2002; 1998).
Finance Report, (2000-01 through 1997-98).
Combined Reports, (Spring 2001 through Fall 2000).

Mary Washington College -

Enrollment Report for Mary Washington College and James Monroe Center, (2002 through 1998).

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas, (2001-02 through 1995-96).

Statistical Profile of Mary Washington College, (July 2002 through July 1999).

Undergraduate Courses Taught as a Function of Course Level and Faculty Status at Mary Washington College, (2001-02 through 1995-96).

Student Credit Hour Analysis, (2001-02 through 1995-96).

Faculty Salaries, (2002 through 1997).

Workload Profile of Full-Time Faculty, (Spring 2002 through Fall 1994).

Faculty Staffing, (Spring 2002 through Fall 1993).

Full-Time Faculty, (Spring 2002 through Fall 1998).

Part-Time Faculty, (Spring 2002 through Fall 1998).

MWC/JMC Combined Headcount Enrollment and Credits Taken, By Student Type, (Fall 2002 through Fall 1997).

Academic Program Review Data Set, (2001-02 through 1997-98).

Status:

In compliance.

3.3-3

Statement:

Institutions **must** assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information. [p. 22/18-20]

Response:

The Office of Planning, Assessment, and Institutional Research has been a coordinate part of Mary Washington College's administrative structure for approximately 10 years. The Office is located in the College's main administrative building (George Washington Hall), has its own budget line, and has excellent up-to-date technological resources. Office personnel have total access to any and all institutional information it needs to fulfill its assigned charge.

Documentation:

Mary Washington College Organization Chart;
http://www.mwc.edu/administration/org_chart.htm

Status:

In compliance.

Notes

Section IV

Educational Program

4-1 General Requirements of the Educational Program

4.1-1

Statement:

All aspects of the educational program **must** be clearly related to the purpose of the institution. [p. 24/1-2]

Response:

The College's catalogs include prominent statements of the institution's mission and purpose and show how the educational programs of the institution are central to carrying out that mission and purpose. Two important other documents, *MWC Beyond 2000* and the College's new strategic plan, are firmly grounded in the stated mission and purpose of the College and focus heavily upon strengthening various aspects of the educational programs in the foreseeable future.

Documentation:

"Statement of Mission," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8; <http://www.mwc.edu/catalogue/index.htm>

"JMC Mission Statement," *James Monroe Center 2002-2003 Academic Catalog*, p. 6; <http://www.jmc.mwc.edu/catalog/index.htm>

MWC Beyond 2000: Preserving the Past, Embracing the Future;

<http://departments.mwc.edu/pres/www/beyond2000/index.htm>

Mary Washington College Strategic Plan for Fiscal Years 2003/04-2007/08.

Status:

In compliance.

4.1-2

Statement:

The institution **must** provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities. [p. 24/2-6]

Response:

The institutional student-to-faculty ratio is (and for a number of years has been) between 17:1 and 18:1, comparable to, if not lower than, what is the case at most American public comprehensive colleges and universities. All teaching faculty, including part-time and temporary teaching faculty, satisfy Commission Criteria regarding professional training and credentials.

Simpson Library supports the instructional programs of the College with a collection of over 300,000 books, 1,500 periodical subscriptions, and comprehensive holdings of microforms. Students, faculty, and staff can access the Library's extensive array of databases (many of them full-text) 24 hours a day from either on or off campus. The Library is a depository for both federal and Virginia government documents.

The library at the James Monroe Center for Graduate and Professional Studies provides information resources for its students, faculty, and staff. The library's collection consists of journals and reference books that support the instructional programs at the Center, ERIC documents, and full-text electronic resources. The library also manages document delivery from the Simpson Library to the Center, in addition to interlibrary loan from other libraries.

With regard to information technology, all students, faculty, and staff have access to a high band-width fiber-optic network 24 hours a day (from their homes, dorm rooms, and offices) allowing them easily to utilize e-mail, shared network drives, the Internet, and the World Wide Web. Traditional classrooms have been transformed into learning facilities that allow our faculty to challenge and guide students by using the latest in instructional technology.

The College's physical plant consists of well-maintained and well-equipped classrooms, laboratories, offices, libraries, residence halls, and recreational spaces which, collectively, provide an appropriate and more than adequate environment for the pursuit of the institution's mission and purpose.

Documentation:

"Faculty," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 171-180; <http://www.mwc.edu/catalogue/index.htm>

"Faculty," *James Monroe Center 2002-2003 Academic Catalog*, p. 68; <http://www.jmc.mwc.edu/catalog/index.htm>

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George

Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.
“Library,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 37-38.
Simpson Library; <http://www.library.mwc.edu/>
Libraries and Research; <http://www.mwc.edu/libraries/default.htm>
Online search catalog; <http://library.mwc.edu/cgi-bin/chameleon?skin=NEW>
James Monroe Center Library; <http://www.jmc.mwc.edu/library/index.htm>
“Computer and Network Services,” *Mary Washington College 2001-2003 Academic Catalogue*, p. 40.
“Center for Instructional Technology,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 40-41.
Technology at the College; <http://www.mwc.edu/technology/default.htm>
Blackboard Course Management System;
<http://www.edu/inte/blackboard/index.htm>

Status:
In compliance.

4.1-3

Statement:

The student enrollment and financial resources of an institution **must** be sufficient to support an effective educational program. [p. 24/6-8]

Response:

With an enrollment of approximately 3,800 full-time equivalent students supported by a budget of over \$55,000,000, the College has sufficient resources to provide an effective educational program.

Documentation:

Census Enrollment Reports for Mary Washington College and James Monroe Center, p. 7, (Fall 2002).

Mary Washington College operating budget, (FY03-FY02), on file in the Office of Business and Finance, George Washington Hall 109.

Status:
In compliance.

4.1-4

Statement:

In addition, the institution **must** ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. [p. 24/9-12]

Response:

All academic degree programs require a minimum overall grade point average (GPA) of 2.00 for graduation as well as a minimum 2.00 GPA in the courses which constitute the major concentration. Also, stated minimum GPAs must be achieved year-by-year for degree-seeking students to maintain good academic standing and avoid academic probation, suspension, or, ultimately, permanent dismissal.

Faculty employ a wide variety of methods of instruction, including (increasingly) methods which depend upon information technology. Quality of instruction is ensured by monitoring it continually (via student course evaluation questionnaires, among other means), and annual evaluation of faculty performance places heavy emphasis on teaching effectiveness. Although some courses have distance learning components, all degree programs are delivered “face-to-face” on one or the other of the College’s two local campuses, the only exception being a post-baccalaureate certificate program in information security which is delivered completely on-line by non-resident faculty. The quality of this latter program is ensured by a rigorous assessment process.

Documentation:

- “B.A./B.S. Degree Requirements,” *Mary Washington College 2001-2003 Academic Catalogue*, p. 48; <http://www.mwc.edu/catalogue/index.htm>
- “Bachelor of Liberal Studies (B.L.S.) Degree Requirements,” *Mary Washington College 2001-2003 Academic Catalogue*, p. 50.
- “Academic Policies and Procedures,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 53-58.
- “Academic Rules and Regulations,” *James Monroe Center 2002-2003 Academic Catalog*, pp. 20-30; <http://www.jmc.mwc.edu/catalog/index.htm>
- “Annual Evaluation,” *Mary Washington College Faculty Handbook*, Section 5.1; <http://departments.mwc.edu/acad/www/faculty/facultyhandbook.pdf>
- “Annual Evaluation,” *James Monroe Center Faculty Handbook*, Section 5.1; <http://www.jmc.mwc.edu/resources/JMCFacultyHandbook.html>
- James Monroe Center Graduate Certificate in Information Security*; http://www.jmc.mwc.edu/certificates/info_sec_main.htm

Status:

In compliance.

4.2 Undergraduate Program

4.2.1 Undergraduate Admission

4.2.1-1

Statement:

General admission policies **must** be established by the governing board on recommendation of the administration. The board **is responsible** for deciding the size and character of the student body. [p. 24/13-16]

Response:

The powers and duties of the Board of Visitors include establishing student admission policies. The Board has resolved that enrollment at the Mary Washington College Fredericksburg campus will not exceed 4,000 students, with the majority living on campus, in order to preserve a desirable learning environment for a traditional, undergraduate curriculum in the liberal arts. It is believed that this enrollment level is conducive to students developing a sense of “connectedness” in that it is a large enough number to permit the offering of a diverse curriculum, yet small enough to ensure individualized attention to students in the classroom, as well as to promote a sense of community within the campus.

With the dramatic increase in population, business, and industry in the Fredericksburg area in recent years, the College has responded to the needs and demands for additional higher education opportunities by opening a second campus in nearby Stafford County, viz., the James Monroe Center for Graduate and Professional Studies which will facilitate the growth and availability of new programs. As resources allow, enrollment of qualified students at this campus will be allowed to grow without limit.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section II.B. Attendance and Participation, Powers and Duties (as amended by the Board of Visitors September 29, 2001).

MWC Beyond 2000: Preserving the Past, Embracing the Future;
<http://departments.mwc.edu/pres/www/beyond2000/index.htm>

MWC 2000: Visions for the 21st Century (approved by the Board of Visitors October 2, 1993).

Commitment to Excellence: An Agenda for Action in the '80s and Beyond (adopted by the Board of Visitors June 24, 1985).

Status:

In compliance.

4.2.1-2

Statement:

Implementation of specific admission policies, however, **is the responsibility** of the administration and faculty of the institution. The unit responsible for administering the policies **must** be clearly identified. [p. 24/16-20]

Response:

The Office of Admissions is responsible for the implementation and administration of specific admissions policies.

Documentation:

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College 2001-2003 Academic Catalogue, pp. 171-180;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-3

Statement:

In those institutions in which various subdivisions maintain separate admission requirements, there **must** be institution-wide coordination of all admission policies and procedures. [p. 24/20-23]

Response:

The Office of Admissions coordinates admission policies and procedures for undergraduate and graduate degree programs at both Mary Washington College and James Monroe Center for Graduate and Professional Studies.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Status:

In compliance.

Section IV: Educational Program

4.2.1-4

Statement:

Admission policies **must** be consistent with the educational purposes of the institution. [p. 24/24-25]

Response:

Admission policies are consistent with the educational purposes of Mary Washington College, as detailed in the College's mission statement. Admission policies for traditional undergraduate programs are based on a holistic approach, designed to select from a very competitive applicant pool those students prepared most adequately for study in the liberal arts and sciences. Admission policies for non-traditional programs (offered principally at the James Monroe Center) are structured to admit students from the region who can benefit from the institution's offerings, which are designed to promote lifelong learning and professional advancement. The Office of Admissions provides information to prospective students, who are encouraged to contact that office in order to attend information sessions, schedule individual interviews, or to request James Monroe Center admissions materials.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-5

Statement:

They **must** include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution. [p. 24/25-28]

Response:

Undergraduate admission policies include both quantitative (e.g., high school grade point average, SAT scores) and qualitative (e.g., extracurricular activities) requirements used to identify students who have the potential to succeed at Mary Washington College. Details of the criteria for admission are clearly delineated in all student recruitment publications and show that the College requires graduate and post-baccalaureate students to have completed a bachelor's degree from a regionally accredited college or university with an appropriate grade point average.

Admissions policies for distance learning programs are consistent with the educational purposes of the institution so as to ensure that only highly qualified individuals, who have been academically successful and are professionally accomplished, are offered admission to such programs. Students who need additional preparation before beginning the distance learning program may be required to take a prerequisite course that provides them with the skills necessary to succeed at the institution.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-6

Statement:

An institution admitting students with deficiencies in their preparation for collegiate study **must** offer appropriate developmental or remedial support to assist these students. [p. 24/28; p. 25/1-3]

Response:

Mary Washington College does not admit students with academic deficiencies who would require developmental or remedial support.

Documentation:

Not applicable.

Status:

Not applicable.

4.2.1-7

Statement:

Each institution **must** regularly evaluate its admission policies. [p. 25/6-7]

Response:

The President of Mary Washington College delegates to the faculty authority to formulate general admissions policies. The Academic Affairs Committee of the faculty, in turn, is charged with studying and recommending actions concerning such policies. In addition, the Bachelor of Liberal Studies Committee makes recommendations regarding admissions policies for the Bachelor of Liberal Studies degree program. For James Monroe Center programs, the James Monroe Center Academic Council is charged with evaluating and revising admissions criteria. All of the above are ongoing, regular activities of the faculty bodies charged with admission policy responsibilities.

Documentation:

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

<http://www.jmc.mwc.edu/resources/JMCFacultyHandbook.html>

Minutes of meetings of the James Monroe Center Academic Council (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.2.1-8

Statement:

It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution. [p. 25/7-9]

Response:

The Office of Admissions revises and reprints all recruitment publications regularly to portray the institution in an accurate and truthful manner. Recruitment activities are conducted by professional staff members who are highly trained to ensure that they represent the institution and its programs in an ethical and truthful manner. The Office of Admissions conducts research to study the perceptions of students concerning the accuracy of student recruitment messages and materials. The institution complies fully with the ethical standards reflected in the *Statement of Principles of Good Practice* of the National Association for College Admission Counseling (NACAC).

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

How to Get Through the College Admissions Maze.

Men's and Women's Athletics.

Celebrating Cultural Diversity.

Entering Class Profile for Mary Washington College.

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Admitted Student Questionnaire (Plus), (2000; 1997; 1994).

First-Year Student Satisfaction Survey, (Spring 2002 through Spring 1999).

Statement of Principles of Good Practice (NACAC publication).

Status:

In compliance.

4.2.1-9

Statement:

To be admitted to degree programs, applicants **must** show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution. [p. 25/10-13]

Response:

Several documents published by the Office of Academic Affairs and the Office of Admissions specifically state the type of evidence a student must provide in order for a reasonable prediction to be made as to whether or not a student will be academically successful at the College. Normally, an official high school transcript showing the date of graduation or a copy of a GED certificate or award letter is required for admission. In the event that such documentation is not available, it is the applicant's responsibility to present clear and convincing evidence of experiences and/or academic achievement to demonstrate readiness to succeed at the institution.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-10

Statement:

Each institution **must** assess and justify the appropriateness of experiences offered in lieu of a high school diploma. [p. 25/13-15]

Response:

Admissions information in the College's *Academic Catalogue* specifically elaborates on the broad criteria considered for admission. In the unusual event that standard documentation (such as a high school diploma or GED certificate) is not available, it is the applicant's responsibility to present clear and convincing evidence of experiences and/or academic achievement to demonstrate readiness to succeed at the institution. Such experiences must be documented through recognized means such as standardized achievement test scores and/or collegiate transcripts. For international applicants, foreign transcripts must be evaluated by a recognized evaluation agency (e.g. World Education Services, Inc.)

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College International Admission Guide.

Status:

In compliance.

4.2.1-11

Statement:

Procedures established for implementation of institutional admission policies **must** be followed in the admission of all students. [p. 25/16-18]

Response:

Institutional admission policies and procedures are outlined in several publications and followed for all students seeking admission to the institution.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-12

Statement:

The institution **must** provide evidence that it selects students whose interests and capabilities are consistent with the admission policies. [p. 25/18-20]

Response:

The Office of Admissions publishes profile data annually on both entering freshmen and Bachelor of Arts/Bachelor of Science program transfer students to demonstrate that the selection of students is consistent with admission policies. For the non-traditional undergraduate and graduate programs, the Office prepares distinct profile data for students entering each program.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Entering Class Profile for Mary Washington College.

James Monroe Center student profiles (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Bachelor of Liberal Studies student profiles (on file in the Office of the Registrar, George Washington Hall 215).

Status:

In compliance.

4.2.1-13

Statement:

An institution **must** clearly define and publish its policy on the admission of transfer students. The policy **must** include the following: the requirement for official transcripts of credits earned from all institutions of higher education previously attended; qualitative and quantitative criteria determining the acceptability of transfer work; criteria regarding the award of advanced standing, whether by credit earned at another institution, by advanced placement examinations, or through experiential learning; and conditions governing admission in good standing, admission on probation, and provisional admission. [p. 25/23-34]

Response:

The Office of Admissions clearly defines and publishes its policy on the admission of transfer students. Admission and transfer policies are published in all recruitment and informational materials and cover all criteria delineated in the above statement.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

Mary Washington College Advanced Placement and International Baccalaureate Policy.

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Bachelor of Liberal Studies Program brochure;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center program supplements (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-14

Statement:

Institutions which award credit based on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning **must** meet the following conditions governing the award of such credit: 1. The amount of credit awarded is clearly stated and is in accord with commonly accepted good practice in higher education. 2. Credit is awarded only in areas offered within the current curriculum of the institution, and is appropriately related to the student's educational programs. 3. Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution, or according to procedures and standards approved by qualified faculty. The institution demonstrates that assessment procedures verify that the credit awarded is appropriate. [p. 25/35-41; p. 26/1-11]

Response:

The amount of credit through examinations, training, certification or experiential learning is clearly stated, is awarded in areas offered within the current curriculum of Mary Washington College, and is determined by qualified faculty and/or administrators. Credit awards in adult degree programs for nontraditional learning experiences are made following the recommendations of the American Council on Education. Credit is not awarded for vocational/technical courses or learning experiences since these are outside the scope of the College's curriculum. Decisions regarding the awarding of transfer credit are made according to standards approved by the faculty.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

Mary Washington College Advanced Placement and International Baccalaureate Policy.

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-15

Statement:

In awarding credit for prior experiential learning, the institution **must** (1) award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program; (2) award credit only to matriculated students, identify such credit on the student's transcript as credit for prior experiential learning and, upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded; (3) ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program; (4) adopt, describe in appropriate institutional publications, implement and regularly review policies and procedures for awarding credit for experiential learning; and (5) clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning. 2.[p. 26/12-29]

Response:

In its Bachelor of Liberal Studies and Bachelor of Professional Studies degree programs, the College does award credit for prior experiential learning following review of portfolios assembled by degree-seeking adult students who work with their faculty mentors. Students must complete a one-credit course (*Portfolio Development*) offered three times each year, prior to submission of a portfolio to be evaluated for credit for life/work experience documenting college-level learning. The portfolio evaluation process, and the awarding of credit for portfolio learning, do conform to the five criteria cited above.

Documentation:

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

Assessing A Portfolio.

Evaluating Experiential Learning: The Portfolio.

Status:

In compliance.

4.2.1-16

Statement:

The institution **must** inform transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled. [p. 26/30-33]

Response:

The Office of Admissions informs each transfer student of the amount of credit that will transfer into Mary Washington College prior to the student's enrollment.

Documentation:

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>
Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-17

Statement:

Coursework transferred or accepted for credit toward an undergraduate degree **must** represent collegiate coursework relevant to the degree with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs. [p. 26/34-39]

Response:

Transfer coursework accepted for credit at Mary Washington College must be relevant to the student's chosen degree program in terms of course content and level. Transfer courses are evaluated in accordance with standards established by the faculty.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>
Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.1-18

Statement:

There **must** be clearly defined policies regarding the academic dismissal, suspension and readmission of students. Readmission of students dismissed or suspended for academic reasons **must** be consistent with the academic policies of the institution. [p. 27/6-10]

Response:

On the Fredericksburg campus, policies regarding the academic dismissal, suspension, reinstatement, and readmission of students are administered by the Office of Academic Services and are detailed clearly in the College catalogue, with additional information provided in the *Dictionary of Academic Regulations*. Students who voluntarily leave the college in good standing may reapply through the Office of Admissions. Students who leave the College when not in good academic standing must apply for readmission through the Committee on Academic Standing (CAS). The CAS meets each semester and is composed of both teaching and administrative faculty. When the CAS decides to reinstate a student, it sets minimum standards of performance in order to help the student achieve good academic standing. The work of the CAS demonstrates the College's commitment to helping students who have the ability to succeed at the College yet, for whatever reason(s), encounter academic difficulty along the way. At the James Monroe Center, the Board on Academic Standing plays a role similar to that described above for the CAS. All issues regarding probation, suspension, and readmission are covered fully in James Monroe Center's *Academic Catalog*.

Documentation:

Dictionary of Academic Regulations for 2002-2003, pp.5-6 and 33-34;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Mary Washington College 2001-2003 Academic Catalogue, pp. 55-58;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog, pp. 22-24 and pp. 32-35;

<http://www.jmc.mwc.edu/catalog/index.htm>

Status:

In compliance.

4.2.2 *Undergraduate Completion Requirements*

4.2.2-1

Statement:

In each degree program, there **must** be an appropriate sequence of courses leading to the degree. An institution **must** publish the requirements for each degree it awards. The requirements **must** be appropriate to the degree offered and **must** specify the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements. [p. 27/11-20]

Response:

Mary Washington College publishes detailed requirements for each degree it awards. The requirements are appropriate for the degree offered and specify total credits required, appropriate course sequencing, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, and the number of electives to be taken.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Status:

In compliance.

4.2.2-2

Statement:

Undergraduate degree programs **must** contain a basic core of general education courses. A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs **are required** for degree completion. [p. 27/21-25]

Response:

Mary Washington College's general education requirements for the Bachelor of Arts and the Bachelor of Science degrees are defined by eight goals (each representing a primary objective of liberal learning) and by across-the-curriculum requirements that enable students to develop a skill or awareness in five essential areas. The general education goals require completion of a minimum of 37, and a maximum of 49, semester hours. Some general education requirements may be satisfied by Advanced Placement or International Baccalaureate test scores or appropriate transfer credit.

The general education requirement for students pursuing the Bachelor of Liberal Studies or Bachelor of Professional Studies degree is 30 semester hours.

Documentation:

Bachelor of Professional Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bps.htm#top>

James Monroe Center 2002-2003 Academic Catalog, pp. 48-51;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

4.2.2-3

Statement:

The core **must** include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. [p. 27/25-28]

Response:

Mary Washington College's general education requirement for the Bachelor of Arts and Bachelor of Science degrees requires at least one course from the following areas: writing, mathematics, natural science, art and literature, study of western civilizations, social sciences, foreign language, and physical education.

The general education requirement for both the Bachelor of Liberal Studies and Bachelor of Professional Studies degrees includes coursework from the following areas: writing/composition, humanities, social sciences, natural sciences/mathematics, and communication arts.

Documentation:

Bachelor of Professional Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bps.htm#top>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College 2001-2003 Academic Catalogue, pp 48-51;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Bachelor of Liberal Studies: A Degree Program for Adults; <http://www.mwc.edu/adfa/adult/programs/bls.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

4.2.2-4

Statement:

The institution **must** demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. [p. 27/29-32]

Response:

The College complies fully with the student outcomes assessment program mandated by the State Council of Higher Education for Virginia, which requires all of Virginia's public institutions of higher education to conduct competency assessments of its students in six areas: 1) writing; 2) technology; 3) scientific reasoning; 4) quantitative reasoning; 5) critical thinking; and 6) oral communication. Areas 1 and 2 were completed in 2001-02 with areas 3 and 4 scheduled to be done in 2003-04 and the last two in 2005-06. The performance of our students was excellent in the areas completed (1 and 2), and we fully anticipate the same to occur in the remaining areas due to the academic quality of our student body and the excellent instruction and mentoring offered by our faculty.

Documentation:

“Assessment of Writing Competency,” *Student Outcomes Assessment Report*, (2001-02).

“Information and Technology Competency,” *Student Outcomes Assessment Report*, (2001-02).

Mary Washington College Quantitative Reasoning Competency (protocol).

Mary Washington College Scientific Reasoning Competency (protocol).

Reports of Institutional Effectiveness; <http://roie.schev.edu/>

Status:

In compliance.

4.2.2-5

Statement:

An institution **must** clearly define what is meant by a major or an area of concentration and **must** state the number of credits required for each. An adequate number of hours with appropriate prerequisites **must** be required in courses above the elementary level. [p. 27/33-37]

Response:

Each major program or area of concentration is defined in the respective academic catalogues, along with the accompanying number of credits required for same. Within each program, the majority of the required courses reside above the elementary level.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Status:

In compliance.

4.2.2-6

Statement:

For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, **must** be earned through instruction by the institution awarding the degree. [p. 27/38-39; p. 28/1-2]

Response:

Mary Washington College limits the amount of transfer credit accepted for all undergraduate degrees to 90 credit hours; therefore, at least 25 percent (i.e., 30 semester credit hours) of the required hours must be earned at the College.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Bachelor of Liberal Studies Program;

<http://www.mwc.edu/adfa/adult/programs/bls.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

Status:

In compliance.

4.2.2-7

Statement:

All courses, other than those identified by the institution as developmental/remedial, offered by an institution for credit **must** be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or **must** be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs. [p. 28/3-9]

Response:

All courses offered by the College for academic credit are applicable to at least one of its own degree or certificate programs, with the exception of two types of professional development courses offered through the James Monroe Center for Graduate and Professional Studies. The numbering for these courses is indicated on the Mary Washington College Transcript Key as not being applicable to a degree program.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

http://www.mwc.edu/catalogue/2001_03/index.htm

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Transcript Key.

Status:

In compliance.

4.2.3 *Undergraduate Curriculum*

4.2.3-1

Statement:

Curricula **must** be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution. [p. 28/10-14]

Response:

At its Fredericksburg campus, Mary Washington College offers undergraduate degrees in the liberal arts and sciences; at the James Monroe Center the College offers masters degrees, post-baccalaureate certificates and undergraduate “degree completion” opportunities in professional and applied studies areas. All of these academic offerings are indeed related and appropriate to the purpose and goals of the institution. Admissions policies and procedures ensure that admitted students have the abilities and preparation necessary to pursue the degrees or certificates they seek. As documented throughout Sections IV, V, and VI of this *Compliance Audit*, the financial and instructional resources of the institution are both appropriate and adequate for the support of these academic offerings.

Documentation:

“Purpose of the Institution,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-7; http://www.mwc.edu/catalogue/2001_03/index.htm

“JMC Mission Statement,” *James Monroe Center 2002-2003 Academic Catalog*, p. 6; <http://www.jmc.mwc.edu/catalog/index.htm>

“Academic Program,” *MWC Beyond 2000: Preserving the Past, Embracing the Future*; <http://departments.mwc.edu/pres/www/beyond2000/index.htm>

“Admission and Enrollment,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 13-21.

“Admission to Programs at the James Monroe Center,” *James Monroe Center for Graduate and Professional Studies Admissions Catalog*; <http://www.jmc.mwc.edu/admissions/index.htm>

Mary Washington College Compliance Audit for the Commission on Colleges of the Southern Association of Colleges and Schools, (Spring 2003).

Status:

In compliance.

4.2.3-2

Statement:

The institution **must** have a clearly defined process by which the curriculum is established, reviewed and evaluated. This process **must** recognize the various roles of the faculty, the administration and the governing board. [p. 28/15-19]

Response:

Both the College and the James Monroe Center have explicit statements defining curriculum review processes. On the Mary Washington College campus, curricular oversight is delegated by the Board of Visitors to the President and then to the faculty and is carried out by elected and appointed faculty committees. At the James Monroe Center, curricular oversight is delegated to the Center's Academic Council. All departments are expected to participate in an on-going program review process as well; commentary on the currency/relevance of the department's curriculum is an expected part of the review. Procedures for curriculum change are routinely disseminated to the faculty through the annual *Summer Memo*.

Documentation:

Academic Program Review at Mary Washington College.

Summer Memo, (2001), pp. 119-121 and 126-132;

Mary Washington College Faculty Handbook, p. 14 and pp. 16-27;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 11-13;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Program Reviews of academic departments, (2001-02 through 1998-99).

Status:

In compliance.

4.2.3-3

Statement:

For each major in a degree program, the institution **must** assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. [p. 28/20-23]

Response:

Each academic department at Mary Washington College, or program area at James Monroe Center, has a qualified, full-time, continuing faculty member, representing (one of) the department's or program's academic discipline(s) acting as department chair or program coordinator. All of these department chairs and program coordinators are academically qualified in their fields and have appropriate credentials, as defined in Subsection. 4.8.2 and are responsible for administrative oversight of all department/program activities.

Documentation:

“Department Chairs,” *Mary Washington College Faculty Handbook*, Section 1.5.5.1; <http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

“Department Chairs,” *Summer Memo*, (2002), p. 36;

http://www.mwc.edu/acaf/summer_memo/index.htm

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.2.3-4

Statement:

At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, **must** have primary teaching assignment in the major. In those degree programs for which the institution does not identify a major, the above requirements apply to a curricular area or a concentration. [p. 28/23-28]

Response:

Each of the undergraduate majors listed in the *Mary Washington College 2001-2003 Academic Catalogue* and each of the academic programs listed in the *James Monroe Center 2002-2003 Academic Catalog* shows that there is at least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2 of the *Criteria*, whose primary teaching assignment is in the corresponding discipline. The respective catalog listings of courses of study are organized by discipline, and the names of the full-time continuing faculty teaching in each discipline are included in those listings.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance

4.2.3-5

Statement:

The governing board **must** be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs. [p. 28/29-34]

Response:

The powers and duties conferred by statute upon the Board of Visitors are exercised in order to accomplish the purpose and mission of the College and to promote its general welfare. Included here are the authority and duty to approve changes in the College curriculum and to award degrees. On the Fredericksburg campus, the faculty's Academic Affairs Committee, and then the Faculty Senate, consider and make recommendations about proposals submitted by the President regarding new degrees and academic majors. At James Monroe Center, the Graduate and Professional Studies Committee, and then the Academic Council, consider and make recommendations about proposals submitted by the President regarding new degrees and academic offerings, including distance learning programs.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section II.B. Attendance and Participation, Powers and Duties, and Section IX. B.1 and 2. The Committee System of the Board of Visitors, Standing Committees, Academic Affairs Committee and Graduate and Professional Studies Committee (as amended by the Board of Visitors September 29, 2001).

Code of Virginia Chapter 9.2, Mary Washington College, Sections 23-91.42 Degrees and 23-91.43 Curriculum (1972. c.861), on file in the Office of the President, George Washington Hall 103.

Status:

In compliance.

4.2.3-6

Statement:

The administration and faculty **must** be responsible for the development of academic programs recommended to the governing board. They **are also responsible** for implementing and monitoring the general curriculum policy and the academic programs approved by the board. There should be an institution-wide process to coordinate programmatic and curricular changes. [p. 28/35-39; p. 29/1-2]

Response:

At Mary Washington College, curricular oversight is delegated by the Board of Visitors to the President, and then to the faculty, and is carried out by elected and appointed faculty committees reporting both to the Faculty Senate and at meetings of the General Faculty. At the James Monroe Center, curricular oversight is delegated by the Board to the President and then to the Center's Academic Council. Some academic administrators serve on faculty committees in an *ex-officio* (but non-voting) capacity for the purpose of ensuring necessary coordination of effort. The Academic Council at the James Monroe Center includes faculty and administrators for the same reason. Coordination in curricular matters between the two campuses is covered fully in the "strategic" portion of the Self-Study. By design, the academic functions of the two campuses are separate even though they share some administrative support services (such as a common Office of the Registrar).

Documentation:

Mary Washington College Faculty Handbook, p. 14 and pp. 16-27;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 4-5 and 11-13;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College Alternative Self Study, (Spring 2003).

Status:

In compliance.

4.2.3-7

Statement:

Curricula intended to provide basic preparation for students who will subsequently transfer to another institution **must** be designed to consider the institutions to which these students transfer. [p. 29/12-15]

Response:

Allied Health Transfer Programs are described in the *Academic Planning Guide*. These programs require that specific courses be completed before the student can be considered for admission to institutions offering degrees in these areas. To ensure that a student who wishes to enter one of these professional programs is aware of the requirements and registers for the appropriate courses while enrolled at Mary Washington College, an Allied Health Advisor is available to answer questions and arrange a schedule of courses consistent with the goals of the student.

Mary Washington has implemented the Virginia State Policy on Transfer and makes information on the transfer process available in the *MWC Transfer Guide for the Virginia Community Colleges*, a booklet published each fall and available in the Office of Admissions. Mary Washington College does not have articulation agreements with any other four-year college or university, nor does it have “inverted,” “two-plus-two,” or other such programs.

Documentation:

Academic Planning Guide for New Students;

[http://www.mwc.edu/acsv/Publications/Academic PlanningGuide/Index.htm](http://www.mwc.edu/acsv/Publications/Academic%20PlanningGuide/Index.htm)

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>

Status:

In compliance

4.2.3-8

Statement:

Associate and baccalaureate degree-granting institutions should work cooperatively to develop articulation agreements. The agreements should be evaluated periodically to ensure an equitable and efficient transfer of students. "Inverted," "two plus two" and similar programs **must** include an adequate amount of advanced coursework in the subject field. [p. 29/15-22]

Response:

Mary Washington College complies fully with the Virginia State Policy on Transfer. The institutional policy and supporting documentation are reviewed annually by the Transfer Committee of the State Council of Higher Education for Virginia. The College's Office of Admissions publishes specific information annually on articulation agreements pertinent to Mary Washington College.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College Transfer Guide; <http://www.mwc.edu/adfa/transfer>
State Policy on Transfer.

Adult Degree Programs Transfer Guide.

Status:

In compliance.

4.2.3-9

Statement:

Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, **must** ensure that the credit awarded is at the collegiate level and is in compliance with the *Criteria* and with Section IV in particular. [p. 29/23-28]

Response:

Mary Washington College has not entered into any of the above noted partnerships or programs with secondary schools.

Documentation:

Not applicable.

Status:

Not applicable.

4.2.3-10

Statement:

Partnerships **must** be evaluated regularly by the participating institution of higher education. The participating institution **must** assume full responsibility for the academic quality and integrity of partnerships as measured by the *Criteria*. [p. 29/28-32]

Response:

Mary Washington College is not involved in any programmatic partnerships with secondary schools.

Documentation:

Not applicable.

Status:

Not applicable.

4.2.4 *Undergraduate Instruction*

4.2.4-1

Statement:

Instructional techniques and policies **must** be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course. [p. 29/33-35]

Response:

The College's approach to instruction, and expectations of its faculty, is entirely consistent with the values expressed in the institution's statement of purpose. Faculty are expected to provide a syllabus to students in each of their courses, and one of the specified topics to be covered in the syllabus is "course goals and objectives." Beginning in 1998, all departments (on a staggered basis) are required to conduct periodic, in-depth program reviews. Examination of instructional approaches and their connection to the goals of specific courses is typically a part of the program review process in a given department. Course syllabi are provided as an appendix to the program review report submitted by the department. In those cases where departments have not yet completed a required program review (because their time for that review has not occurred yet), course syllabi are on file in the respective academic department offices.

Documentation:

Academic Program Review at Mary Washington College.

Mary Washington College Faculty Handbook, p. 51;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

James Monroe Center Faculty Handbook, p. 32;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Program Reviews of academic departments, (2001-02 through 1999-98).

Status:

In compliance.

4.2.4-2

Statement:

Instruction **must** be evaluated regularly and the results used to ensure quality instruction. [p. 29/36-37]

Response:

Mary Washington College engages in a continuous process of course evaluation, and has done so for more than 20 years. Instruction across the curriculum is evaluated each semester in a variety of ways, with different academic departments using methodologies suitable to their respective disciplines (e.g., classroom visitation by the chair and departmental colleagues). However, what is done uniformly across the institution each semester is student evaluation of instruction using the SIR II instrument developed by Educational Testing Service. The results from each semester's evaluations are compiled by individual course and by level (lower and upper) and are sent to the individual faculty member (after grades have been posted for the semester), his/her department chair, and the Dean of the Faculty. In addition to the results from SIR II's objective questions, students furnish open-ended comments in narrative form on separate sheets of paper. These comments are also seen by the individuals identified above.

Documentation:

SIR II course evaluation results, (Spring 2002). Results from Fall 2001 through Fall 1997 on file in the Office of Planning, Assessment, and Institutional Research, George Washington Hall 307.

SIR II course evaluation reports for James Monroe Center (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.2.4-3

Statement:

Students **must** be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed. [p. 29/38-39; p. 30/1-2]

Response:

Faculty are expected to provide a syllabus to students in their courses, and some of the specified syllabus elements are a statement of “course goals and objectives,” a calendar of assignment due dates, and a statement of the “grading rationale.” The Dean of the Faculty and department chairs have ample opportunity to review course syllabi since, beginning in 1998, all departments (on a staggered basis) are required to conduct periodic, in-depth program reviews. Examination of instructional approaches and their connection to the goals of specific courses are usually a part of the program review process for a given department. Course syllabi are expected as an appendix to the program review report submitted by the department. In addition, course syllabi are on file in the respective academic department offices.

Documentation:

Academic Program Review at Mary Washington College.

Mary Washington College Faculty Handbook, p. 51;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, p. 32;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Program Reviews of academic departments, (2001-02 through 1999-98).

Status:

In compliance.

4.2.4-4

Statement:

Methods of instruction **must** be appropriate to the goals of each course and the capabilities of the students. [p. 30/2-4]

Response:

As a part of the required annual evaluation process, full-time faculty submit an annual activities report which, in part, contains a self-report and assessment of the faculty member's instructional activities for the year. Faculty colleagues (through the annual peer review process) review these reports, as do department chairs and the Dean of the Faculty. Among the topics faculty are asked to consider addressing in these reports are "academic standards and expectations of students; course rigor; [and] grading practices." Since Mary Washington College is a very selective institution with an extremely capable student body, faculty are encouraged to challenge students with rigorous courses.

As part of the report, faculty are asked to comment on whether the courses taught were updated, revised, or significantly revised with respect to teaching goals and approaches. Further, beginning in 1998, all departments (on a staggered basis) are required to conduct period, in-depth program reviews. Examination of instructional approaches and their connection to the goals of specific courses are usually a part of the program review process for a given department.

Documentation:

Academic Program Review at Mary Washington College.

Mary Washington College Faculty Handbook, pp. 51; 67-71;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 32; 48-52;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Program Reviews of academic departments, (2001-02 through 1999-98).

Status:

In compliance.

4.2.4-5

Statement:

Experimentation with methods to improve instruction **must** be adequately supported and critically evaluated. [p. 30/4-6]

Response:

The College supports several internal grant programs that encourage faculty to develop and evaluate new methods of instruction: Written reports at the conclusion of the grant award period are required, and these reports are expected to evaluate the successes and/or limitations of the pedagogical experimentation undertaken. These reports are on file at Simpson Library and are available to any interested party. The Office of Academic Affairs manages these files and seeks to ensure that required reports are submitted on time and made available to those who request access to them. Faculty also comment on the results of grant-supported curricular innovation as a part of the annual activities report. Finally, all departments (on a staggered basis) are required to conduct periodic, in-depth, program reviews. Examination of instructional innovation is usually a part of the program review process for a given department.

Documentation:

Academic Program Review at Mary Washington College.

Summer Memo, (2002), pp. 43-54;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 67-72;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 48-52;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Program Reviews of academic departments, (2001-02 through 1999-98).

Status:

In compliance.

4.2.4-6

Statement:

An institution **must** use a variety of means to evaluate student performance. [p. 30/7-8]

Response:

Faculty monitor and evaluate student progress carefully in order to assure achievement of program goals and course objectives. Instructors employ a variety of evaluative techniques including, but not limited to, tests, case studies, and student projects. As part of this process, faculty are expected to provide a syllabus to students in their courses specifying, among other points, the “grading rationale” to be employed in the course. The nature of the College’s academic program, and the several “Across-the-Curriculum” general education requirements (each emphasizing a different pedagogical perspective), help to assure a rich diversity in the means used to evaluate student work. Students at the College are evaluated on the papers they write, the oral presentations they deliver, the group projects in which they take part, the laboratory experiments they conduct, the research projects they complete, the artistic works they produce, and the performances (dramatic, musical, and physical) that they present.

Documentation:

Academic Program Review at Mary Washington College.

Mary Washington College Faculty Handbook, pp. 51-52;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, p. 32;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center Assessment Handbook.

Program Reviews of academic departments, (2001-02 through 1999-98).

Status:

In compliance.

4.2.4-7

Statement:

The evaluation **must** reflect concern for quality and properly discern levels of student performance. [p. 30/8-10]

Response:

A detailed, campus-wide, discipline-specific grade report, compiled by course level, is sent to every faculty member (full-time and part-time) shortly after a semester has been completed. This report is often used by the Dean of the Faculty to review patterns and level of grading when meetings are held individually with department chairs. Further, among the topics faculty are asked to consider in their annual activities reports are “academic standards and expectations of students; course rigor; [and] grading practices.” In addition, all departments (on a staggered basis) are required to conduct periodic, in-depth program reviews and examination of departmental grading procedures is usually a part of the program review. Also, information is provided every semester on the grade distributions within the various departments and across the College. Finally, the College provides an Academic Dispute procedure for those cases in which students believe the evaluation of their work has not been conducted in an appropriate manner.

Documentation:

Academic Program Review at Mary Washington College.

Mary Washington College Faculty Handbook, pp. 51-52;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

Grade Distribution-Report C.

James Monroe Center Faculty Handbook, p. 32;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Program Reviews of academic departments, (2001-02 through 1999-98).

Dictionary of Academic Regulations for 2002-2003, p.1;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Status:

In compliance.

4.2.4-8

Statement:

An institution **must** publish its grading policies and its grading practices **must** be consistent with policy. [p. 30/10-12]

Response:

Grading policies are published in the *Academic Catalogue* and *Dictionary of Academic Regulations*. The differences in grading policies among instructors rest to a large extent on the professional judgment of the individual instructor; however, institutional standards require recognition of academic performance within a range of “A” for “unusual excellence” to “F” for “failure” (c.f. the *Dictionary* for details). In addition, a grade report is sent to each faculty member which shows, for a given semester, grade distributions for each department, and grade point averages for upper-level and lower-level courses in order to allow each campus’ chief academic officer, department chairs, and faculty members themselves to monitor adherence to grading policies.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Dictionary of Academic Regulations for 2002-03;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Grade Distribution-Report C.

Status:

In compliance.

4.2.4-9

Statement:

The institution **must** evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students. [p. 30/13-18]

Response:

The effectiveness of Mary Washington College's instructional program is evaluated in many ways. To begin, for over 20 years the College has continuously evaluated its course offerings, with the current evaluation instrument being Educational Testing Service's SIR II (used on both campuses), along with open-ended comment sheets completed by students. In addition, considerable use is made of standardized exams (e.g., MFAT, ACAT) in various academic disciplines. On a different front, each academic program is required once every four years to survey majors who have graduated (program alumni). Lastly, the Office of Career Services conducts an annual survey of the most recent class of graduates in order to determine how our students have done with respect to securing employment and/or gaining admission into graduate programs.

Documentation:

Student Outcomes Assessment Report, (2001-02 through 1990-91).

Survey of academic program alumni (once every four-year assessment cycle by each academic program).

Selected *Major Field Assessment Test* results, (1996 forward).

ACAT results in Biology, (1999 forward).

SIR II course evaluation results, (Spring 2002). Results from Fall 2001 through Fall 1997 on file in the Office of Planning, Assessment, and Institutional Research, George Washington Hall 307.

SIR II course evaluation results for James Monroe Center (on file in James Monroe Center 156).

Office of Career Services *Graduate Survey*, (2002 through 2000), on file in the Office of Career Services, George Washington Hall 305.

(also, cf. documentation listed for Statement 3.1-2).

Status:

In compliance.

4.2.4-10

Statement:

Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, **must** be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter. At least one calendar week of reflection and analysis should be provided to students for each semester hour, or equivalent quarter hours, of undergraduate credit awarded. [p. 30/19-25]

Response:

Abbreviated courses are designed to ensure that students are afforded at least one week of reflection and analysis in such courses.

Documentation:

Brochures for James Monroe Center professional development programs (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.2.4-11

Statement:

The institution **must** demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats. [p. 30/26-29]

Response:

Virtually all summer session courses are taught by full-time Mary Washington College faculty who offer these courses during the academic year. Such consistency, and the normal oversight provided by the sponsoring departments, ensure that courses offered during the summer allow for the acquisition of equivalent levels of knowledge and competencies as those offered in the fall or spring semester. The shortest time period for a typical 3-credit course in the summer is five weeks, with contact time for a Summer Session course being virtually identical to course contact time which occurs during the fall or spring semester. Faculty who teach courses in the summer require the same level of coursework and performance from their students as from students who take these courses during the regular academic year. Thus, there is no evidence to suggest that students taking Summer Session courses are at any disadvantage when compared with students taking courses during the regular academic year.

Documentation:

Summer Session Schedule of Courses;

<http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

4.2.4-12

Statement:

Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education **must** provide for its students a learning environment in which scholarly and creative achievement is encouraged. [p. 30/30-34]

Response:

The foremost element of the College's learning environment for students is the accessibility of the faculty and the quality of student-faculty interaction, clear evidence of which is provided by the periodically administered *Survey of Graduating Seniors*. As a matter of policy, faculty members are expected to be available for students and colleagues on a daily basis, even when their teaching schedules, *per se*, do not demand that; and all faculty must schedule, post, and maintain regular office hours. Also of importance in this context are library resources, networked information technology resources, residence life and student activities programming, NCAA Division III intercollegiate athletics, and campus security. At Mary Washington College, all of these aspects of the learning environment are not only strong, but also strongly aligned with the proposition that academic priorities come first. Finally, and certainly not least among the elements of the learning environment, are the campuses themselves with their well-maintained, architecturally homogeneous buildings laid out in magnificently landscaped, park-like settings.

Documentation:

Survey of Graduating Seniors, (2000; 1998).

Mary Washington College Faculty Handbook, Sections 4.1.7 and 4.1.8;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Sections 4.1.7 and 4.1.8;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

"Library Resources," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 37-38; http://www.mwc.edu/catalogue/2001_03/index.htm

Libraries and Research; <http://www.mwc.edu/libraries/default.htm>

"Information Technology Resources," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 40-41.

Technology at the College; <http://www.mwc.edu/technology/default.htm>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

4.2.4-13

Statement:

In certain professional, vocational and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded **must** be under the ultimate control and supervision of the educational institution. [p. 30/35-40]

Response:

At Mary Washington College, the only programs which maintain “clinical” affiliations with outside agencies are the teacher licensure programs, both those for “traditional” students in the Department of Education on the Fredericksburg campus and those in the M.Ed. Program for adult students at James Monroe Center. All of these programs involve out-placement of students in local public schools for various field experiences, or “practica”, as well as for student teaching, *per se*. The “outside agencies” are several Virginia public school divisions in the Fredericksburg region, as well as Richmond City, Chesterfield County, Fairfax County, and Prince William County. Mary Washington College faculty make all assignments in consultation with school representatives. Faculty also supervise and maintain ultimate control of these out-placements, and retain authority to assign grades.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue, pp. 92-95;

<http://www.mwc.edu/catalogue/index.htm>

“Field Experiences and Student Teaching,” *Teacher Education Program Handbook*, pp. 14-16.

“Roles and Responsibilities,” *Student Teaching Handbook*, pp. 8-16.

“Master of Education Program,” *James Monroe Center 2002-2003 Academic Catalog*; <http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

Status:

In compliance.

4.2.4-14

Statement:

The institution **must** demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization. [p. 30/41; p. 31/1-2]

Response:

Mary Washington College depends upon its faculty to update the curriculum on a regular basis and maintain currency in the various disciplines offered at the College. To this end, it supports the professional activity and development of faculty through travel and research funding, funneled through the office of the Dean of the Faculty and through three faculty support groups (the Faculty Development and Grants Committee, the Committee on Instructional Technology, and the Teaching Innovation Program - TIP). The College also holds faculty accountable for updating the courses they teach through the annual performance evaluation process. The extent to which courses are, in fact, kept current is revealed in individual course syllabi, complete current sets of which are maintained by each academic department.

Documentation:

Summer Memo, (2002), pp. 43-63 and 73-85;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, Section 5.1.5.1;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Section 5.1.5.1;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center Faculty Handbook, Section 5.1.5.1;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.2.4-15

Statement:

An institution **must** demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers. [p. 31/2-5]

Response:

Program length, credit hours, and tuition and fee charges at Mary Washington College are comparable to those of similar institutions.

Documentation:

Peterson's 2003 Four Year Colleges (on file in the Office of Planning, Assessment, and Institutional Research, George Washington Hall 307).

Status:

In compliance.

4.2.5 *Academic Advising of Undergraduate Students*

4.2.5-1

Statement:

Each institution **must** conduct a systematic, effective program of undergraduate academic advising. [p. 31/6-7]

Response:

At Mary Washington College, the Office of Academic Services, in consultation with academic department chairs, assigns both pre-major and major faculty advisors for degree-seeking undergraduates. The Office also provides advisors for students with special learning needs, for students on academic probation, and students returning from academic suspension. Students enrolled in the Bachelor of Liberal Studies program have their own advisor and are advised as well by faculty selected in consultation with department chairs. At the beginning of each fall semester, academic advising workshops are conducted during which new academic regulations and fresh approaches to advising are covered for all faculty advisors. Academic advising handbooks are revised, published, and distributed at the beginning of each academic year. All students are advised by their faculty advisor prior to registration each semester. Both pre-major advisors and major advisors must authorize each student's proposed course schedule prior to registration. At James Monroe Center, advising is coordinated through its Office of Academic Advising and Student Services. There are also clear expectations for the role James Monroe Center faculty play with respect to student advising.

Documentation:

Mary Washington College Advising Handbook.

Dictionary of Academic Regulations for 2002-2003, p. 2;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Mary Washington College Faculty Handbook, Sections 4.1.11 and 4.1.11.1;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Sections 4.1.11 and 4.1.11.1;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Advising materials (on file in the Office of Academic Advising and Student Services, James Monroe Center 135);

<http://www.jmc.mwc.edu/advising/index.asp>

Status:

In compliance.

4.2.5-2

Statement:

An institution **must** ensure that the number of advisees assigned to faculty or professional staff is reasonable. [p. 31/15-17]

Response:

Advisees are distributed to advisors in consultation with department chairs. Pre-major advisees are assigned to departments in a balanced and equitable manner. Department chairs are responsible for assigning advisees to members of their faculty. Administrative faculty are sometimes trained to fill in as major, academic advisors when an unanticipated, unusually large number of students declare in a particular major. The latter is a stopgap measure in that it provides a department sufficient time to ensure that new faculty have become sufficiently informed and experienced to be effective advisors.

Documentation:

Records on file in the Office of Academic Services, George Washington Hall 203.
Workload Profile of Full-Time Faculty.

Status:

In compliance.

4.2.5-3

Statement:

An effective orientation program **must** be made available to all full- and part-time undergraduate students. [p. 31/18-20]

Response:

Mary Washington College's student orientation program is designed to include both residential and commuter degree-seeking students. Presentations and printed materials address issues and events important to both full-time and part-time students. Students are scheduled to participate in both academic and non-academic events. Services, such as the bookstore, preparation of student identification cards, parking permit registration, computer assistance, and the Office of Academic Services provide extended, flexible hours to allow new students to have maximum access during orientation. The Office of Disability Services conducts a two-day program to orient students with documented disabilities. An Academic Fair introduces new students to the College's academic departments. The Office of Academic Services holds several sessions to explain the academic process at Mary Washington College and provides each new student with a packet of printed materials that explain the policies, procedures, rules, and regulations of the College. New students receive their first semester schedule and meet with their academic advisors to review and revise the schedules. Advising for pre-professional programs (e.g., pre-law, pre-med) utilize sessions in order to alert students to sequential courses necessary to reach a professional goal. An Allied Health Advisor is available to discuss specific allied health careers and the coursework necessary to ensure a smooth transition into one of those programs. The academic component to orientation is balanced with student life events that address issues outside the classroom. Although not as extensive as that which is described above, the James Monroe Center's Office of Academic Advising and Student Services coordinates orientation activities for the Center's undergraduate students.

Documentation:

Orientation materials for new B.A./B.S. students.

Bachelor of Liberal Studies Student Guide.

Orientation materials (on file in the Office of Academic Advising and Student Services, James Monroe Center 135;

<http://www.jmc.mwc.edu/advising/index.asp>

Status:

In compliance.

4.2.5-4

Statement:

Orientation and advisement programs **must** be evaluated regularly and used to enhance assistance to students. [p. 31/20-22]

Response:

Each spring, students who enter Mary Washington College the preceding fall semester as either first-time freshmen or transfer students are asked to complete the *First-Year Student Satisfaction Survey*. This survey yields important information on a number of issues, orientation and advising among them. Results from this survey have led to many improvements in programs for new students. Questions about these programs are included as well in the *Survey of Graduating Seniors*, a survey which has a completion rate of approximately 90%. In addition, the orientation for incoming B.A./B.S. student (first-time freshmen) was evaluated by student life and academic affairs administrators. Faculty were consulted regarding timing of several academic events and the schedule of orientation has been adjusted to implement suggestions from the faculty. Very recently, the orientation program for incoming Bachelor of Liberal Studies students was totally restructured and made mandatory following suggestions made by faculty and students. The advising program was evaluated in Fall 2000 by a written survey of students during registration as well as by the *First Year Student Satisfaction Survey*. Evaluation of orientation and advising programs by staff, faculty, and students occurs on an ongoing, regular basis. Similarly, orientation and advising efforts are evaluated at the James Monroe Center. This is accomplished through the administration of an annual survey to both undergraduate and graduate Center students and is part of the overall assessment process developed for James Monroe Center.

Documentation:

Orientation materials for new B.A./B.S. students.

Bachelor of Liberal Studies Student Guide.

First Year Student Satisfaction Survey, (Spring 2002 through Spring 1999).

Survey of Graduating Seniors, (2000; 1998).

James Monroe Center Assessment Handbook.

JMC 2002 Student Survey.

Status:

In compliance.

4.3 Graduate Program

4.3.1 *Initiation, Operation and Expansion of Graduate Programs*

4.3.1-1

Statement:

The administration and faculty **must** be responsible for the development of new academic programs recommended to the governing board. [p. 31/23-25]

Response:

The Dean of the James Monroe Center for Graduate and Professional Studies, along with academic program directors and faculty, were responsible for the development of the College's new graduate programs, which in turn were approved by the State Council of Higher Education for Virginia (SCHEV).

Documentation:

Minutes of James Monroe Center Academic Council meetings.*

Letter from SCHEV approving M.Ed. program, (March 22, 2000).*

Letter from SCHEV approving M.B.A. program, (May 26, 2000).*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.1-2

Statement:

A graduate program **must** have curricula and resources substantially beyond those provided for an undergraduate program. [p. 31/25-27]

Response:

Mary Washington College has faculty members who are specifically dedicated to developing a separate graduate curriculum, as well as teaching and advising graduate students. The College also provides student services and advising, library/research resources and services, and computer labs/technology support at levels appropriate for graduate study. As graduate programs develop and enrollment increases, resources will be increased accordingly in order to support all graduate program needs in an appropriate manner.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College Adjunct Faculty Handbook;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

James Monroe Center Adjunct Faculty Handbook;

http://www.jmc.mwc.edu/publications/adj_handbook/index.htm

James Monroe Center operating budget, (FY03), on file in the Office of the Dean of Faculty, James Monroe Center 156.

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.1-3

Statement:

Research, scholarly activity and/or advanced professional training **must** be included in graduate studies and supported by adequate resources. [p. 31/27-30]

Response:

Mary Washington College's graduate programs and courses require students to undertake substantive research projects and scholarly activity under the direction of the graduate faculty. Students and faculty benefit from adequate library, instructional technology, and student services support.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

Graduate course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.1-4

Statement:

An institution **must** provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization. [p. 31/30-32; p. 32/1-2]

Response:

Mary Washington College has assembled a very competent and productive faculty, library and learning resources appropriate for its mission, excellent computer and laboratory facilities, and an appropriate administrative organization. (In addition to the documentation below, please see documentation for Statement 1.4-19.)

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College Adjunct Faculty Handbook;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

James Monroe Center Adjunct Faculty Handbook;

http://www.jmc.mwc.edu/publications/adj_handbook/index.htm

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

James Monroe Center Organization Chart;

<http://www.jmc.mwc.edu/about/org.htm>

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Mary Washington College faculty performance evaluations (on file in the Office of Academic Affairs, George Washington Hall 309/314).

James Monroe Center faculty performance evaluations (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.1-5

Statement:

An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a degree level higher than that already approved, or a graduate institution planning to initiate a program at the same level but substantially different from those already approved **must** inform the Executive Director of the Commission on Colleges in advance of the admission of students. (See the Commission document, "Substantive Change Policy for Accredited Institutions.") [p. 32/3-12]

Response:

Mary Washington College informed the Executive Director of the Commission on Colleges of its intent to initiate its first graduate program. The Substantive Change Review took place in June 2000. James Monroe Center received a letter dated January 11, 2002 stating that action on the request had been taken at the December 2001 meeting of the Commission and that no further reports were required.

Documentation:

Mary Washington College Substantive Change Request, (June 1999).*
Substantive Change Committee Report to James Monroe Center, (November 2000).*

James Monroe Center Response to Committee Report, (November 2000).*
Commission on Colleges Response, (July 2001).*

James Monroe Center Progress Report, (September 2001).*

Commission on Colleges Action, (January 2002).*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.1-6

Statement:

The institution also **must** document that any necessary approval from state or other agencies has been secured. [p. 32/12-14]

Response:

Mary Washington College submitted appropriate graduate program proposals to the State Council of Higher Education for Virginia and received the requisite approvals for these programs.

Documentation:

Minutes of Board of Visitors meetings (on file in the Office of the President, George Washington Hall 103).

M.B.A. and M.Ed. program proposals submitted to the State Council of Higher Education for Virginia (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.1-7

Statement:

Before an institution moves from baccalaureate to graduate status, or attempts to expand the number of its graduate programs at the same level, it **must** demonstrate that it has conducted a thorough assessment of needs, market and environmental factors, and resource requirements and financial implications for the institution. (See Commission document " Substantive Change Policy for Accredited Institutions.") [p. 32/15-22]

Response:

Before moving from baccalaureate to graduate status, Mary Washington College conducted thorough needs assessments and market and environmental factors analyses and determined the resource requirements needed for, and the financial implications of, such a change.

Documentation:

Various Mary Washington College/James Monroe Center marketing studies, (2000 through 1989).*

Minutes of James Monroe Center Business Advisory Council meetings.*

M.B.A. and M.Ed. program proposals submitted to the State Council for Higher Education in Virginia.*

Mary Washington College operating budget, (FY03), on file in the Office of Business and Finance, George Washington Hall 109.

James Monroe Center operating budget, (FY03).*

James Monroe Center Team Project final report.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.1-8

Statement:

Institutions **must** maintain strong educational programs at the master's and/or baccalaureate levels before attempting doctoral programs, or **must** justify their departure from the requirement. [p. 32/23-26]

Response:

Mary Washington College does not offer any doctoral programs and is not proposing to do so at the present time.

Documentation:

Not applicable.

Status:

Not applicable.

4.3.1-9

Statement:

Free-standing graduate and professional schools are exempted from this requirement. However, they **must** demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program. [p. 32/26-31]

Response:

The James Monroe Center is not considered a free-standing graduate or professional school.

Documentation:

Not applicable.

Status:

Not applicable.

4.3.2 **Graduate Admission**

4.3.2-1

Statement:

An institution **must** establish qualitative and quantitative requirements which result in the admission of students whose educational preparation indicates the potential for a high level of performance. [p. 32/32-35]

Response:

Mary Washington College has established qualitative and quantitative admissions requirements for all of its graduate programs that results in the admission of students whose educational preparation demonstrates their potential for high levels of performance. Students wishing to gain admission into a graduate program must furnish an application, transcripts of previous college work, scores on standardized exams (e.g., GRE), and letters of recommendation. These materials are carefully reviewed by the admissions committee and only those applicants who appear to be capable of high levels of academic performance are admitted.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College M.S. in Elementary Education (brochure).

Mary Washington College 2001-2003 Academic Catalogue, p. 164;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-2

Statement:

Admission criteria typically include an appropriate baccalaureate degree. In cases where the baccalaureate degree is not required, the institution **must** demonstrate that the student has adequate educational preparation to complete the graduate program. [p. 32/35-39; p. 33/1]

Response:

Mary Washington College's graduate admission criteria clearly stipulate that an appropriate baccalaureate degree is required for admission to any graduate program.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-3

Statement:

Admission procedures **must** include the requirement that an applicant submit, as part of the formal application process, official undergraduate transcripts of credit earned from all institutions of higher education previously attended; and other appropriate documents, such as official reports on nationally recognized aptitude tests and evaluations by professionals in the field as to the readiness of an applicant for graduate work. [p. 33/1-8]

Response:

Mary Washington College's admission criteria clearly stipulate that applicants must submit official transcripts of all college work attempted and earned from previously attended institutions of higher education.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-4

Statement:

Admission criteria for all graduate programs **must** be published. [p. 33/10-11]

Response:

Mary Washington College's admission criteria for all graduate programs are published in appropriate official College publications.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-5

Statement:

Coursework transferred or accepted for credit toward a graduate degree **must** represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs. [p. 33/12-17]

Response:

Mary Washington College has clearly defined criteria for coursework that is transferred or accepted for credit toward a graduate degree. The College stipulates that coursework must be relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs. Transfer coursework is closely monitored by the James Monroe Center Office of Academic Advising and Student Services.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-6

Statement:

Graduate credit **must** not be awarded for portfolio-based experiential learning which occurs prior to the student's matriculation into a graduate program and which has not been under the supervision of the institution. [p. 33/25-28]

Response:

Mary Washington College does not award credit for portfolio-based experiential learning which occurs prior to a students' matriculation into a graduate program when such learning has not been under the supervision of the institution.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-7

Statement:

Justification for an exception **must** include adequate documentation that the institution: (a) awards credit only for documented learning which ties the prior experience to the theories and data of the relevant academic field; (b) awards credit only to a matriculated student, identifies such credit on the student's transcript as credit for prior experiential learning, and is prepared, upon request from another institution, to document how such learning was evaluated and the basis on which such credit was awarded; (c) takes steps to ensure that credit for prior experiential learning does not duplicate credit already awarded for courses in the student's academic program; (d) adopts, describes in appropriate institutional publications, implements, and regularly reviews policies and procedures for awarding credit for experiential learning; and (e) clearly describes, and establishes the validity of, the evaluation process and criteria for awarding credit for prior experiential learning. [p. 33/36-41; p. 34/1-13]

Response:

Not applicable (cf. *Compliance Audit* Statement 4.3.2-6.)

Documentation:

Not applicable.

Status:

Not applicable.

4.3.2-8

Statement:

Separate admission criteria **must** be formulated for each level of graduate work offered. [p. 34/14-15]

Response:

Mary Washington College has formulated separate admission criteria for the College's graduate degree programs and its graduate certificate programs.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-9

Statement:

Policies **must** clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in that status. [p. 34/15-18]

Response:

The Master of Education degree program allows provisional admission for students who have no Praxis I scores; however, such students must submit relevant scores by the end of their first semester. Also, Master of Education students who do not have a Virginia teaching license may be admitted provisionally. Master of Business Administration students whose GMAT scores are not yet submitted, or who have less than a 3.00 cumulative undergraduate grade point average, may be admitted provisionally. The Master of Arts in Liberal Studies degree program, which is to be discontinued in 2004, did admit students provisionally.

Documentation:

M.Ed. Track I Program Handbook.

M.Ed. application packet.*

M.B.A. application packet.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.2-10

Statement:

Admission criteria for each graduate program **must** be established with representation by the faculty responsible for instruction in that program. [p. 34/19-21]

Response:

Graduate admission criteria were established in concert with faculty responsible for instruction in each of the College's graduate programs.

Documentation:

M.B.A. and M.Ed. program proposals submitted to the State Council of Higher Education for Virginia (on file in the Office of the Dean of Faculty, James Monroe Center 156).

M.Ed. Track I Program Handbook.

Status:

In compliance.

4.3.2.11

Statement:

An institution **must** publish both the general criteria for admission and any special admission criteria for individual programs. [p. 34/21-23]

Response:

Mary Washington College publishes, in appropriate official College publications, both the general criteria for admission and any special admission criteria for individual programs.

Documentation:

Mary Washington College Admissions Catalog & Application;

<http://www.mwc.edu/adfa/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.2-12

Statement:

It **must** regularly evaluate its admission policies. [p. 34/24]

Response:

Even though the graduate programs offered through the James Monroe Center are quite new, College faculty monitor admission processes and policies of all graduate programs on an ongoing basis and evaluate and modify admission policies on an annual basis. Any such changes are communicated to the College's Office of Admissions.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.3 *Graduate Completion Requirements*

4.3.3-1

Statement:

General completion requirements for graduate degrees offered by an institution **must** be determined by the faculty or an appropriate body representing the faculty. [p. 34/25-27]

Response:

Mary Washington College's faculty determines degree completion requirements.

Documentation:

M.B.A. and M.Ed. program proposals submitted to the State Council of Higher Education for Virginia.*

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Minutes of James Monroe Center Academic Council meetings.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.3-2

Statement:

Policies governing these requirements **must** include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimum acceptable grade-point average, standards for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass. These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered. If individual academic units develop special completion requirements for their graduate programs, these requirements **must** be published in the official catalog. [p. 34/28-39; p. 35/1-5]

Response:

Policies governing degree completion requirements include: the specified period of time for degree completion, requirements governing residency, the minimum number of credit hours required for the degree, the minimum acceptable grade-point average, and standards for satisfactory academic progress. These requirements are published and distributed to all incoming graduate students and are appropriate to the program and degree being offered.

Documentation:

M.B.A. and M.Ed. program proposals submitted to the State Council of Higher Education for Virginia (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.3-3

Statement:

All courses offered by an institution for credit **must** be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or **must** be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs. [p. 35/6-11]

Response:

All credit-bearing courses offered by Mary Washington College are acceptable as requirements or electives applicable to at least one of the institution's own degree or certificate programs.

Documentation:

M.B.A. and M.Ed. program proposals submitted to the State Council of Higher Education for Virginia (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Mary Washington College 2001-2003 Academic Catalogue;
<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;
<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4 **Graduate Curriculum**

4.3.4-1 **Statement:**

An institution offering graduate work **must** be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction. [p. 35/12-14]

Response:

The Graduate Council of Arts and Sciences has stipulated that at least 50 percent, and not fewer than 15 of the hours required for completion of a degree, must be in 500-level graduate seminars. Graduate students may take certain 300- or 400-level courses for graduate credit (except in the Master of Business Administration program, where all coursework must be at the 500-level). In these 300- and 400-level courses, they attend lectures and/or discussions with undergraduates; however, they are also required to do additional readings and research appropriate to graduate level study and they must meet with the instructor outside undergraduate class hours. When graduate students take 300- or 400-level courses for graduate credit, the Graduate Council has recommended that faculty members provide two different versions of the syllabus for such courses, one for undergraduates and another for graduate students, the latter listing additional readings, assignments, and other requirements appropriate for graduate students.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-2

Statement:

Graduate study **must** be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. [p. 35/14-17]

Response:

Mary Washington College's graduate programs are conducted at a level of complexity and specialization that advances the knowledge base and intellectual maturity of the student. The faculty who offer instruction in these programs are highly trained specialists in their respective fields. The capabilities of the faculty, and the rigorous standards to which they hold their students help ensure that each graduate program is one of high quality.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.3.4-3

Statement:

It **must** require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills. [p. 35/17-19]

Response:

Graduate program faculty build into their courses components (activities, readings, research) that require graduate students to review, question, and resynthesize the knowledge base of the discipline being studied.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-4

Statement:

The graduate curriculum **must** afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. [p. 35/19-23]

Response:

A common aim of all Mary Washington College graduate programs is to encourage students to be actively engaged in the pursuit of knowledge. To this end, the College's graduate curriculum is one that attempts to promote creative independence in students by offering coursework which helps foster intellectual depth and the development of specialized competencies. Along with this, graduate program faculty provide personalized mentoring and advising that, collectively, contribute to students' ability to succeed in their chosen professional fields.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-5

Statement:

Combined instruction of graduate and undergraduate students, if permitted at all, **must** be structured to ensure appropriate attention to both groups. [p. 35/24-26]

Response:

Combined instruction of graduate and undergraduate students is structured to ensure appropriate attention to both groups. Master of Business Administration students and undergraduate Bachelor of Professional Studies Leadership/Management students enrolled in the same course must meet different requirements (for further elaboration, cf. Statement 4.3.4-1).

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.4-6

Statement:

The curricular offerings **must** be clearly and accurately described in published materials. [p. 35/27-28]

Response:

Mary Washington College's graduate curricular offerings are clearly and accurately described in appropriate, official College publications.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center Admissions Catalog;

<http://www.jmc.mwc.edu/admissions/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-7

Statement:

Curricula **must** be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution. [p. 35/28-31]

Response:

Mary Washington College's graduate curricula and programs are directly related, and appropriate to, the stated mission of the institution. In addition, the College is fully committed to providing the instructional and financial resources necessary to offer programs of high quality.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College operating budget, (FY03; FY02), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

4.3.4-8

Statement:

The institution **must** have a clearly defined process by which the curriculum is established, reviewed and evaluated. The faculty and administration **are responsible** for implementing and monitoring the general curriculum policy and the academic programs approved by the board. There should be an institution-wide process to coordinate programmatic and curricular changes. [p. 35/32-38]

Response:

The James Monroe Center's Academic Council has clearly defined processes to establish, review, and evaluate the Center's curriculum and coordinate programmatic and curricular changes. The Council also has the authority to approve new courses or delete existing ones. Curricular actions taken by the Academic Council (new programs or certification) are sent to the Board of Visitors for their approval.

Documentation:

Minutes of James Monroe Center Academic Council meetings (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.3.4-9

Statement:

The governing board **must** be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs. [p. 35/39; p. 36/1-5]

Response:

Mary Washington College's Board of Visitors is responsible for approving the number and types of degrees and certificates; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.

Documentation:

Minutes of Board of Visitors meetings (on file in the Office of the President, George Washington Hall 103).
Bylaws, Board of Visitors, Mary Washington College, Section IX, B.I., Academic Affairs Committee (as amended by the Board of Visitors September 29, 2001).

Status:

In compliance.

4.3.4-10

Statement:

An institution **must** make a distinction between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate. [p. 36/6-8]

Response:

Mary Washington College does not offer doctoral degrees.

Documentation:

Not applicable.

Status:

Not applicable.

4.3.4-11

Statement:

A program leading to a master's or to a specialist degree **must** be the equivalent of at least one year of full-time graduate study. [p. 36/9-11]

Response:

James Monroe Center's master's degree programs are the equivalent of at least one year of full-time graduate study. Graduate degrees are part-time and require from 30-54 semester hours for completion.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-12

Statement:

A master's or a specialist degree **must** provide the following: an understanding of research and the manner in which research is conducted; an understanding of the subject matter, literature, theory and methodology of the discipline; an association with resident faculty sufficient to permit their individual evaluation of the candidate's capabilities; and demonstrated means of certifying the knowledge and skills the candidate has acquired. [p. 36/11-19]

Response:

James Monroe Center's master's degree programs provide for an understanding of research and the research process; an understanding of the theory, content, and methodology of the discipline; more than sufficient association with resident faculty; and demonstrated means to certify candidates' acquired skills and knowledge. There is also in place a broadly-based assessment program that addresses the extent to which candidates acquire graduate level skills and knowledge.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi on file in the Office of the Dean of Faculty,
James Monroe Center 156.

James Monroe Center Assessment Handbook.

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-13

Statement:

A non-research-oriented professional master's degree **requires** an understanding of the accepted professional practices in the field. [p. 36/19-21]

Response:

Mary Washington College's master's degrees provide students with an understanding of accepted professional practices in the field. This is accomplished, in part, by the fact that the graduate programs offer individual research projects and internships.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.4-14

Statement:

The institution **must** demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization. [p. 36/21-24]

Response:

Mary Washington College's graduate degree programs' content and practices are clearly linked to current practices in the respective fields of specialization they represent. The Center has developed relationships with key members of the business and education communities, thereby ensuring that graduate degree program content is linked to current professional practices.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center course syllabi.*

Minutes of the James Monroe Center Business Programs Advisory Council.*

James Monroe Center; <http://www.jmc.mwc.edu/>

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.4-15

Statement:

The institution **must** demonstrate that program length, credit hours, and tuition and fees are appropriate for its master's and specialist degrees and any other credential it offers. [p. 36/24-27]

Response:

Mary Washington College's master's degree and graduate certificate programs meet State Council of Higher Education for Virginia criteria for such programs. Tuition and fees, set by the College's Board of Visitors, fall within State guidelines.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Reports of Institutional Effectiveness; <http://roie.schev.edu>

Status:

In compliance.

4.3.4-16

Statement:

A doctoral degree program . . . appropriate for its doctoral degrees. [p. 36/28 . . . p. 37/15]

Response:

Mary Washington College does not offer doctoral degrees.

Documentation:

Not applicable.

Status:

Not applicable.

4.3.4-17

Statement:

The institution **must** conduct frequent systematic evaluations of graduate curricula offerings and program requirements. [p. 37/15a-17]

Response:

The graduate programs at James Monroe Center are very new and do not yet have a history of program review. However, an assessment handbook has been developed which clearly outlines the schedule for evaluating graduate curricula and program requirements. The Master of Education and Master of Business Administration programs are scheduled to conduct curriculum and program reviews every three years.

Documentation:

James Monroe Center Assessment Handbook.

Status:

In compliance.

4.3.4-18

Statement:

An institution **must** integrate research with instruction. [p. 37/17-18]

Response:

James Monroe Center clearly integrates research with graduate instruction. The majority of graduate courses require students either to analyze/synthesize current research or conduct individual or team research projects.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.5 *Graduate Instruction*

4.3.5-1 **Statement:**

The institution **must** provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the *Criteria*. [p. 37/26-30]

Response:

James Monroe Center provides an environment that supports and encourages scholarly interaction and accessibility among faculty and students. Once enrolled in a program, James Monroe Center students are provided with an on-site orientation program. This orientation acquaints students with the library and learning resources, student services, and technology requirements needed to complete course assignments. During course delivery, instructors create an environment both inside and outside the classroom that encourages scholarly and creative achievement. In addition to classroom contact, faculty and students have access to chat rooms, Web-based threaded discussions, voicemail, and meeting rooms, but the majority of communication between students and faculty is via e-mail. Policy regarding e-mail communications is set by each faculty member for his or her course and a student e-mail list is maintained on Blackboard.

Documentation:

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

SIR II course evaluation reports for James Monroe Center (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.5-2

Statement:

Instructional methods and delivery systems **must** provide students with the opportunity to achieve the stated objectives of a course or program. [p. 37/31-33]

Response:

James Monroe Center's graduate instructional methods and course delivery systems provide students with the opportunity to achieve stated course and program objectives. Instructors employ a variety of methods: classroom lecture/discussion, individual/group projects, Web-based instruction, case study analysis, simulations, review/analysis of current research and practice, and supplemental readings.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.5-3

Statement:

Students **must** be informed of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed. [p. 37/33-36]

Response:

James Monroe Center requires graduate faculty to inform students of the goals and requirements of each course offered, the nature of course content, and the evaluation methods to be employed. These are conveyed through course syllabi that are available both in hard copy and on the website. Graduate student orientation will soon be available on compact disc and on the website.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.5-4

Statement:

Methods of instruction **must** be appropriate for students at the specified level of graduate study. [p. 37/36-38]

Response:

James Monroe Center's graduate faculty employ methods of instruction appropriate for graduate study, taking into account the unique and specialized learning needs of students. Instructors employ a variety of methods: classroom lecture/discussion, individual/group projects, Web-based instruction, case study analysis, simulations, review/analysis of current research and practice, and supplemental readings.

Documentation:

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College Library Services and Policies;

<http://www.library.mwc.edu>

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Blackboard Course Management System;

<http://www.mwc.edu/inte/blackboard/index.htm>

Status:

In compliance.

4.3.5-5

Statement:

Experimentation with methods to improve instruction **must** be adequately supported and critically evaluated. [p. 37/38; p. 38/1-2]

Response:

Experimentation in the classroom primarily involves technology and distance learning to improve instruction and is supported by Instructional Technology Liaisons and network personnel. The James Monroe Center Distance Learning Task Force has been charged with developing an integrated strategy for distance learning and a comprehensive plan for technology, all of which will be compatible with Mary Washington College's Strategic Plan.

Documentation:

Minutes of James Monroe Center Academic Council meetings (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center Assessment Handbook.

Distance Learning at the James Monroe Center, (June 2002).

Mary Washington Strategic Plan for Fiscal Years 2003/04-2007/08.

Status:

In compliance.

4.3.5-6

Statement:

The institution **must** use a variety of means to evaluate student performance. [p. 38/3-4]

Response:

James Monroe Center's graduate courses and programs employ a variety of means to evaluate student performance including, but not limited to, tests (some Web-based), written work, oral presentations, individual and group projects, practica, student teaching, and internships.

Documentation:

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi.*

Blackboard Course Management System;

<http://www.mwc.edu/inte/blackboard/index.htm>

SIR II course evaluation reports for James Monroe Center.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.5-7

Statement:

This evaluation **must** reflect concern for quality and properly discern levels of student performance. [p. 38/4-6]

Response:

James Monroe Center's evaluation of graduate student performance reflects concern for quality and is reflected in the range of grades assigned. Differentiation of levels of performance will warrant review and analysis as the programs grow.

Documentation:

M.Ed. Track I Program Handbook.

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Grade Distribution-Report C.

Status:

In compliance.

4.3.5-8

Statement:

An institution **must** publish its grading policies, and its grading practices **must** be consistent with policy. [p. 38/6-8]

Response:

Mary Washington College has clearly defined and published grading policies covering such issues as incompletes, grade changes, and grade appeals. Graduate faculty grading practices are consistent with the College's policy. Faculty members are required to submit grades to the Office of the Registrar by deadline and in a manner consistent with that Office's requirements.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Faculty Handbook;

http://www.mwc.edu/faculty_staff/default.asp#7

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center; <http://www.jmc.mwc.edu/>

James Monroe Center course syllabi (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Grade Distribution-Report C.

Status:

In compliance.

4.3.5-9

Statement:

Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, **must** be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter. [p. 38/9-12]

Response:

James Monroe Center's courses, offered in non-traditional formats, are designed to assure sufficient opportunity for preparation, reflection, and analysis. The graduate education program is offered in traditional format; a practicum is offered in this program for one credit over a two-week period. The Master of Business Administration program offers seven-week three-credit courses and exceeds the minimum requirement of one week of instruction per credit earned.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.5-10

Statement:

At least one calendar week of reflection and analysis should be provided to students for each semester hour, or equivalent quarter hours, of graduate credit awarded. The institution **must** demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats. [p. 38/12-18]

Response:

The minimum length of a Mary Washington College three-credit graduate course is seven weeks, with most courses being taught in the traditional semester-length format. Requirements (e.g., content, grading practices) for courses offered in non-traditional formats do not differ from those offered in traditional formats. This being the case, there is no evidence to suggest that students taking courses offered in a non-traditional format are placed at a disadvantage with respect to the acquisition of knowledge and various competencies when compared with students who've completed such courses when they are offered in traditional formats.

Documentation:

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

4.3.5-11

Statement:

There **must** be provision for assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress. [p. 38/19-21]

Response:

James Monroe Center has clearly defined procedures for assigning students to faculty mentors and monitoring students' academic progress. Students are assigned to an appropriate faculty mentor within their first semester following admission. The James Monroe Center Office of Academic Advising and Student Services monitors students' academic progress both during and at the end of the semester. This information is provided to students and faculty so that appropriate guidance can be given and action taken.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.5-12

Statement:

There **must** be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation. [p. 38/22-25]

Response:

James Monroe Center provides for frequent, systematic evaluation of graduate instruction and revision of the instructional process based on the results of this evaluation. Every course is evaluated each semester by students, and faculty members provide feedback on courses in order to ensure appropriate library, technical, and advising support, and to address issues of student skills and capabilities. Evaluations are reviewed by program directors and Dean of the James Monroe Center faculty and revisions are made as necessary. Full program reviews occur every three years.

Documentation:

James Monroe Center Assessment Handbook.

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

SIR II course evaluation reports for James Monroe Center (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.3.6 *Academic Advising of Graduate Students*

4.3.6-1

Statement:

Each institution **must** conduct a systematic, effective program of graduate academic advising. [p. 38/28-29]

Response:

James Monroe Center provides a systematic, effective program of graduate advising. Students are assigned to a faculty mentor upon admission to their graduate program and the faculty mentor serves as the graduate student's primary advisor throughout the student's academic career. Graduate students also have access to an advisor in the Office of Academic Advising and Student Services, the Enrollment Services Coordinator, as well as other student services support staff.

Documentation:

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center Assessment Handbook.

M.Ed. Track I Program Handbook.

Advising materials (on file in the Office of Academic Advising and Student Services, James Monroe Center 135);

<http://www.jmc.mwc.edu/advising/index.asp>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.3.6-2

Statement:

An institution **must** ensure that the number of advisees assigned to faculty or professional staff is reasonable. [p. 38/37-39]

Response:

James Monroe Center strives to ensure that graduate faculty and professional staff are assigned a reasonable number of advisees. General advising is provided by the professional advising staff. Students are then divided equally among faculty advisors according to their disciplines or majors.

Documentation:

Advising materials (on file in the Office of Academic Advising and Student Services, James Monroe Center 135);
<http://www.jmc.mwc.edu/advising/index.asp>

Status:

In compliance.

4.3.6-3

Statement:

An effective orientation program **must** be made available to all full- and part-time graduate students. [p. 39/1-2]

Response:

James Monroe Center conducts graduate orientation programs at the beginning of the fall and spring semesters. Orientation programs introduce key personnel, overview program requirements, review available College academic resources and student services, and orient students to the College's instructional technology resources. A orientation program will be available on compact disk for those unable to attend face-to-face orientation, and will be available in the near future on the Web.

Documentation:

James Monroe Center Orientation Program;
<http://www.jmc.edu/orientation/index.htm> .

Status:

In compliance.

4.3.6-4

Statement:

Orientation and advisement programs **must** be evaluated regularly and used to enhance effective assistance to students. [p. 39/2-4]

Response:

James Monroe Center orientation and advising programs are scheduled for evaluation on a regular basis, with the results of those evaluations being used to enhance assistance provided to students. Advising, library services, and instructional support are scheduled for annual evaluation.

Documentation:

James Monroe Center Assessment Handbook.

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.4 Publications

4.4-1

Statement:

The content and design of publications produced and distributed by an institution **must** be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice. [p. 39/5-8]

Response:

All publications issued by Mary Washington College are subject to rigorous attention to detail throughout the entire publishing process to ensure an accurate portrayal of the College and a complete, correct description of pertinent policies. Each office responsible for publishing materials follows principles of good practice by obtaining all information from reliable, knowledgeable sources and by intensively reviewing copy for accuracy before publication. In addition, the use of computerized technology reduces the potential for production errors. The College's Graphic Standards Committee regularly produces a policy booklet that is distributed to all faculty and administrative staff.

James Monroe Center has embraced the Internet as a means of communicating information to a variety of audiences. Efforts there emphasize ensuring that online and print publications convey complete, accurate, and consistent messages.

Documentation:

Graphic Standards Manual, Guidelines and Procedures.

Status:

In compliance.

4.4-2

Statement:

An institution **must** make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the institution or withdrawing from it. [p. 39/9-18]

Response:

The academic catalogues for Mary Washington College and James Monroe Center are available to prospective students and other interested parties through the Office of Admissions and Financial Aid. The catalogues provide current information regarding entrance requirements and procedures, admissions criteria and policies for both first-time and transfer students, rules of conduct, academic calendar, degree completion requirements, full-time faculty and the degrees they hold, costs and financial obligations, refund policies, and other items relative to attending the institution or withdrawing from it.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

4.5 Distance Learning Programs

4.5-1

Statement:

An institution **must** formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose. [p. 39/26-29]

Response:

In Summer 2002, the Distance Learning Task Force reported on the development of an integrated strategy for distance learning and a comprehensive plan for technology at the James Monroe Center. The goals for distance learning are an integral part of the Center's mission. In addition, the report addresses faculty issues, such as weight of online courses in the determination of teaching load, course approval process, compensation, training, and technical support issues.

Consistent with the institution's purpose, the College's distance learning program (Graduate Information Security Certification Program) has clearly defined goals and conveys information about these goals to all program applicants and students. Through course work, students achieve these goals, and through systematic formative and summative evaluations, the College has determined that the distance learning program is effective and in compliance with all applicable *Criteria*.

The goals developed for distance learning are consistent with student needs and institutional purpose. Efforts continue in the development of online student support services, including: information for prospective students, admissions, financial aid, registration, orientation services, academic advising, technical support, career services, library/research services, services for students with disabilities, personal counseling, academic support/tutoring, and book sales.

Documentation:

James Monroe Center; <http://www.jmc.mwc.edu/>

Distance Learning at the James Monroe Center, (June 2002).

Status:

In compliance.

4.5-2

Statement:

Further, an institution **must** demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable *Criteria*. [p. 39/29; p. 40/1-3]

Response:

The policies and standards that apply to regular on-campus courses apply, as well, to courses offered through distance learning. The admission requirements are identical and instructors must have the same qualifications. Students and faculty evaluate each course, as is done with in-class courses. Mary Washington College has built a national reputation in excellence and all faculty are active scholars who bring their research into the classroom. The College also receives strong support from a large group of qualified adjunct faculty.

Computer resources and instructional materials/equipment adequately support the needs of the faculty and students. An Instructional Development Lab and two computer labs and are available to access distance learning and instructional technology resources. Instructional Technology staff provide technical support for distance learning faculty and students. Technical support personnel are available to help with distance learning-related issues for 59 hours throughout the week (8:00 a.m. – 9:00 p.m. Monday through Friday and from 8:00 a.m. – 12:00 p.m. on Saturdays).

Documentation:

James Monroe Center Assessment Handbook.

SIR II course evaluation reports for James Monroe Center.*

James Monroe Center faculty response sheets.*

Distance Learning at the James Monroe Center, (June 2002).

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.6 Continuing Education, Outreach and Service Programs

4.6-1

Statement:

Continuing education and outreach and service programs **must** be clearly related to the purpose of the institution. [p. 40/14-16]

Response:

The mission for graduate and professional studies is, in part, "... to support regional economic development, lifelong learning, and professional advancement through quality full time and part time educational programs." This is entirely consistent with the overall mission and purpose of Mary Washington College.

Documentation:

"Statement of Mission," *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8; <http://www.mwc.edu/catalogue/index.htm>

"The JMC Mission," *James Monroe Center 2002-2003 Academic Catalog*, p. 3; <http://www.jmc.mwc.edu/catalog/index.htm>

Dictionary of Academic Regulations for 2002-2003;

http://www.mwc.edu/acsv/Publications/Dictionary_of_Academic_Regulations/index.htm

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

JMC: Beyond 2000, (rev. July 2002).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.6-2

Statement:

All continuing education programs, both credit and non-credit, **must** be evaluated regularly. [p. 40/16-17]

Response:

Courses in the institution's continuing education programs, whether credit-bearing or non-credit-bearing, are evaluated on a regular basis.

Documentation:

Continuing Education program files.*

SIR II course evaluation reports for James Monroe Center.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.6-3

Statement:

All continuing education and outreach and service programs offered for credit **must** comply with the requirements of the *Criteria*, and with Section IV in particular. [p. 40/18-20]

Response:

James Monroe Center's credit-bearing continuing education, outreach, and service programs meet fully the requirements set forth in the *Criteria*, and with Section IV in particular.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

SIR II course evaluation reports for James Monroe Center (on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.6-4

Statement:

For outreach and service programs, an institution **must** provide the resources and services necessary to support the programs and **must** evaluate the programs regularly. [p. 40/25-28]

Response:

Mary Washington College's outreach and service programs are provided with sufficient resources to support the programs. These programs are evaluated regularly. The non-credit and professional development courses are self-supporting.

Documentation:

JMC: Beyond 2000, (rev. July 2002).

James Monroe Center Assessment Handbook.

SIR II course evaluation reports for James Monroe Center.*

James Monroe Center operating budget, (FY03; FY02).*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.6-5

Statement:

An institution planning to initiate, through continuing education or outreach programs, a degree program **must** inform the Executive Director of the Commission on Colleges in advance of program implementation. (See Commission document "Substantive Change Policy for Accredited Institutions.") [p. 40/29-34]

Response:

Mary Washington College followed guidelines set forth in the Substantive Change Policy when opening James Monroe Center for Graduate and Professional Studies and beginning new programs there.

Documentation:

Mary Washington College Substantive Change Letter, (June 1999).*

Substantive Change Committee Report to James Monroe Center, (November 2000).*

James Monroe Center Response to Committee Report, (November 2000).*

Commission on Colleges Response, (July 2001).*

Commission on Colleges Action, (January 2002).*

James Monroe Center Progress Report, (September 2001).*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.6-6

Statement:

An institution **must** not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience. [p. 41/1-4]

Response:

The institution awards credit for work taken on a non-credit basis in its Bachelor of Liberal Studies and Bachelor of Professional Studies adult degree programs. Credit is awarded only after a thorough evaluation of all non-credit coursework to ensure that it is equivalent to a designated credit experience. James Monroe Center's Office of Academic Advising Services administers the work/life portfolio program and uses trained college faculty to certify students' non-credit experiences.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.6-7

Statement:

In such cases, the institution **must** document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level. [p. 41/4-11]

Response:

Various Mary Washington College and James Monroe Center degree programs recognize selected credit earned/awarded through experience and coursework as determined by the American Council on Education. This includes corporate and military training as well as coursework and training completed through a number of other recognized professional schools and programs. Credit award determinations are made in accordance with the academic policies and procedures that govern Mary Washington College and James Monroe Center. Some American Council on Education credit, while recognized as representing valuable learning and experience, may not be considered relevant to the aims of the College and its degree programs, and is thus considered ineligible for the awarding of credit. All American Council on Education credit is considered transfer credit. Additionally, in cases where undergraduate credit is awarded through a work/life experience portfolio, trained and supervised portfolio assessors determine if the non-credit experience warrants the awarding of college credit.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

American Council on Education; <http://www.acenet.edu/>

Status:

In compliance.

4.6-8

Statement:

All credit-bearing continuing education courses and activities **must** comply with the requirements of the *Criteria*. [p. 41/11-13]

Response:

James Monroe Center's credit-bearing continuing education, outreach, and service programs comply with the requirements set forth in the *Criteria*. As an example, weekend professional development courses are offered for one-credit to teachers. These courses meet *Criteria* conditions (e.g., instructors, evaluations, and so forth).

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.7 Student Records

4.7-1

Statement:

The institution **must** have adequate student records for both credit and non-credit courses. [p. 41/14-15]

Response:

Adequate student records are maintained on all credit and non-credit courses in hard copy, microfilm, and/or computerized formats.

Documentation:

Student records (on file in the Office of the Registrar, George Washington Hall 211).

“Buckley Amendment Policy Statement,” *Mary Washington College 2002-03 Student Handbook*, pp. 51-53;

<http://www.mwc.edu/dest/resources/handbook.htm>

Mary Washington College Retention and Disposal of Student Records Policy.

Mary Washington College Student Records Retention Schedule.

Status:

In compliance.

4.7-2

Statement:

The institution **must** take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet. Since computer generated and stored records present unique security problems, the institution should have in place special security measures to protect and back up the data. [p. 41/23-28]

Response:

All hard-copy records for currently enrolled Mary Washington College Bachelor of Arts and Bachelor of Science students are stored in a vault in the Office of the Registrar in George Washington Hall. Records for students who are enrolled in the Bachelor of Liberal Studies program are stored in a locked fireproof cabinet in the program office. Records for students who are enrolled in programs offered through the James Monroe Center for Graduate and Professional Studies are maintained in a locked fireproof cabinet at the Center.

Back-up tapes on all computerized records are created each night. These tapes are housed in a vault in the Computer and Network Services Department in the basement of George Washington Hall for one month. At the end of one month, each tape is consolidated with previous months' tapes. These comprehensive tapes are stored securely in a building separate from George Washington Hall.

Documentation:

Student records (on file in the Office of the Registrar, George Washington Hall 215 and in the Office of the Dean of Faculty, James Monroe Center 156).
American Association of Collegiate Registrars and Admissions Officers;
<http://www.aacrao.org/>

Status:

In compliance.

4.7-3

Statement:

The institution **must** have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records. [p. 41/29-32]

Response:

Mary Washington College has established policies concerning what constitutes a permanent record and the retention and disposal of student records. These policies were developed according to recommendations from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The College also keeps abreast of legal issues and best practice suggestions as they become available in various AACRAO publications.

Documentation:

Mary Washington College Retention and Disposal of Records Policy. Retention of Records, A Guide to Retention and Disposal of Student Records (AACRAO publication).

Status:

In compliance.

4.7-4

Statement:

It **must** establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution. [p. 41/32-35]

Response:

Mary Washington College's information release policies are published annually in Mary Washington College's Student Handbook.

Documentation:

Mary Washington College 2002-03 Student Handbook;
http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

4.8 Faculty

4.8-1

Statement:

The selection, development and retention of a competent faculty at all academic levels is of major importance to the educational quality of an institution. The commitment of faculty to institutional purposes determines in large measure the effectiveness of the total educational program. An institution **must** provide evidence that it has employed faculty members qualified to accomplish its purpose. Because of the importance of the faculty, the Commission on Colleges and its committees will give special attention to all criteria pertaining to faculty during institutional evaluations. [p. 42/1-11]

Response:

The large majority of faculty, full-time and part-time, teaching at Mary Washington College hold the doctorate or other earned postbaccalaureate academic degree which is widely considered in higher education to be a “terminal” degree. Those who do not hold a terminal degree do possess required credentials as specified in Subsection 4.8.2 of the *Criteria*. Degrees held by full-time faculty are shown in the academic catalogues.

Appropriate professional credentials notwithstanding, institutional purpose is not served if faculty do not perform satisfactorily. The College specifies minimal performance criteria for faculty, requires annual performance reviews for all teaching faculty, and makes specific provisions for addressing unsatisfactory performance of a faculty member which, although the emphasis is upon correction rather than termination, can lead ultimately to the dismissal of an individual whose performance is chronically unsatisfactory.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Mary Washington College Faculty Handbook, Section 5.1;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Section 5.1;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Full-Time Faculty (data sheet).

Statistical Profile of Mary Washington College, (July 2002).

Mary Washington College 2001-2003 Academic Catalogue, pp. 171-180;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Status:
In compliance.

4.8.1 *Selection of Faculty*

4.8.1-1

Statement:

An institution **must** show that it has an orderly process for recruiting and appointing its faculty. [p. 42/12-13]

Response:

The Office of Human Resources has established guidelines that academic departments are expected to follow regarding all aspects of the faculty hiring process. The Office also offers helpful guidance on particular hiring issues, such as increasing faculty diversity.

Documentation:

Mary Washington College Faculty Handbook, pp. 32-34;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp.17-19;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Summer Memo, (2002), pp. 71-72;

http://www.mwc.edu/acaf/summer_memo/index.htm

Adjunct Faculty Handbook, p. 14;

<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

Status:
In compliance.

4.8.1-2

Statement:

Recruitment and appointment procedures **must** be described in the faculty handbook or other published documents. [p. 42/18-20]

Response:

All relevant aspects of the process by which faculty are hired are described fully in the documents listed below. As part of the process, the Dean of the Faculty also reviews search procedures with the chairs of academic departments that are scheduled to conduct searches for full-time faculty in a given year.

Documentation:

Adjunct Faculty Handbook, p. 14;

http://www.mwc.edu/acaf/handp/ajunct_handbook/index.htm

Summer Memo, (2002), pp. 71-72;

http://www.mwc.edu/adaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 32-35;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 17-19;

<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

Status:

In compliance.

4.8.1-3

Statement:

It is **expected** that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution. [p. 42/21-24]

Response:

With the exception of those whose highest earned degree is from an institution located outside the United States (cf. Statement 4.8.1-4), all highest earned degrees of Mary Washington College teaching faculty were granted by regionally accredited institutions.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.1-4

Statement:

If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution **must** show evidence that the faculty member has appropriate academic preparation. [p. 42/24-30]

Response:

Among current full-time continuing faculty at the College, just four hold highest degrees earned from institutions outside the United States. Three of these are doctorates in traditional arts and sciences disciplines from institutions whose international academic standing is above question (Oxford University in England, Queens University in Canada, and Universita Bocconi in Italy). The fourth, a specialized diploma in the field of historic preservation from the Ministry of Cultural Affairs in Paris, France, is held by a faculty member teaching in the College's Department of Historic Preservation.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.1-5

Statement:

Institutions **must** ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught. [p. 42/31-34]

Response:

The College's recruitment and appointment procedures (cf. Statement 4.8.1-2) do ensure that the institution is always made aware of any successful faculty applicant's oral and written communication proficiencies before an offer of employment is ever made. Informally, a review of the printed documents furnished by a candidate for a faculty position shed light on a candidate's written communication skills. The ability of a candidate to communicate orally is determined during the interview process, which typically involves a speaking presentation to faculty and students. In practice, the above procedure has resulted in a faculty free of any individuals whose proficiencies are insufficient for them to teach their courses effectively.

Documentation:

Mary Washington College Faculty Handbook, Section 3.3;

<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Section 3.3;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.2 *Academic and Professional Preparation*

4.8.2-1

Statement:

Both full-time and part-time faculty **must** meet the following criteria for academic and professional preparation. [p. 43/6-8]

Response:

With very few exceptions, each of which is specifically justified in writing in the individual's Personnel File, both full-time and part-time faculty do meet the stated criteria, as documented by an original transcript of the highest earned degree in the Personnel File of each individual. This response applies to Statements 4.8.2.2-1 and 4.8.2.2-2, which follow.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.2.1 *Associate*

4.8.2.1-1

Statement:

In an associate degree program, . . . related to their assignment or graduate training in remedial education. [p. 43/9 . . . p. 45/7-8]

Response:

Mary Washington College does not offer the associate's degree in any of its programs.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.2 *Baccalaureate*

4.8.2.2-1

Statement:

Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. [p. 45/9-15]

Response:

See Statement 4.8.2-1

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.2.2-2

Statement:

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases **must** be justified by the institution on an individual basis. [p. 45/15-20]

Response:

See Statement 4.8.2-1

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.2.2-3

Statement:

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution **must** document and justify the academic and professional preparation of faculty members teaching in such courses or programs. [p. 45/21-25]

Response:

The College does offer a few interdisciplinary courses, listed as such in the academic catalogue and in the *Schedule of Courses*, mostly on an occasional basis. The faculty who teach these courses are qualified to do so not only because of their formal academic or professional training, but also because of the requisite expertise and experience acquired over a professional lifetime. Often a faculty member's current *curriculum vitae* is at least as relevant as his/her academic degree transcripts in documenting and justifying a faculty member's preparation for teaching such interdisciplinary courses.

Documentation:

"Interdisciplinary Courses," *Mary Washington College 2001-2003 Academic Catalog*, pp. 121-122; http://www.mwc.edu/catalogue/2001_03/index.htm

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Course syllabi (on file in the academic departments of the faculty members who teach interdisciplinary courses).

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

4.8.2.2-4

Statement:

It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications. [p. 45/26-33]

Response:

The institution does maintain on file documentation which attests to the academic preparation and relevant professional accomplishments for all of its full-time and part-time faculty.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.2.2-5

Statement:

At least 25 percent of the discipline course hours in each undergraduate major **must** be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, is considered appropriate. [p. 45/34-39; p. 46/1-3]

Response:

For each undergraduate program, at least 25 percent of the course hours which comprise the major in the discipline are taught by faculty holding the terminal degree appropriate to that discipline.

Documentation:

“Undergraduate Programs and Courses of Study,” *Mary Washington College 2001-2003 Academic Catalog*, pp. 63-163;

http://www.mwc.edu/catalogue/2001_03/index.htm

Schedule of Courses (identifies instructors assigned to each course);

<http://www.mwc.edu/regi/schedules/index.htm>

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.2.2-6

Statement:

However, it is **the responsibility** of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines. [p. 46/3-7]

Response:

Justification is not needed since the college always seeks to recruit and retain faculty who hold *bona fide* terminal degrees in their respective teaching disciplines.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.2-7

Statement:

The above requirement also **applies** to each major offered through distance learning, including those offered at branches or other sites. [p. 46/7-10]

Response:

Mary Washington College does not offer any of its major programs through distance learning.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.2-8

Statement:

Faculty members who teach in remedial programs **must** hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education. [p. 46/11-15]

Response:

Mary Washington College does not offer any remedial programs.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.3 Graduate

4.8.2.3-1

Statement:

Institutions offering either master's or specialist degrees **must** demonstrate a high level of faculty competence in teaching and scholarship. [p. 46/16-18]

Response:

James Monroe Center's faculty demonstrate high levels of faculty competence in teaching and scholarship. In addition to having earned advanced degrees, they have teaching experience, have many documented professional presentations and publications to their credit, and often have administrative and program development experience.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Curricula Vitae for James Monroe Center faculty (on file in the Office of the Dean of Faculty, James Monroe Center 156).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.8.2.3-2

Statement:

Institutions offering doctoral degrees **must** demonstrate the research capability of faculty members teaching in these programs. [p. 46/18-20]

Response:

Mary Washington College does not offer doctoral degree programs.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.3-3

Statement:

Eligibility requirements for faculty members teaching graduate courses **must** be clearly defined and publicized. [p. 46/21-22]

Response:

James Monroe Center has clearly defined eligibility requirements for faculty members teaching graduate courses. Those requirements were listed in program proposals to the State Council of Higher Education for Virginia, are shown in faculty handbooks, and are clearly stated in all position advertisements.

Documentation:

Mary Washington College Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center Adjunct Faculty Handbook;

http://jmc.mwc.edu/publications/adj_handbook/index.htm

James Monroe Center program proposals submitted to the State Council of Higher Education for Virginia.*

James Monroe Center faculty position announcements.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.8.2.3-4

Statement:

All institutions **must** have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered. [p. 46/23-25]

Response:

Mary Washington College and James Monroe Center have adequate resources to attract and retain qualified faculty for the undergraduate and graduate programs it offers. Since the institution does not offer doctoral programs, resources to support faculty for such programs are not at issue.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Mary Washington College Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.8.2.3-5

Statement:

Faculty members responsible for the direction of doctoral research **must** be experienced in directing independent study. [p. 46/25-28]

Response:

Mary Washington College does not offer doctoral degree programs.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.3-6

Statement:

Each faculty member teaching courses at the master's and specialist degree level **must** hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. [p. 46/33-36]

Response:

The majority of full-time and part-time faculty members teaching courses at the master's level hold terminal degrees in the teaching discipline or a related discipline. The College makes every effort to ensure that full-time and adjunct faculty teaching graduate courses possess a master's degree in the teaching, or related, discipline, or a master's degree and 18 graduate credits in the teaching, or related, discipline.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Mary Washington College Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

4.8.2.3-7

Statement:

It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines. [p. 47/2-6]

Response:

The majority of full-time and part-time faculty members teaching courses at the master's level hold terminal degrees in the teaching discipline or a related discipline. Justifications are provided for those who do not have the terminal degree. The latter do possess master's degrees and have strong professional records. The College makes every effort to ensure that full-time and adjunct faculty teaching graduate courses possess at least a master's degree in the teaching, or related, discipline or a master's degree and 18 graduate credits in the teaching, or related, discipline.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.2.3-8

Statement:

All faculty members teaching courses at the doctoral degree level **must** hold the earned doctorate in the teaching discipline or a related discipline. [p. 47/6-8]

Response:

Mary Washington College does not offer doctoral degree programs.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.2.3-9

Statement:

The Commission recognizes that in unusual cases institutions may appropriately include as graduate faculty members those who have demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials. There also may be an occasion when a new graduate discipline is in its formative stage in higher education and there are no faculty members available with academic credentials in the discipline. In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it **must** justify the employment of such faculty. [p. 47/9-21]

Response:

Justifications are provided in the files of any faculty who do not possess the terminal degree.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.2.3-10

Statement:

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution **must** document and justify the academic and professional preparation of faculty members teaching in such courses or programs. [p. 47/22-26]

Response:

James Monroe Center offers interdisciplinary graduate courses and documents and justifies the academic and professional preparation of faculty members teaching such courses. The majority of interdisciplinary courses are offered in the Master of Arts of Liberal Studies program, which is scheduled to be discontinued in 2004.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.2.3-11

Statement:

It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications. [p. 47/27-34]

Response:

Mary Washington College's Office of Human Resources is responsible for maintaining all personnel documents, including transcripts, *curricula vitae*, faculty annual reports, and performance evaluations of full-time faculty. Files for part-time James Monroe Center faculty are located in the Office of the Academic Dean at the Center.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.2.3-12

Statement:

An effective graduate program depends on the scholarly interaction of faculty. The appropriate number of faculty members to adequately support a program varies according to discipline and the scope of the program. However, for each graduate degree program, an institution **must** employ at least four qualified full-time faculty members whose responsibilities include teaching in the program. [p. 47/35-41; p. 48/1]

Response:

James Monroe Center employs at least four qualified full-time faculty members in each of its graduate programs, whose responsibilities include teaching in the program.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.2.4 *Distance Learning Programs/Activities*

4.8.2.4-1

Statement:

Institutions offering courses for credit through distance learning activities and programs **must** meet all criteria related to faculty. Whether through direct contact or other appropriate means, institutions offering distance learning programs **must** provide students with structured access to and interaction with full-time faculty members. [p. 48/6-12]

Response:

Several courses at the James Monroe Center for Graduate and Professional Studies have distance learning components. Faculty teaching in those programs meet the Commission's criteria related to faculty. Students have access to faculty through traditional office hours as well as through e-mail, chat rooms, voicemail, and Web-based threaded discussions.

Documentation:

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files.*

James Monroe Center course syllabi.*

(*located in the Office of the Dean of Faculty, James Monroe Center 156).

Status:

In compliance.

4.8.3 *Part-Time Faculty*

4.8.3-1

Statement:

The number of full-time faculty members **must** be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance. [p. 48/13-17]

Response:

In Fall 2001, there were 193 full-time faculty on the Mary Washington College campus and 10 full-time faculty at James Monroe Center. The number of full-time faculty members is adequate to provide effective teaching, advising, and scholarly or creative activity, and is also adequate to assure appropriate faculty participation in curriculum development, policy making, institutional planning, and governance. In no single semester over the period Fall 1999 through Spring 2002 did full-time faculty teach fewer than 84% of all courses offered on the Mary Washington College campus, or fewer than 50% of all courses offered at James Monroe Center. All students have full-time faculty members as academic advisors; and all faculty members who serve on the Faculty Senate (Mary Washington College), Academic Council (James Monroe Center), and/or standing College-wide and departmental committees are full-time faculty (i.e., members of the “Instructional Faculty,” defined in the *Faculty Handbook* as “... individuals who hold full-time teaching appointments in the various academic departments and who teach courses in the College for credit toward Mary Washington degrees.”).

Documentation:

Instructional staffing records (on file in the Office of Academic Affairs, George Washington Hall 309/314).

Instructional staffing records (on file in the Office of the Dean of Faculty, James Monroe Center 156).

“Academic Advising,” *Mary Washington College 2001-2003 Academic Catalogue*, p. 41. http://www.mwc.edu/catalogue/2001_03/index.htm

“Office of Advising Services,” *James Monroe Center 2002-2003 Academic Catalog*; <http://www.jmc.mwc.edu/catalog/index.htm>

“Faculty Governance”; “Faculty Senate”; “Faculty Committees,” *Mary Washington College Faculty Handbook*;
<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

Status:

In compliance.

4.8.3-2

Statement:

The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members **must** be properly limited. [p. 48/17-21]

Response:

The College's use of adjunct faculty is limited and is about average (in terms of the percentage of overall full-time equivalent faculty) when compared to other four-year colleges and universities in the Commonwealth of Virginia. In Fall 2001, adjunct faculty accounted for about 12% of the total full-time equivalent faculty. Typically, about 16% of all course sections are taught by part-time faculty.

Documentation:

Undergraduate Courses Taught as a Function of Course Level and Faculty Status at Mary Washington College, (2001-02 through 1995-96).

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

State Council on Higher Education for Virginia's Study of Policies Regarding the Use of Adjunct Faculty, (November 1998).

Adjunct Faculty at Mary Washington College: Report to the Board of Visitors, (December 1998).

Status:

In compliance.

4.8.3-3

Statement:

Part-time faculty members teaching courses for credit **must** meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines. [p. 48/21-25]

Response:

Faculty teaching as adjuncts meet the Commission's minimum requirements (master's degree with at least 18 graduate semester hours in the teaching discipline) except in a few specific situations, where exceptions are noted, justified, and stated for the record by memo in the individual's personnel file. For example, of the adjunct faculty teaching 3- or 4-credit courses in Fall 2001 on the Fredericksburg campus of the College, 98% had either the master's, or a terminal, degree.

Documentation:

Mary Washington College Faculty Handbook, p. 30;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

Adjunct Faculty Handbook, p. 14;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.3-4

Statement:

Each institution **must** establish and publish comprehensive policies concerning the employment of part-time faculty members. [p. 48/26-28]

Response:

Relevant policies are specified in the *Adjunct Faculty Handbook*. Additionally, the College has developed a multi-step compensation scale that is used to determine rates of pay, per course, for adjunct faculty. Several sections of the Mary Washington College and James Monroe Center *Faculty Handbooks* mention policies that apply to part-time as well as full-time faculty.

Documentation:

Adjunct Faculty Handbook;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Mary Washington College Faculty Handbook, pp. 49-66;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp.30-45;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

State Council of Higher Education for Virginia's Study of Policies Regarding the Use of Adjunct Faculty, (November 1998)

Adjunct Faculty at Mary Washington College: Report to the Board of Visitors, (December 1998).

Compensation Rates for Lecturer Positions (table).

Status:

In compliance.

4.8.3-5

Statement:

It **must** also provide for appropriate orientation, supervision and evaluation of all part-time faculty members. [p. 48/28-30]

Response:

General information (and a copy of the *Adjunct Faculty Handbook*) is provided to each adjunct faculty member upon his/her first appointment. Orientation, supervision, and evaluation are the responsibility of the chair of the department in which the part-time faculty member teaches. Adjunct faculty are encouraged to offer feedback on the quality of the materials and activities provided and conducted by the department chair; this feedback goes directly to the respective chief academic officer at each campus. Adjunct faculty are evaluated each semester they teach (beginning with the first semester). The basis of the evaluation is determined by the chair and the part-time faculty member when the latter is first hired. The faculty member receives a copy of the written evaluation and is entitled to write a letter of exception to it if so desired. Copies of evaluations and letters of exception are included in the part-time faculty member's personnel file.

Documentation:

Adjunct Faculty Handbook, p. 16;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Mary Washington College faculty files located in the Office of Academic Affairs, George Washington Hall 309/314.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.3-6

Statement:

Procedures to ensure student access to part-time faculty members **must** be clearly stated and publicized. [p. 48/30-32]

Response:

Adjunct faculty are provided with office space and are required to hold a specified number of office hours each week. Each semester, a directory of teaching schedules and office hours, is compiled. To facilitate communication, all adjunct faculty are set up with e-mail accounts on the College's network. Office locations, office hours, and e-mail addresses are made available to students by having such information placed on each course syllabus.

Documentation:

Adjunct Faculty Handbook, pp. 6 and 8;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Directory of Teaching Schedules and Office Hours;

<http://www.mwc.edu/acaf/schedules/index.htm>

Mary Washington College Faculty Handbook, Section 4.1;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Section 4.1;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.4 *Graduate Teaching Assistants*

4.8.4-1

Statement:

The employment of graduate teaching assistants is a . . . conformity with institutional policies and procedures. [p. 49/1 . . . 35]

Response:

Mary Washington College does not employ graduate teaching assistants.

Documentation:

Not applicable.

Status:

Not applicable.

4.8.5 *Faculty Compensation*

4.8.5-1

Statement:

Salary increases **must** be based on clearly stated criteria. [p. 50/1-2]

Response:

The College's criteria as well as procedures for annual salary adjustments are detailed in each of two faculty handbooks covering all full-time instructional faculty. Additionally, each academic department has on file in the Office of Academic Affairs a written set of procedures governing how the department will conduct the required peer review and "merit pay" recommendation components of the annual salary adjustment process. The annual *Summer Memo* sent to all full-time faculty includes the faculty evaluation calendar, a "flow chart" of the evaluation process, copies of all required forms, and guidelines for documents that need to be submitted as part of the annual salary adjustment process.

Documentation:

Summer Memo, (2002); http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 41-42 and pp. 67-74;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, p. 25 and pp. 46-52;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Merit Pay and Peer Review Procedures, submitted by academic departments (on file in the Office of Academic Affairs, George Washington Hall 309/314).

Status:

In compliance.

4.8.6 *Academic Freedom and Professional Security*

4.8.6-1

Statement:

Faculty and students **must** be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline. [p. 50/3-6]

Response:

The Policy and Statements on Academic Freedom make it clear that “Mary Washington College vigorously supports freedom of inquiry and expression within the academic community.” The “Policy on Academic Freedom” was adopted by the College’s Board of Visitors in 1987. Mary Washington College also subscribes to two statements developed and endorsed by the American Association of University Professors: the “Statement of Principles on Academic Freedom” (1940) and the “Statement on Freedom and Responsibility” (1970, revised 1990). These statements are included in the College’s faculty handbooks.

Documentation:

Mary Washington College Faculty Handbook, p. 49 and pp. 123-126;
<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>
James Monroe Center Faculty Handbook, p. 30 and pp. 80-83;
http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.6-2

Statement:

An institution **must** adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication. [p. 50/13-16]

Response:

The “Policy on Academic Freedom” as adopted by the College’s Board of Visitors in 1987 appears in full in the two faculty handbooks governing full-time faculty. An abbreviated version of the statement appears in the *Adjunct Faculty Handbook* with clear textual and electronic references as to the location of the complete policy statement. Mary Washington College also subscribes to two statements developed and endorsed by the American Association of University Professors: the “Statement of Principles on Academic Freedom” (1940) and the “Statement on Freedom and Responsibility” (1970, revised 1990). These statements are included as appendix items in the College’s full-time faculty handbooks.

Documentation:

Adjunct Faculty Handbook, p. 18;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Mary Washington College Faculty Handbook, p. 49 and pp. 123-126;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, p. 30 and pp. 80-83;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.6-3

Statement:

Institutional policies **must** set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution. [p. 50/16-20]

Response:

Faculty handbooks make references to the professional expectations and obligations of faculty. The College's "Statement of Community Values" and the "Statement of Rights and Responsibilities" directly refer to the expected standards of behavior that are a part of this shared learning community. Each semester, a report on the workloads of full-time faculty is prepared as a means of capturing the many contributions faculty make in a variety of duty areas ranging from teaching courses, to advising internships and individual study projects, to committee service. Finally, the College's Honor Code directly addresses matters of ethical conduct with particular attention to its application in a shared community of learners.

Documentation:

Adjunct Faculty Handbook, pp. 4-7;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Mary Washington College Faculty Handbook, pp. 2-3, pp. 49-55, and pp. 105-114;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 5-6, pp. 30-33, and pp. 63-71;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Workload Profile of Full-Time Faculty.

Status:

In compliance.

4.8.6-4

Statement:

Although tenure policy is not mandated, each institution **must** provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment. [p. 50/20-23]

Response:

Required letters of appointment and renewals are retained in each faculty member's personnel file.

Documentation:

Adjunct Faculty Handbook, pp. 14-17;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Mary Washington College Faculty Handbook, pp. 31-32 and pp. 34-36;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 15-16 and pp. 18-21;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

Status:

In compliance.

4.8.6-5

Statement:

All policies regarding employment, as established by the governing board, **must** be published and distributed to the faculty. [p. 50/23-26]

Response:

A copy of the appropriate faculty handbook is given to each new member of the faculty. Whenever revisions to the handbooks are made, these are distributed to all faculty. All employment policies for faculty are contained in the below-referenced handbooks.

Documentation:

Adjunct Faculty Handbook;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.6-6

Statement:

If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, **must** be clearly set forth in the faculty handbook or other official publication. [p. 50/26-31]

Response:

Mary Washington College uses a rank and tenure system for its faculty while a rank system (without tenure) is used for faculty at the James Monroe Center. Relevant policies and procedures pertinent to these systems are contained in the respective faculty handbooks. The promotion and tenure calendar is included in the annual *Summer Memo* sent to all full-time faculty.

Documentation:

Summer Memo (2002), pp. 25-26;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 45-47 and pp. 74-87;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 15-16 and pp. 53-55;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.6-7

Statement:

Termination and non-renewal procedures **must** contain adequate safeguards for protection of academic freedom. [p. 50/32-33]

Response:

The College's procedures for termination, non-renewal, and dismissal establish safeguards for due process and thoughtful fact-finding. The College adheres to American Association of University Professors guidelines regarding notification dates of non-renewal actions. These guidelines are printed in the faculty handbooks. The policy on "Unsatisfactory Performance Reviews" states that nothing in that policy shall serve to diminish the College's commitment to academic freedom and tenure.

Documentation:

Adjunct Faculty Handbook, pp. 16-17;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Mary Washington College Faculty Handbook, pp. 45-47 and pp. 74-75;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 28-29 and pp. 52-53;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.7 **Professional Growth**

4.8.7-1

Statement:

An institution **must** provide faculty members the opportunity to continue their professional development throughout their careers and **must** demonstrate that such development occurs. [p. 50/34-37]

Response:

The College provides substantial support each year in the form of internal professional development grant programs. Professional development of faculty is actively encouraged by the College through the allocation of funds for the purpose of attending professional conferences, conducting research, and exploring new forms of pedagogy. Most of the opportunities are designed for full-time faculty but there are some programs that are available for adjunct faculty as well. In Fiscal Year 2000-01, the College made more than \$400,000 available to faculty development through academic department budgets, the Faculty Development and Supplemental Development budgets, and the Jepson Funds for Excellence program.

Documentation:

Adjunct Faculty Handbook, p. 8;

http://www.mwc.edu/acaf/handp/adjunct_handbook/index.htm

Summer Memo, (2002); http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, p. 39, pp. 52-57 and pp. 67-88;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 33-37 and pp. 43-55;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

4.8.7-2

Statement:

The general tone and policies of an institution **must** make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners. [p. 51/4-9]

Response:

The need for faculty to demonstrate professional growth, be it in the form of research, study, or other significant professional activities is clearly communicated in the relevant faculty handbooks. Further, the College's *Statement of Mission* emphasizes the importance of faculty research as integral to the goal of maintaining vitality in teaching.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Summer Memo, (2002); http://www.mwc.edu/acad/summer_memo/index.htm

Mary Washington College Faculty Handbook, p.2, p. 39, and pp. 52-57;

<http://departmentsmwc.edu/acad/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 33-37;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.8 *The Role of the Faculty and Its Committees*

4.8.8-1

Statement:

Primary responsibility for the quality of the educational program **must** reside with the faculty. [p. 51/10-11]

Response:

Among the duties delegated to the faculty by the Board of Visitors and the President are the determination of academic offerings and the types of degrees (with their respective requirements) to be awarded. Faculty at the College take these responsibilities very seriously and exercise their duties through service on faculty committees, attendance at department meetings, meetings of the Faculty Senate, meetings of the General Faculty, and the Academic Council (at the James Monroe Center).

Documentation:

Mary Washington College Faculty Handbook, p.14, p. 27 and pp. 16-25;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp.1-13;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.8-2

Statement:

The extent of the participation and jurisdiction of the faculty in academic affairs **must** be clearly set forth and published. [p. 51/11-13]

Response:

Both Mary Washington College and the James Monroe Center have faculty governance systems in place. Duties and responsibilities of the College's Faculty Senate and General Faculty bodies, the James Monroe Center's Academic Council, and all faculty committees on the two campuses are detailed in the relevant faculty handbooks.

Documentation:

Mary Washington College Faculty Handbook, pp.13-28 and pp. 99-104;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp.1-13;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

4.8.9 *Faculty Loads*

4.8.9-1

Statement:

An institution **must** provide a faculty of adequate size to support its purpose. It **must** have procedures for the equitable and reasonable assignment of faculty responsibilities-including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. [p. 51/18-23]

Response:

The institution's 205 full-time faculty (in Fall 2002) were distributed across 22 departments on the Fredericksburg campus and the several programs of the James Monroe Center. The annual "data set" produced for academic departments (Fredericksburg campus) summarizes several factors related to the general matter of faculty staffing adequacy. This report typically shows that the percentage of FTE faculty in a given department tends to approximate the percentage of student credit hours produced annually by that department. Expectations are that faculty members will accept their fair share of the workload. Adjustments to normal teaching loads or exceptions to typical class sizes must be approved by the Vice President for Academic Affairs. The relevant faculty handbooks specifically limit the amount of committee service any one faculty member is to be called upon to do in a given year. Each semester, a report on the workloads of full-time faculty is prepared as a way of illustrating the many contributions faculty make in a variety of duty areas, ranging from teaching classes to advising internships and individual study projects to committee service. Finally, and beyond on-campus activities, the College's faculty is committed to providing service to the public and has done much over the years to meet this obligation.

Documentation:

Statistical Profile of Mary Washington College, (July 2002).

Mary Washington College Faculty Handbook, p.7, pp. 13-28, p. 18, p. 22, and pp. 50-52; <http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 9-14 and 30 -34;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Workload Profile of Full-Time Faculty, (Fall 2002).

Academic Program Review Data Set, (Fall 2002).

Media Resources Guide (faculty service in 2001-2002 and 2000-2001).

With Good Reason (public radio presentations by faculty, 2002-1995).

Status:

In compliance.

4.8.10 *Criteria and Procedures for Evaluation*

4.8.10-1

Statement:

An institution **must** conduct periodic evaluations of the performance of individual faculty members. [p. 51/33-34]

Response:

All faculty members at Mary Washington College undergo mandatory annual performance evaluations.

Documentation:

Mary Washington College Faculty Handbook, Section 5.1;

<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Section 5.1;

http://www.jmc.mwc.edu/publications/f_handbook/index.html

Mary Washington College faculty files located in the Office of Academic Affairs, George Washington Hall 309/314.

James Monroe Center faculty files located in the Office of the Dean of Faculty, James Monroe Center 156.

Status:

In compliance.

4.8.10-2

Statement:

The evaluation **must** include a statement of the criteria against which the performance of each faculty member will be measured. [p. 51/34-35; 52/1-2]

Response:

The relevant faculty handbooks do include statements regarding the criteria against which the performance of each faculty member will be measured.

Documentation:

Mary Washington College Faculty Handbook, Section 5.1.3;

<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Section 5.1.3;

http://www.jmc.mwc.edu/publications/f_handbook/index.html

Status:

In compliance.

Section IV: Educational Program

4.8.10-3

Statement:

The criteria **must** be consistent with the purpose and goals of the institution and be made known to all concerned. [p. 52/2-4]

Response:

The institution's statement of purpose contains the following language: "The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching, and, accordingly, the College encourages such research and scholarship." Consistent with this statement, individual faculty are evaluated annually in the areas of teaching, professional activity (research and scholarly endeavor) and service, respectively weighted at 2:1:1.

Documentation:

Mary Washington College Faculty Handbook, Sections 1 and 5;

<http://departments.mwc.edu/academics/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, Sections 1 and 5;

http://www.jmc.mwc.edu/publications/f_handbook/index.html

Status:

In compliance.

4.8.10-4

Statement:

The institution **must** demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program. [p. 52/4-6]

Response:

Each faculty member meets annually with his or her department chair to review and discuss the annual performance evaluation prepared by the chair. These evaluations are the basis for all salary adjustment recommendations. Furthermore, the accumulated annual evaluations are included among the mandatory documents which must be present in all promotion and tenure credentials files. That is to say, it is abundantly clear that annual faculty performance evaluations have real consequences and thus serve as incentive for faculty to strive to improve their performance continuously which, of course, is of direct benefit to the quality of the educational program.

Documentation:

“Faculty Evaluation Procedures,” *Mary Washington College Faculty Handbook*;
<http://departments.mwc.edu/acaf/www/faculty/facultyhandbook.pdf>

“Faculty Evaluation Procedures,” *James Monroe Center Faculty Handbook*;
http://www.jmc.mwc.edu/publications/f_handbook/index.html

Status:

In compliance.

4.9 Consortial Relationships and Contractual Agreements

4.9-1

Statement:

A member institution which enters into such consortial relationships . . . related to the teaching purpose of the institution and comply with the *Criteria*. [p. 52/13-14 . . . p. 53/4-5]

Response:

Mary Washington College is not a member of any consortium.

Documentation:

Not applicable.

Status:

Not applicable.

4.9.2 *Contractual Agreements*

4.9.2-1

Statement:

Educational services and programs offered through a contractual agreement with another institution or organization **must** support the purpose of the institution. The member institution **must** maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the *Criteria*. [p. 53/6-11]

Response:

Mary Washington College (Fredericksburg campus) offers no educational services or programs through contractual agreements with other institutions or organizations. James Monroe Center has entered into contractual agreements with nationally recognized organizations in order to offer two unique programs. These contracts are reviewed regularly so as to ensure that the scope of the relationship continues to be consistent with the College's mission and the needs of the academic and business communities. One such program is entitled "Certificate in Information Security" and this graduate-level program is offered through a contractual arrangement with the Systems Administration Networking and Security Institute. The second is a non-credit course entitled "*Strategic Human Resources Management*" and is offered in collaboration with the Society for Human Resources Management. Program quality is maintained by assuring that faculty teaching under these agreements meet Commission *Criteria* so that courses are conducted for the specified length of time, students participate in a variety of appropriate educational activities designed to meet course objectives, student progress is evaluated and feedback is provided in a timely manner, and course/instructor quality is monitored in accordance with the Center's assessment practices.

Documentation:

Strategic Human Resources Management (contract).*

Syllabus for *Society for Human Resources Management*.*

Contract with Systems Administration Networking and Security Institute.*

(*on file in the Office of the Dean of Faculty, James Monroe Center 156.).

Status:

In compliance.

4.9.2-2

Statement:

If an institution enters into a teach-out agreement with another institution, it **must** submit the agreement to the Commission for approval (See Commission policy "Teach-Out agreements.") [p. 53/14-17]

Response:

Mary Washington College (Fredericksburg campus) has not entered into any teach-out agreements with other institutions.

Documentation:

Not applicable.

Status:

Not applicable.

Section V

Educational Support Services

5.1 Library and Other Learning Resources

5.1.1 *Purpose and Scope*

5.1.1-1

Statement:

Because adequate library and other learning resources and services **are essential** to teaching and learning, each institution **must** ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered. [p. 56/1-6]

Response:

The College operates a main library (Simpson Library) for its Fredericksburg campus and a smaller branch library on the James Monroe Center campus. Simpson Library is open 92 hours a week and the James Monroe Center library is open 37 hours a week. The libraries provide, via their Web home pages, accessibility to a wide array of periodical indexes, full-text journals, books, and databases 24 hours a day, seven days a week.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College 2002-03 Student Handbook, pp. 43-44;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Simpson Library; <http://www.library.mwc.edu>

James Monroe Center Library; <http://www.jmc.edu/library/index.htm>

Status:

In compliance.

5.1.1-2

Statement:

Each institution **must** develop a purpose statement for its library and other learning resource services. [p. 56/6-8]

Response:

The library, and other learning resource services, have developed Mission-Goals-Objectives Statements.

Documentation:

“Academic Services”; “Disability Services”; “Instructional Technology”;
“International Academic Services”; “James Monroe Center Instructional
Technology/Distance Learning”; “Simpson Library,” *Mission-Goals-Objectives
and Annual Reports for Administrative and Support Areas*.

Simpson Library; <http://www.library.mwc.edu>

James Monroe Center Library; <http://www.jmc.edu/library/index.htm>

Status:

In compliance.

5.1.1-3

Statement:

The library and other learning resources **must** be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution. [p. 56/8-11]

Response:

The libraries are evaluated on a regular basis by their various patron groups. In the past, paper format surveys were distributed within the library itself and then collected and analyzed. More recently the libraries have begun using online surveys. The libraries' surveys have included the following topics: staff service, hours, interlibrary loan, collection, catalog, and facilities. The libraries are listed on the annual all-campus Support Services surveys completed by instructional faculty and administrative/professional faculty. Questions about the libraries are also included in the *Survey of Graduating Seniors*. In addition to conducting regular and systematic surveys, the libraries maintain an open link on their Web pages for comments and feedback.

Suggestions for the purchase of books, periodicals, manuscripts, online databases, microforms and other reference materials are solicited from all campus constituencies (faculty, staff, students). These suggestions are reviewed carefully by library staff and are used to improve the collection.

Documentation:

Simpson Library paper survey results (on file in the Office of the Director, Simpson Library 200).

James Monroe Center Library; <http://www.jmc.edu/library/index.htm>

Online library survey results; <http://www.library.mwc.edu>

Survey of Campus Support Services, (2002 through 1998).

Survey of Graduating Seniors, (2000; 1998).

Status:

In compliance.

5.1.1-4

Statement:

Learning resources and services **must** be adequate to support the needs of users. [p. 56/15-16]

Response:

Learning resources of the libraries include: 350,000 cataloged items (including: 11,000 electronic books, 1,500 periodical titles by subscription, 4,300 electronic full-text periodicals, 1,600 maps, rare books, College archives, an extensive microform collection) and access to a wide array of electronic resources, many through the Virtual Library of Virginia (VIVA). More than 6,000 volumes are added each year to support the curriculum. Simpson Library is an official partial depository of both federal and state documents. Services include a wide range of reference and instructional services (both individual and course-related) to help students make effective use of the libraries' extensive electronic and paper resources. Other services include circulation, interlibrary loan, reserves, services for users with disabilities, document delivery between the two libraries and to faculty offices, printing and photocopying, and Internet access. Simpson Library provides 400 seats, 260 individual study carrels, rooms for group study, and a large classroom for instructional learning. James Monroe Center Library provides 76 seats, 32 individual study carrels, and audio-visual equipment for in-house video use.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Simpson Library; <http://www.library.mwc.edu>

James Monroe Center Library; <http://www.jmc.mwc.edu/library>

Virtual Library of Virginia; <http://www.viva.lib.va.us/>

Status:

In compliance.

5.1.1-5

Statement:

The size of collections and the amount of money spent on resources and services do not ensure adequacy. Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations **must** be taken into account in evaluating the effectiveness of library and learning resource support. [p. 56/16-23]

Response:

Students and faculty at Mary Washington College and the James Monroe Center enjoy library privileges at both libraries. Students may obtain access to both collections by traveling to either library or by using the document delivery service. Document delivery and interlibrary loan requests may be initiated by filling out Web-based forms from off-campus as well as requesting items in person. The libraries employ twice-daily courier service that provides document delivery for books, articles, and ERIC documents. Library staff may also fax articles between the campuses. James Monroe Center students may also request books and articles through its website. With the implementation of EZProxy in early Summer 2001, all Mary Washington College students can easily access proprietary databases from other Internet service providers by merely typing in their user names and passwords.

The websites of both libraries offer access to the Virginia Tech Library Services Virtua online catalog, many full-text and bibliographic databases (through both Virtual Library of Virginia and other consortia, in addition to those subscribed to by the College), a listing of journal holdings (full-text titles), a virtual tour, subject guides, policies and procedures, and Talon (Taking Libraries Online), a web-based information literacy tutorial developed by the College's librarians.

Interlibrary loan services are available to students and faculty. Faculty are provided document delivery as well as Ariel delivery via e-mail. Reference librarians teach an average of 97 course-related information literacy sessions each semester. Librarians also offer individual instruction sessions and staff the reference desk 75 hours each week at Simpson Library and 37 hours each week at the James Monroe Center Library.

Quality and relevance of resources are maintained by the selection criteria discussed in the collection development policy including: 1) subject matter and scope that considers relevance to the curriculum, treatment of subject, research or historical value, relationship to current holdings, and strength of materials in that subject area; 2) validity measured by accuracy, authority, author and publisher reputations, and availability of indexing; 3) point of view; and 4) format.

Documentation:

James Monroe Center Library; <http://www.jmc.mwc.edu/libr/index.htm>

Simpson Library; <http://www.library.mwc.edu/>

Collection Development Policy; <http://www.library.mwc.edu/cdpolicy.html>
Online search catalog; <http://library.mwc.edu/cgi-bin/chameleon?skin=NEW>

Status:

In compliance.

5.1.1-6

Statement:

Priorities for acquiring materials and establishing services **must** be determined with the needs of the users in mind. [p. 56/23-25]

Response:

Priorities for acquisition are 1) materials supporting the curriculum; 2) essential reference tools; 3) materials supporting student research; 4) materials contributing to a balanced collection; 5) materials supporting cultural and general informational needs; 6) materials supporting research needs of faculty and staff, with careful consideration of potential usefulness to students; 7) limited materials for recreational reading.

Services include a wide range of reference and instructional services (both individual and course-related) to help students make effective use of the libraries' extensive electronic and paper resources. Other services include circulation, interlibrary loan, reserves, assistance to users with disabilities, document delivery between the two libraries and to faculty offices, printing and photocopying, and Internet access. The librarians use data, faculty contact, and student interaction as sources for consideration of new services needed.

Principal services of the James Monroe Center Library are document delivery, interlibrary loan, reference assistance by appointment and via e-mail, and the EZProxy authentication service for remote access to proprietary databases. The James Monroe Center librarian established these priorities because 1) Center students are adults, most working full time, and have time and other constraints, 2) Simpson Library is not equipped to handle hundreds of off-campus students, and 3) the Association of College and Research Libraries' *Guidelines for Distance Learning Library Services* states, "Because students and faculty in distance learning programs frequently do not have direct access to a full range of library services and materials, equitable distance learning services are more personalized than might be expected on campus."

Documentation:

James Monroe Center Library; <http://www.jmc.mwc.edu/libr/index.htm>
Collection Development Policy; <http://www.library.mwc.edu/cdpolicy.html>
Guidelines for Distance Learning Library Services,
<http://www.ala.org/acrl/guides/distlrng.html>

Status:

In compliance.

5.1.2 *Services*

5.1.2-1

Statement:

Each institution **must** ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites. [p. 56/26-29]

Response:

The libraries adhere to the general policy of: acquisition of a broad range of materials in subject fields related to areas of instruction, limited support of faculty research and general interest publications. The selection of materials is a collaborative process involving librarians, teaching faculty and suggestions by patrons. The libraries acquire materials that exist in a variety of formats: books, periodicals, e-books, online periodicals and indexes, microforms, compact disc, films in DVD and Laserdisc. Surveys included questions regarding patron satisfaction as regards the adequacy of the collection.

Students and faculty at Mary Washington College and the James Monroe Center enjoy library privileges at both Simpson Library (on the Fredericksburg campus), and the library at the James Monroe Center. Students may obtain access to both collections by traveling to either library or by using the document delivery service. Interlibrary loan services are available to students and faculty. Documents are provided to faculty either by delivery to their offices or via email. Document delivery and interlibrary loan requests may be initiated by filling out Web-based forms from off-campus as well as by requesting items in person. The libraries employ a courier service that provides document delivery for books and articles. Library staff may also fax articles between the campuses. James Monroe Center students may also request books and articles through its Web site. With the implementation of EZProxy in early summer 2001, all Mary Washington College students accessing proprietary databases from other Internet service providers from off-campus can easily access these databases by merely typing in their user names and passwords.

Library patrons have the option of either printing or e-mailing all electronic data collected for their research. The libraries are active participants in VIVA, the Virtual Library of Virginia, and benefit from the rich array of resources that this consortium has acquired. The libraries participate in VIVA by virtue of their being affiliated with publicly supported institutions of higher education in Virginia.

The Web sites of both libraries offer access to the VTLS Virtua online catalog, many full-text and bibliographic databases (through both VIVA and other consortia, in addition to those subscribed to by the College), a listing of journal holdings (full-text titles), a virtual tour, subject guides, policies and procedures, and Talon, a Web-based information literacy tutorial developed by the College's librarians.

A major focus of the Library's mission is to provide the course-related library instruction. In a traditional manner, the professional librarians are asked by faculty to prepare a class for the course, which covers research strategies that are geared towards that course. For example, a librarian might prepare a lecture, complete with handouts and perhaps a Web page, with tips on how to search the databases in a given field for journal articles, books, statistics, or whatever students need to fulfill assignments in the course. In a distance learning environment, the librarian needs to provide this instruction by working closely with faculty in order to integrate this information into appropriate course management software (e.g., Blackboard.)

Documentation:

Simpson Library Resources; <http://www.library.mwc.edu/resources.html>

Simpson Library paper survey results (on file in the Office of the Director, Simpson Library 200).

Online library survey results; <http://www.library.mwc.edu>

Survey of *Campus Support Services*; (2002 through 1998).

Blackboard Learning System; <http://blackboard6.mwc.edu>

Status:

In compliance.

5.1.2-2

Statement:

Basic library services **must** include an orientation program designed to teach new users how to access bibliographic information and other learning resources. [p. 56/29-32].

Response:

The instruction program consists of single sessions, multi-class meetings, participation in college-sponsored information fairs, a Web-based tutorial that includes virtual tours of both Simpson and James Monroe Center Libraries, and a one-credit course, *Library and Internet Resources*. Another course, *Internet Searching* is taught by librarians as part of the College's technology training and certification program for faculty, staff, and students. The single- and multi-class meetings (ranging from two to six sessions in length) are course-related and focus on specific assignments, research needs, and content areas. Content is developed in consultation with teaching faculty, and courses reached range from entry-level survey courses to research-intensive senior seminars and graduate courses. The librarians plan to develop subject-specific Web-based teaching modules to supplement these sessions and build toward field-specific information literacy. The librarians provide tour and orientation sessions at the beginning of each semester for new students, which consist of a general overview of buildings, services, and library websites. Successful completion of the Web-based tutorial "Taking Libraries Online" and its accompanying assessments is required of all incoming students on both campuses as part of the information and technology proficiency graduation requirement. The instructors of the basic composition class in the Department of English, Linguistics, and Speech require students to complete and pass the TALON modules. The librarians have developed their own, more detailed, set of learning objectives and have endorsed the Association of College and Research Libraries' standards as well.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue, pp.37-38 and p. 126; <http://www.mwc.edu/catalogue/index.htm>
TALON; <http://www.library.mwc.edu/talon/index.html>
Library and Information Literacy; <http://www.library.mwc.edu/infoliteracy.html>
Information and Technology Proficiency; <http://inte.mwc.edu/projects/proficiency/>
Virtual Tour of the Libraries of Mary Washington College;
<http://www.library.mwc.edu/tour/tourindex.html>

Status:

In compliance.

5.1.2-3

Statement:

Libraries and learning resource centers **must** provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning. [p. 57/4-7]

Response:

In addition to the learning opportunities outlined in *Compliance Audit* Statement 5.1.2-2, teaching occurs at point-of-use during reference transactions. Individuals and groups make appointments to consult with subject specialists. Both the Simpson and the James Monroe Center Libraries' websites include documentation, research guides, class handouts, and other instructional materials. Students are also able to ask reference questions via e-mail.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue, pp.37-38 and p. 126; <http://www.mwc.edu/catalogue/index.htm>

Simpson Library; - <http://www.library.mwc.edu>

TALON; <http://www.library.mwc.edu/talon/index.html>

Library and Information Literacy; <http://www.library.mwc.edu/infoliteracy.html>

e-Reference; <http://www.library.mwc.edu/eref.html>

Online search catalog; <http://library.mwc.edu/cgi-bin/chameleon?skin=NEW>

Status:

In compliance.

5.1.2-4

Statement:

Librarians **must** work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively. [p. 57/7-10]

Response:

Instructional sessions, varying from 1-6 meetings per course, focus on specific assignments, research needs, and content areas. Session content is developed in consultation with teaching faculty, and courses reached range from entry-level survey courses to research-intensive senior seminars as well as graduate courses. Liaisons work closely with faculty to select resources for purchase, including books, periodical subscriptions, proprietary databases, and other materials. Faculty members suggest web-based resources for the library's subject guides. The libraries' websites are prominently linked from the campus Blackboard courseware site. The *Information and Technology Proficiency* project is conducted in cooperation with the College's Instructional Technology support unit.

Documentation:

Simpson Library Resources by Subject; <http://www.library.mwc.edu/dept.html>

Blackboard Learning System; <http://blackboard6.mwc.edu>

James Monroe Center Library Workshops, Presentations, and Library Instruction

Resource Pages; <http://www.jmc.mwc.edu/libr/workshops/index.htm>

Online search catalog; <http://library.mwc.edu/cgi-bin/chameleon?skin=NEW>

Status:

In compliance.

5.1.2-5

Statement:

Adequate hours **must** be maintained to ensure accessibility to users. Professional assistance should be available at convenient locations during library hours. [p. 57/17-20]

Response:

Simpson Library is open 92 hours per week during the academic year. A librarian staffs the reference desk for 75 of these hours. A trained student aide is on duty from 9:00 p.m. to closing. The reference librarians maintain data on questions raised by patrons hour-by-hour; these data are later reviewed in order to determine service needs.

The James Monroe Center Library is open 37 hours per week each semester, and a reference librarian is available for most of those hours. Library assistants provide limited reference service about 10 hours per week. The librarian is also available by e-mail and telephone during hours when the library is not open.

The libraries' hours change in the period between fall and spring semesters, summer school sessions, and scheduled breaks and holidays. Advance notice of changes in schedule are posted on the libraries' websites.

Documentation:

Simpson Library; <http://www.library.mwc.edu/libinfo.htm#Hours>

James Monroe Center Library; <http://www.jmc.mwc.edu/library/hours.htm>

Status:

In compliance.

5.1.2-6

Statement:

Library collections **must** be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions. [p. 57/21-23]

Response:

The libraries use the Virtua software application from Virginia Tech Library System, Inc. (VTLS) for its online catalog. Access is provided to all the sources available for research: books, eBooks, print and electronic periodicals, audiovisuals, microfiche, print and electronic government documents, selected Web resources, student honors papers, and theses. Online sources are linked in the catalog using URL addresses. The online catalog is available 24 hours a day except for scheduled maintenance. Seamless access to materials is provided in one arrangement using the Library of Congress (LC) classification system. Authority records for names, subjects, series, and uniform titles in new records being added to the catalog are imported from Online Computer Library Center assuring consistency in the establishment of access headings in the online catalog. The daily Virtua cataloging report identifies headings needed to be merged or headings that are in conflict and which also need attention in order to maintain consistency. Rush cataloging is provided for materials needing immediate use. As a VTLS Virtua beta-test site, the libraries' catalog receives special attention with regard to solving identified problems and in software updating. Catalog procedures adhere to all national standards: *Anglo-American Catalog Rules 2* (revised), coded holdings standards, LC subject headings list, LC classification schedules, and LC rule interpretations. The Web-based catalog is available to any computer that has Internet access.

Documentation:

Virtua Online User Manuals; AACR2 (revised); *LC Classification Volumes; LC Subject Heading List; MARC Manuals*, (on file in the Office of the Director, Simpson Library 200).

Status:

In compliance.

5.1.2-7

Statement:

Students and faculty **must** be provided convenient, effective access to library resources needed in their programs. [p. 57/23-25]

Response:

Students and faculty can access the libraries' online catalog, which contains bibliographic records for an extensive collection of monographs, serial publications, government documents, maps, and ephemeral materials. The libraries' Web pages include links to many databases, subject guides, full-text resources, and other Web-based materials. The libraries' patrons can also ask questions of the reference librarian at each information desk or can e-mail a librarian. Students and faculty make appointments for in-depth consultations with the reference librarians when they have questions about searching for subject area materials. Most of the proprietary databases are Internet Protocol authenticated, allowing students and faculty access from almost anywhere on campus. The College's off-campus students and faculty can easily access proprietary databases provided by the Virtual Library of Virginia (VIVA) and Mary Washington College by signing in using EZProxy, a software application that accomplishes authentication without the need to reconfigure one's browser from computers not connected to the College's computer network.

Documentation:

Simpson Library; <http://www.library.mwc.edu/>

James Monroe Center Library; <http://www.jmc.mwc.edu/library/>

Status:

In compliance.

5.1.2-8

Statement:

Convenient, effective access to electronic bibliographic databases, whether on-site or remote, **must** be provided when necessary to support the academic programs. [p. 57/26-28]

Response:

The College's libraries provide access to more than 100 subscription electronic databases, covering all disciplines and subject areas, through institutional purchase and participation in the Virtual Library of Virginia (VIVA) consortium. The physical collection of monographs is supplemented with some 11,000 electronic books. The libraries' online catalog is available at all local workstations and is accessible via the World Wide Web. Simpson Library offers 28 public workstations utilizing Citrix thin-client technology with complete access to all electronic resources. The James Monroe Center Library provides six networked computers with the same access to all proprietary VIVA and Mary Washington College databases. The libraries provide remote access anywhere in the world through proxy authentication to the College's network and proprietary databases and resources.

Documentation:

Mary Washington College Libraries; <http://www.library.mwc.edu/resources.html>

The Virtual Library of Virginia; <http://www.viva.lib.va.us/viva/collect/collect.html>

Mary Washington College EZProxy Access; <http://ezproxy.mwc.edu.2048/login>

Status:

In compliance.

5.1.2-9

Statement:

Libraries and other learning resource centers **must** have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system. [p. 57/29-35]

Response:

Simpson Library offers over 28 public workstations (thin client technology) with complete access to all electronic resources. The James Monroe Center Library provides six public workstations for its patrons and audio-visual equipment for viewing videos. In addition to conventional microform reader/printer equipment, the libraries offer the latest microform equipment. Simpson Library offers digital scanning facilities (Minolta MS2000) to its patrons. ILLiad and Ariel, Internet-based interlibrary loan applications, allow patrons rapid access to resources sent from other institutions worldwide. The Interlibrary Loan department employs the latest digital scanning equipment (Minolta MS2000 and PS3000) to ensure the rapid and efficient exchange of electronic data between institutions.

Circulation operations, involving both reserve and regular materials, are an integrated part of the Virtua system, and the status of any transaction is immediately updated on the database (public catalog). Reports and statistics are easily produced, and all patron notices are sent automatically by e-mail. The libraries also provide a document delivery service between each campus for books, articles, and ERIC documents.

Documentation:

Virtua; www.vtls.com

Minolta Scanning; www.minoltausa.com

ILLiad; www.atlas-sys.com

Ariel; www.rlg.org/ariel

Status:

In compliance.

5.1.3 *Library Collections*

5.1.3-1

Statement:

Institutions **must** provide access to essential references and specialized program resources for each instructional location. [p. 58/1-3]

Response:

Print and electronic reference materials for all programs are available at all times the libraries are open, with many of the electronic resources available 24 hours a day. Trained and knowledgeable staff members are present to assist users in locating and using these materials during all hours of operation, either in person or via telephone. The librarians work closely with faculty to choose books, periodicals, proprietary databases, and other resources to support the College's programs. Campus-based library liaisons maintain Web-based subject guides for the disciplines in each of their areas.

Documentation:

Simpson Library; <http://www.library.mwc.edu/>

James Monroe Center Library; <http://www.jmc.mwc.edu/libr/index.htm>

Simpson Library Collections; <http://www.library.mwc.edu/collection.html>

Simpson Library Resources by Subject; <http://www.library.mwc.edu/dept.html>

Status:

In compliance.

5.1.3-2

Statement:

Access to the library collection **must** be sufficient to support the educational, research and public service programs of the institution. [p. 58/3-5]

Response:

Print and electronic reference materials supporting the College's educational, research, and public service programs are available at all times the libraries are open, with many of the electronic resources available 24 hours a day. Trained and knowledgeable staff members are present to assist patrons in locating and using these materials during all hours of operation, either in person or by telephone. The librarians select books for both the reference and circulating collections. They work closely with faculty to choose books, periodicals, proprietary databases, and other resources to support the College's programs. Campus-based library liaisons maintain Web-based subject guides for the disciplines in each of their areas.

Documentation:

Simpson Library; <http://www.library.mwc.edu/>

James Monroe Center Library; <http://www.jmc.mwc.edu/libr/index.htm>

Simpson Library Collections; <http://www.library.mwc.edu/collection.html>

Simpson Library Resources by Subject; <http://www.library.mwc.edu/dept.html>

Status:

In compliance.

5.1.3-3

Statement:

The collections of print and non-print materials **must** be well organized. [p. 58/5-7]

Response:

The libraries' collections, including United States Government Printing Office publications, are arranged in Library of Congress classification order. Shelving classification schedule maps are available at the service desks. Simpson Library has a Web-page floor plan that includes classification schedule location information. Checking titles for accuracy in shelving is an ongoing process involving student aides and staff supervision.

Documentation:

Simpson Library Floor Plan; <http://www.library.mwc.edu/floorplan.htm>

Simpson Library floor plan maps (on file at Simpson Library service desks).

Status:

In compliance.

5.1.3-4

Statement:

Institutions offering graduate work **must** provide library resources substantially beyond those required for baccalaureate programs. [p. 58/7-9]

Response:

The libraries, taking into account faculty requests, established bibliographies, and collection guidelines, have built both print and electronic collections. These collections, rich in form, breadth, and content, from the college's inception to the opening of the James Monroe Center for Graduate and Professional Studies were assembled to meet the needs of an undergraduate, liberal arts college. With the introduction of graduate programs at the Center in 1999, the libraries collect materials beyond those needed for baccalaureate-level programs. A materials budget to support the curriculum at the James Monroe Center has been established. As the graduate programs diversify and grow, the libraries' budgets will be increased in order to support student and faculty research needs.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

Mary Washington College Libraries' Collection Development Policy;

<http://www.library.mwc.edu/>

Mary Washington College operating budget, (FY03; FY02), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

5.1.3-5

Statement:

Librarians, teaching faculty and researchers **must** share in the development of collections, and the institution **must** establish policies defining their involvement. [p. 58/9-12]

Response:

Although the primary responsibility for collection development rests with the professional library staff, the process of selecting materials for collections is a cooperative one involving faculty members, librarians, staff, and students. Members of the teaching faculty are strongly encouraged to recommend resources for acquisition in their respective disciplines. Librarians, in their roles as liaisons to academic departments, are the contact persons for submitting faculty-recommended materials for purchase. Librarians also select new materials, both print and electronic, in their subject areas, with student and faculty needs in mind. *Choice* publication review cards are sent each month to departments on both campuses to assist faculty in the selection of books. The special collections librarian, in collaboration with other librarians and the entire College community, selects materials for the College's archives. Final decisions regarding the selection and addition of all materials -- print, microform, and electronic -- adhere to guidelines as listed in the policy on collection development.

The collection development librarian is an *ex officio* member of the Curriculum Committee and responds to the library component of new course proposals. The James Monroe Center librarian also attends monthly meetings of the Center's Academic Council, responding to the library component of new course proposals.

Documentation:

Collection Development Policy; <http://www.library.mwc.edu/cdpolicy.html>
Mary Washington College New Course Proposal Form;
<http://www.library.mwc.edu/>

Status:

In compliance.

5.1.3-6

Statement:

Each library or learning resource center **must** have a policy governing resource material selection and elimination, and should have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection. [p. 58/13-17]

Response:

Simpson Library and the James Monroe Center Library have a collection development policy governing the selection and elimination of materials. The collection management section of this policy provides procedures for the preservation, replacement, or removal of deteriorating materials.

Documentation:

Collection Development Policy; <http://www.library.mwc.edu/cdpolicy.html>

Status:

In compliance.

5.1.4 Information Technology

5.1.4-1

Statement:

The institution **must** provide evidence that it is incorporating technological advances into its library and other learning resource operations. [p. 58/27-29]

Response:

All library departments operate around the Oracle-based Virtua Integrated Library System, Inc. (VTLS) that includes the latest client/server architecture built on the Z39.50 and Unicode industry standards. Database input and management are handled by library staff through local/remote clients. The Web catalog gateway instantly makes catalog data accessible on the Internet. Through a separate library Web server, library patrons have Internet access to all Virtual Library of Virginia (VIVA) and proprietary resources as well as to locally maintained electronic guides, tutorials, and indexes. Complete library access is available at any of the public workstations, at any computer connected to the campus network, or from anywhere in the world through proxy authentication to the Mary Washington College network. In addition, library patrons have the option of either printing or e-mailing all electronic data collected for their research projects.

Documentation:

(see documentation listed for Statement 1.4-19).

Status:

In compliance.

5.1.5 *Cooperative Agreements*

5.1.5-1

Statement:

Cooperative agreements with other libraries and agencies should be considered to enhance the resources and services available to an institution's students and faculty members. However, these agreements **must** not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services. Cooperative agreements **must** be formalized and regularly evaluated. [p. 58/30-37]

Response:

The libraries are active participants in VIVA, the Virtual Library of Virginia, whose mission it is to provide “. . . enhanced access to the library and information resources for the Commonwealth of Virginia’s academic libraries serving the higher education community.”

Documentation:

The Virtual Library of Virginia; <http://www.viva.lib.va.us/>

Status:

In compliance

5.1.6 *Staff*

5.1.6-1

Statement:

Libraries and other learning resources **must** be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution **must** justify the exceptions on an individual basis. [p. 59/1-9]

Response:

The libraries employ a diverse staff of dedicated professional librarians. All of the librarians have graduate degrees from graduate programs accredited by the American Library Association.

Documentation:

Records on file in the Office of Human Resources, George Washington Hall 24.

Status:

In compliance.

5.1.6-2

Statement:

The number of library support staff members **must** be adequate. [p. 59/14-15]

Response:

In Fall 2002, a total of 22 full-time administrative/professional, and six part-time classified, staff members were assigned to the library. This level of library support is adequate to meet the institution's instructional and research needs and is in line with library support available at other COPLAC (Council of Public Liberal Arts Colleges) institutions, a nationwide group of selective four-year institutions with which Mary Washington College is affiliated.

Documentation:

Records on file in the Office of Human Resources, George Washington Hall 24.
Library Staffing at COPLAC Institutions (spreadsheet).

Status:

In compliance.

5.1.6-3

Statement:

Institutional policies concerning faculty status, salary and contractual security for library personnel **must** be clearly defined and made known to all personnel at the time of employment. [p. 59/18-22]

Response:

All matters regarding status, salary and contractual security are covered by policies maintained by the College's Office of Human Resources. The policies are consistent with other publicly supported Commonwealth of Virginia institutions of higher education. Many of these policies are covered in the College's *Administrative and Professional Faculty Handbook*.

Documentation:

Employment contracts and contract renewals on file in the Office of Human Resources, George Washington Hall 24.

Administrative and Professional Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Status:

In compliance.

5.1.7 *Library/Learning Resources for Distance Learning Activities*

5.1.7-1

Statement:

For distance learning activities, an institution **must** ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered. The institution **must** own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements. Such agreements should include the use of books and other materials. [p. 59/23-31]

Response:

The libraries are experiencing an increase in the number of requests for remote services. To support the information and research needs of non-residential students, the libraries are aggressively developing and offering Internet access through their well-designed and up-to-date websites. These sites provide access to thousands of electronic books, full-text article databases, online journals, other purchased online content, and reference service via e-mail. James Monroe Center students may request books and articles using Web-based document delivery request forms. Off-campus students can easily access proprietary databases provided by the Virtual Library of Virginia (VIVA) and Mary Washington College by signing in using EZProxy software that accomplishes authentication without the need to reconfigure one's browser from computers not connected to the College's computer network.

Documentation:

Instructional Technology Site Index;

http://www.mwc.edu/inte/site_index/site_index.htm

Simpson Library; <http://www.library.mwc.edu>

James Monroe Center Library; <http://www.jmc.mwc.edu/library/>

About Out Training; <http://www.mwc.edu/inte/training/index.htm>

Computer and Network Use Policy; <http://www.mwc.edu/policies/compol.htm>

MWC Software Directory; <http://help.mwc.edu/index.php?cat=43>

Technology at the College; <http://www.mwc.edu/technology/default.htm>

Distance Learning at the James Monroe Center, (June 2002).

Status:

In compliance.

5.1.7-2

Statement:

The institution **must** assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site. [p. 59/31-34]

Response:

Operational responsibilities for the provision of library/learning resources have been assigned to full-time professional librarians. The James Monroe Center for Graduate and Professional Studies' library manager holds an American Library Association-accredited master's degree in library science, as does the Director of the Simpson Library. Considering both library sites, in Fall 2002 there were 22 full-time administrative/professional, and four part-time classified, staff members. In addition, 40 student-aides worked at Simpson Library. Simpson Library is open 92 hours per week and the James Monroe Center library is open 37 hours per week. Electronic access to library databases is available at any time. The above profile ensures that students and faculty have continuous access to library services and resources.

Documentation:

Records on file in the Office of Human Resources, George Washington Hall 24.

Status:

In compliance.

5.1.7-3

Statement:

When formal agreements are established for the provision of library resources and services, they **must** ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs in the field of study and at the degree level offered. [p. 59/35-39; p. 60/1-2]

Response:

Mary Washington College has not entered into formal agreements of the kind referred to in the above Statement.

Documentation:

Not applicable

Status:

Not applicable

5.2 Instructional Support

5.2-1

Statement:

To support its curriculum, each institution **must** provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users. [p. 60/3-9]

Response:

Mary Washington College (Fredericksburg campus) offers a variety of facilities and services which support instruction. These include: Asian Studies Center; College Galleries; Computer Access Center for the Visually Impaired; Multimedia Center and User Services; Design Services; Disability Services; Document Center; International Academic Services; Mentorship Center; Speaking Center; Teaching Innovation Program (TIP); and the Writing Center.

James Monroe Center supports one Instructional Development Lab and three general access computing labs. The Instructional Development Lab provides significant instructional support to meet faculty and students' computing and electronic multimedia needs. Some of the resources include digital cameras, scanners, video capture equipment, and editing software. The three computer labs are open for student use when they are not being used for instruction. All lab computers provide Internet access, as well as instructional programs and the latest versions of business software. With the increase in enrollment, there is more demand than can be met with current lab facilities. Therefore, a "mobile computer lab" was created which includes 13 networked Dell laptop computers. This mobile lab will convert any classroom into a computer lab.

The Information Technology technicians support faculty with equipment delivery, setup, and training in the use of electronic TV/VCRs, portable microphones, tape recorders, and laptop computers. They also provide new faculty classroom Audio Visual equipment assistance and provide troubleshooting and problem solving support during classtime.

The Mary Washington College Center for Instructional Technology provides support for faculty through their Instructional Technology Liaisons. The Instructional Technology Liaison assigned to the James Monroe Center coordinates technology training for faculty and students at the Center.

The College Help Desk is staffed with individuals who take calls from students, staff, and faculty regarding computing questions and problems. The Help Desk is staffed 70 hours per week during the fall and spring semesters.

Blackboard training sessions are offered each semester for faculty by Mary Washington College Instructional Technology support staff and presented by the Instructional Technology Liaisons. For specific questions, faculty can contact the Instructional Technology Liaison assigned to their respective academic buildings. Prior to each term at James Monroe Center, students are invited to attend a Resource Orientation for training on the use of Blackboard.

Documentation:

Student Organization Policy Handbook.

About Our Training; <http://www.mwc.edu/inte/training/index.htm>.

Computer and Network Use Policy; <http://www.mwc.edu/policies/compol.htm>

MWC Software Directory; <http://help.mwc.edu/index.php?cat=43>.

Technology at the College; <http://www.mwc.edu/technology/default.htm>.

Handbook for Students with Disabilities.

Status:

In compliance.

5.2-2

Statement:

They **must** be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements **apply** to all programs wherever located or however delivered. [p. 60/9-13]

Response:

The College considers the centers and services, identified in the response to *Compliance Audit* Statement 5.2-1, together with the other educational support services described and documented throughout Section V, to contribute substantially to the effectiveness of learning and to be more than adequate for the fulfillment of the institution's purpose.

Documentation:

About Our Training; <http://www.mwc.edu/inte/training/index.htm>

Computer and Network Use Policy; <http://www.mwc.edu/policies/compol.htm>

MWC Software Directory; <http://help.mwc.edu/index.php?cat=43>

Technology at the College; <http://www.mwc.edu/technology/default.htm>

Handbook for Students with Disabilities.

Distance Learning at the James Monroe Center, (June 2002).

Status:

In compliance.

5.3 Information Technology Resources and Systems

5.3-1

Statement:

An institution **must** provide evidence that it is incorporating technological advances into its operations. [p. 60/15-17]

Response:

A Web-based course management software application (Blackboard) has been purchased and is renewed annually by the Center for Instructional Technology to provide faculty with the means to incorporate technology into the curriculum. The Blackboard server, also hosted by the Center, receives nearly 10,000 hits per day, on average. There are in excess of 2,250 course, 6,100 student and 350 instructor accounts in the system. Blackboard is used both at Mary Washington College and the James Monroe Center. Other examples of how the College incorporates technological advance into its operations are: (a) E-mail has been identified as the primary means of communication at the College, and every faculty member and full-time student has been furnished with an e-mail account. (b) Every faculty member and nearly every staff member has access to a College-owned computer through the College's four-year replacement cycle for computers. (c) Training is provided by the Center for Instructional Technology and addresses both skills-based topics of using computers as well as the integration of technology into the curriculum. (d) Instructors have access to computer-enhanced classrooms and computer-equipped labs, which are periodically upgraded in order to provide a very functional instructional environment for faculty and students.

Documentation:

Administrator's Blackboard Activity Log (authentication required);

<http://blackboard.mwc.edu>

Blackboard Learning System; <http://blackboard6.mwc.edu>

Computer Inventory Database (authentication required); <http://199.111.88.250:591/>

Instructional Technology Site Index;

http://www.mwc.edu/inte/site_index/site_index.htm

Status:

In compliance.

5.3-2

Statement:

Information technology resources **must** support the planning function and the educational program component of the institution at appropriate levels. [p. 60/18-20]

Response:

Information technology has become an integral and indispensable tool for Mary Washington College's planning and educational program functions. On the planning side, a recent reorganization has led to the creation of the position of Chief Information Office. The holder of this position is responsible for all of the academic and administrative information technology operations at the College and is a member of the Presidents' Senior Staff and the Strategic Planning Task Force. The College provides over 900 computers to its academic buildings. These computers are deployed in offices, labs, and classrooms throughout both campuses. Over 300 computers are in labs and over 50 of the classrooms are computer-enhanced with video projection capabilities. The College strives to replace this equipment every four years.

The Center for Instructional Technology consists of 10 full-time and three part-time staff members and a number of student aide employees. Collectively, these individuals are key components of a trained technical and user services staff. The Help Desk, Multimedia Center, and Non-Print Media Collection are all part of the Center for Instructional Technology.

Documentation:

Computer Inventory Database (authentication required);

<http://199.111.88.250:591/>

Instructional Technology Site Index;

http://www.mwc.edu/inte/site_index/site_index.htm

Status:

In compliance.

5.3-3

Statement:

Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there **must** be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations. [p. 60/24-28; p. 61/1-2]

Response:

The College has implemented an Information and Technology Proficiency requirement for all students. This requirement ensures that all new degree-seeking students at both campuses are proficient with fundamental applications of computers. Another means of demonstrating how information technology is infused into the curriculum is shown by results from in-class surveys of general education courses. In addition, many courses outside the general education curriculum utilize technology. Currently, the Committee on Instructional Technology is making progress in developing a Technology Intensive designation for courses that make extensive use of technology.

Documentation:

“Information and Technology Competency” in *Student Outcomes Assessment Report*, (2001-02).

General Education Survey results, (Spring 2002 through Fall 1998).

Status:

In compliance.

5.3-4

Statement:

Institutions **must** provide the means by which students may acquire basic competencies in the use of computers and related information technology resources. [p. 61/3-5]

Response:

The College has implemented an Information and Technology Proficiency requirement for all students. In Academic Year 2001-2002, students were tested on this requirement. The results showed that our students are indeed acquiring basic competencies over a considerable range of technology areas.

Documentation:

“Information and Technology Competency,” *Student Outcomes Assessment Report*, (2001-02).

Status:

In compliance.

5.3-5

Statement:

There **must** be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. [p. 61/9-12]

Response:

The Center for Instructional Technology provides ongoing training to faculty and staff. The curriculum consists of 39 workshops on a variety of topics and for a diversity of experience levels. One-on-one training is also conducted.

Documentation:

Instructional Technology Site Index;

http://www.mwc.edu/inte/site_index/site_index.htm

Status:

In compliance.

5.3-6

Statement:

Policies for the allocation and use of information technology resources **must** be clearly stated and consistent with an institution's purpose and goals. [p. 61/14-16]

Response:

The Blackboard User Policy identifies how Blackboard is administered and provides details regarding user responsibilities. The Campus Academic Resources Committee policy statement addresses accountability of computing resources, purchasing priorities, maintenance priorities, and required procedures for removing equipment from campus. The Network and Computer Use Policy establishes the priorities of the campus academic network and provides information regarding user responsibilities. All of these policies and actions are consistent with the College's purpose and goals.

Documentation:

Blackboard User Policy; <http://www.mwc.edu/inte/blackboard/index.htm>

Campus Academic Resources Committee (charge), Faculty Handbook, p. 19;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Network and Computer Use Policy; <http://www.mwc.edu/policies/compol.htm>

Status:

In compliance.

5.3-7

Statement:

These policies **must** be evaluated regularly to ensure that academic and administrative needs are adequately addressed. [p. 61/16-18]

Response:

The Blackboard User Policy is evaluated and updated, as necessary, on a regular basis. The Campus Academic Resources Committee reviews and updates their policies regularly. The Network and Computer Use Policy is reviewed as needed, and was last updated in Spring 2001.

Documentation:

Blackboard User Policy; <http://www.mwc.edu/inte/blackboard/index.htm>

Campus Academic Resources Committee (charge), Faculty Handbook, p. 19;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Network and Computer Use Policy; <http://www.mwc.edu/policies/compol.htm>

Status:

In compliance.

Section V: Educational Support Services

5.3-8

Statement:

Appropriate security measures **must** be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks. [p.61/18-22]

Response:

Mary Washington College addresses controls for physical, environmental, access, data, personnel, and communications risks in its Risk Assessment and Information Security Plan. The College uses an integrated student and financial system that minimizes data redundancy and includes ownership properties associated with data. Other systems, network, e-mail, library, computer science, Blackboard, ID card, dining hall, etc. are updated from information extracted from the integrated system maintaining data consistency across systems.

Based on their criticality, all systems have regular backup schedules in both an on-going mode as well as in periods of heavy data activity. The administrative mainframe, e-mail, dining hall, computer science, library, and Blackboard systems store backup tapes off-site in secure, fireproof tape vaults for disaster recovery purposes.

Utilizing College-owned computers and networks constitutes the individual's acceptance and understanding of the College's Network and Computer Use Policy. New students, faculty and staff employees are made aware of the policy upon joining the Mary Washington College community.

Administrative Mainframe: The administrative mainframe computer is located in a cyber-locked, secure room separately alarmed for intrusion, heat, and motion detection, and monitored around the clock throughout the year. The computer room is located inside another room requiring key access in a building requiring separate key access. Distribution of keys follows Campus Police policies. Mainframe hardware and software are covered under annual, renewable maintenance contracts. System logs are monitored and reviewed frequently. Major application sponsors authorize, in writing to the database administrator, those individuals whose responsibilities require access to the application and what level of access is necessary to perform his/her duties. Login request documentation is retained by the database administrator. The system requires users to change their passwords every 60 days and the passwords must conform to a specified format to minimize hacking.

Student, personnel, alumni, and financial information are entered into the administrative mainframe computer and maintained by the functional areas responsible for the information. Specific data are extracted on a daily basis to populate other systems, as mentioned above, with up-to-date information synchronized with the central systems.

Mainframe operations are separate from applications administration. Full system backup operations are performed every night. The storage strategy addresses nightly, weekly, monthly, and yearly retention to provide maximum recoverability. The backup and security procedures are audited each year in conjunction with the college financial audit performed by the Auditor of Public Accounts. The college is in compliance with APA as of the last audit completed May 2001.

The College mainframe computer is protected by two firewalls as well as internal controls. One firewall protects the entire campus network and all its systems from the Internet. A second firewall limits mainframe access to only those users with valid network logins and passwords and restricts information flow. Further, the mainframe computer requires application passwords to access sensitive data.

Campus Network: The network backbone is located in a cyber-locked, secure room separately alarmed for intrusion, heat, and motion, and monitored 24 hours per day, 7 days a week. The backbone room is located inside another room requiring separate key access in a building requiring key access. Selected servers and components are covered under an annual, renewable maintenance contract. Spare parts are stored on campus for in-house repair. Campus-wide software is covered under annual State contracts. Network logs and traffic are monitored regularly.

Network accounts are created for new employees and students as they become part of the Mary Washington College community. The information is extracted from central systems and passed to the network to build login and e-mail accounts. Unique logins and passwords are programmatically assigned and follow a strict format to minimize hacking. All users are encouraged to change their e-mail passwords frequently. When individuals (students, staff, etc.) leave and are no longer part of the College community, their accounts are disabled so that they can no longer access e-mail messages or the network. Non-returning student accounts are programmatically disabled based on a file extracted from the student system. Computer and Network Services receives official notification from the Office of Human Resources when individuals are no longer employees of the College so that their accounts can be disabled.

The campus network is protected from the Internet by a firewall. Only specific files or actions are permitted through the firewall to the College network. Individuals may access the College network from outside the campus only if they are authenticated as a current, valid user.

Network servers are protected from known viruses by an off-the-shelf virus scan and remove software application. Faculty, staff, and lab computers have virus protective software loaded to check files for reporting and removing viruses. Users have the ability, automatically or on demand, to download to their computers the newest version of the virus protection software.

E-mail, Web, and user network files are backed up in an overlapping, two-phase strategy per application. Smaller applications are backed up nightly in their entirety, larger applications (such as e-mail, network user files) are backed up in phases over two or more days. There are two to five full backups of each application every week. Tapes are stored off-site in a fireproof tape vault.

An audit of the network infrastructure was performed by an independent auditor in cooperation with the College's internal auditor and completed in August 1998. Follow-up reviews were performed in April 2000 and April 2001. As per the documentation and final audit report dated April 17, 2001, the College's network infrastructure complies with audit standards.

Library System: Simpson Library servers reside in a locked room within an area restricted to library employees. The server room is in a building that is monitored for intrusion, heat, and motion and activated when the Library is closed. Key distribution is controlled within the Library. Annual, renewable hardware and software contracts cover the system and applications. System logs and application statistics are monitored and reviewed regularly. Full backups of Library systems are made daily and the latest tapes are stored off site in a fireproof tape vault.

All servers located in Simpson Library are behind the campus firewall with selected ports open to the Internet for remote maintenance only. The Library system is populated with data on a regular basis for students, faculty and staff who have authorized access to library resources. Information on special patrons is manually entered by administrators designated to enter such information into the system. End users search databases and request services, but have no authority to alter Library information.

Servers for the Department of Computer Science: All servers are located in locked facilities. All servers and Netstations automatically logout users after a specified time period of no activity. The servers are behind the campus firewall with only selected access from outside the firewall. Annual, renewable hardware and software contracts cover the servers and selected software. Careful attention is given to configuration files that control access to key services as well as to prevent misuse.

Student data for those registered for specific computer science courses are generated to populate the computer science servers on a daily basis. This procedure ensures that only students requiring access are authorized in the system. Data integrity is maintained by performing unattended backups every day. Prior to deleting accounts of graduating students, an end-of-year backup is performed and saved for two years. System logs are examined periodically to detect attempts at unauthorized access or misuse of the system.

Blackboard: The Blackboard server is located in a locked office within a locked building. The server resides behind the college's firewall. Distribution of keys

follows Campus Police policies. Blackboard software is covered under an annual, renewable maintenance contract. Student, faculty, staff, and course data are loaded daily into Blackboard from files generated from the administrative mainframe, closely synchronizing the systems. Incremental backup is performed for the Blackboard system daily and full backup occurs twice a week. The backup tapes are stored off-site in a fireproof tape vault.

Other Systems: The ID Card system, Dining Hall system, Help Desk system, Voice Mail system, and Call Accounting system are, minimally, located in locked rooms, within locked buildings. Distribution of keys for all these locations follows Campus Police policies. All systems have annual, renewable hardware and software maintenance contracts. These systems are populated with user data generated from the college mainframe computer, and updated as appropriate. Normally, more frequent data refreshing is required at the beginning of each semester, becoming less frequent during the semester. Backup is performed daily for the ID Card, Dining Hall and Call Accounting systems, and weekly for the Help Desk and Voice Mail systems. The tapes are stored off-site in a fireproof tape vault.

Endnote: The College plans to replace some of the larger systems with later, state-of-the-art systems offering increased consolidation of shared information and streamlined, interactive interfaces between major systems. Other benefits include a single sign-on by users for access to all authorized systems, more automated features, and Web-centric access. The College is considering upgrading the current multiple backup systems to an enterprise-wide solution as the use of technology becomes increasingly important to the mission of the College. Outsourcing application hosting of certain systems may prove to provide the best support and user assistance for those systems requiring around-the-clock technical assistance and Help Desk support.

Documentation:

Network and Computer Use Policy; <http://support.mwc.edu/policies/compol.htm>

Risk Assessment and Information Security Plan.

Follow-up Report on the Audit of the Network Infrastructure.

Backup (daily) procedures for administrative mainframe.

Network Server Backup.

Blackboard Administration and Backup.

Library backup procedures.

RIM User Security Request Form.

XRM User Security Request Form.

SAM User Security Request Form.

AFF User Security Request Form.

IFAS E-Mail Security Request Sample.

Status:

In compliance.



5.4 Student Development Services

5.4.1 *Scope and Accountability*

5.4.1-1

Statement:

Student development services **are essential** to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students. To ensure effectiveness, the institution **must** develop goals for the student services program consistent with student needs and with the purpose of the institution. [p. 61/25-31]

Response:

As a primarily residential liberal arts college, student development services represent a critical component of Mary Washington College's educational programs. The Vice President for Student Affairs has overall responsibility for programs and services in this area which include COAR (Community Outreach and Resources), Health Center, Multicultural Student Affairs, Psychological Services, Residence Life and Housing, Student Activities, and Student Life. Student affairs staff direct resources and conduct programs to help foster the cultural, social, moral, intellectual, and physical development of students. The goals and objectives of the various units within the student affairs area have been developed to meet student needs and be consistent with the purpose of the institution.

At James Monroe Center, many student development services are available to students in distance-learning programs as well as to students enrolled in on-campus programs. All student services offices can be contacted by phone and via e-mail. The James Monroe Center website provides links for all student services forms and also directs students to other College services.

Documentation:

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

5.4.1-2

Statement:

Appropriate student development services **must** be provided for distance learning programs as well as on-campus programs. [p. 61/32-34]

Response:

The following student development services are provided to James Monroe Center students enrolled in distance-learning programs: online student services including academic advising and registration, Web-based orientation, and career development services. The Center's academic catalog (including academic rules and regulations) is available online and online forms are provided so that distance-learning students can complete academic and financial transactions via e-mail. Additionally, distance-learning students are bound by the James Monroe Center Honor System and abide by the College's Statement of Student Rights and Responsibilities. The Center also publishes an e-mail newsletter that is distributed at least once each semester.

Documentation:

James Monroe Center 2002-2003 Academic Catalog;

<http://www.jmc.mwc.edu/catalog/index.htm>

James Monroe Center Honor Constitution;

<http://www.jmc.mwc.edu/about/honor.asp>

Distance Learning at the James Monroe Center, (June 2002).

James Monroe Center; <http://www.jmc.mwc.edu/>

Status:

In compliance.

5.4.1-3

Statement:

The institution **must** clearly designate an administrative unit responsible for planning and implementing student development services. [p. 62/1-3]

Response:

The Office of Student Affairs is the administrative unit responsible for planning and implementing the majority of student development services. In addition, certain student development functions are carried out through the Office of Academic Services.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

5.4.1-4

Statement:

Appropriate policies and procedures for student development programs and services **must** be established. [p. 62/3-5]

Response:

A comprehensive set of policies and procedures for student development programs and services has been established by the Office of Student Affairs and the Office of Academic Services.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

The Judicial System; <http://www.mwc.edu/dest/judicial/judicialsys.htm>

Judicial Process Rights and Responsibilities;

<http://www.mwc.edu/dest/judicial/rights.htm>

OSACS: Office of Student Activities and Community Services (brochure).

Reflection Handbook.

Alcohol and You at MWC: Make a Smart Choice;

<http://www.mwc.edu/dest/judicial/alcohol.htm>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

5.4.1-5

Statement:

Student development services should be given organizational status commensurate with other major administrative areas within the institution. These services **must** be staffed by individuals who have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for academic preparation. Exceptional cases **must** be justified by the institution on an individual basis. [p. 62/6-14]

Response:

The Vice President for Student Affairs represents the student development services area through membership on the President's Senior Staff. Student Affairs staff have academic training and professional experience commensurate with unit needs, services, and responsibilities.

Documentation:

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files are located in the Office of the Dean of Faculty, James Monroe Center 156.

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

5.4.1-6

Statement:

Student development services and programs **must** be evaluated regularly. [p. 62/14-15]

Response:

The Vice President for Student Affairs holds regular staff meetings at which routine services and programs are evaluated on an ongoing basis. In addition, special events (e.g., orientation for first-time freshmen) are typically evaluated immediately after their occurrence, with recommendations for change being incorporated into future events. Also, all student development units are required to complete annual reports on their activities and progress. These reports are reviewed by the Vice President for Student Affairs. In addition, unit heads are evaluated on their performance annually following procedures administered through the Office of Human Resources.

Documentation:

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.

First-Year Student Satisfaction Surveys.

Non-returning Student Surveys.

Credentials for all full-time faculty on both campuses, and adjunct faculty on the Fredericksburg campus, are on file in the Office of Human Resources, George Washington Hall 24. Credentials for adjunct James Monroe Center faculty are on file in James Monroe Center 156.

James Monroe Center faculty files are located in the Office of the Dean of Faculty, James Monroe Center 156.

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Administrative and Professional Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Mid-Year Survey of First-Year Students, (Spring 2003; Spring 2002).

Survey of Graduating Seniors, (2000; 1998).

Status:

In compliance.

5.4.2 Resources

5.4.2-1

Statement:

Human, physical, financial and equipment resources for student development services **must** be adequate to support the goals of the institution. [p. 62/16-18]

Response:

The resources allocated for student development services are adequate to support the goals of the College. In addition to professional staff, each unit has secretarial support and part-time student employees. Every professional staff member has his or her own computer outfitted with appropriate software applications as well as e-mail and Internet connectivity. Each unit has its own offices with adequate space to carry out their respective functions. Further, each unit is allocated a budget to carry out student programming activities and daily operations.

Documentation:

Student Affairs operating budget, (FY03).

Mary Washington College Celebrating Cultural Diversity;

http://www.mwc.edu/adffa/transfer/all_about/diversity.htm

Psychological Services Center (brochure).

Faculty Service-Learning Handbook.

Getting Started on a "Career in the Common Good" (brochure).

OSACS: Office of Student Activities and Community Services (brochure).

Reflection Handbook.

Student Organization 2002-03 Policy Handbook.

Status:

In compliance.

5.4.3 *Programs and Services*

5.4.3.1-1

Statement:

An effective career development program should include career information and planning, placement services, career counseling, testing services and follow-up activities. There should be clearly specified policies regarding the use of career development services by students, alumni and employers. [p. 62/25-30]

Response:

Evidence of compliance is documented through current Office of Career Services literature. As noted in the listed documents, career information, placement services, career counseling, testing services, and follow-up activities are offered to students. Policies for use of services by students, alumni, and employers are listed at appropriate locations on the Office's Web site.

Documentation:

Office of Career Services workshop schedules.*

Employer Fair (booklet).

Career Services and Career Advising at Mary Washington College and James Monroe Center.

Careers and Majors Day (booklet).*

Education Fair materials.*

Office of Career Services; <http://departments.mwc.edu/casv/www/>

Mary Washington College Office of Career Services (brochure).

Employer Guide (brochure).

(*on file in the Office of Career Services, George Washington Hall 305.)

Status:

In compliance.

5.4.3.2 *Student Government, Student Activities, and Publications*

5.4.3.2-1

Statement:

The institution **must** develop a statement of the student's role and participation in institutional decision-making. [p. 62/32-34]

Response:

Student participation in institutional decision making is strongly encouraged at Mary Washington College. Student representation occurs at the academic department and Faculty Senate levels. Students are represented on such faculty committees as the Academic Affairs Committee, Campus Academic Resources Committee, and Curriculum Committee. Students also serve on various *ad hoc* committees. Finally, students serve on the Student Conduct Hearing Board and have been delegated sole responsibility for the conduct of the College's Honor System.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Student Government Association Constitution.

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Mary Washington College Honor Constitution.

Status:

In compliance.

5.4.3.2-2

Statement:

The institution **must** have an activities program appropriate to its purpose and encompassing student interests. [p. 62/35-36]

Response:

Activities programs are numerous and extensive—involving all campus offices and addressing students' needs and desires. Mary Washington College offers a full array of programs and activities for students that are appropriate for the institution and responsive to student interests. The Student Activities unit sponsors a regular schedule of movies, speakers, and performers. The Department of Modern Foreign Languages offers a foreign film series each spring semester. Campus Recreation has academic facilities for student recreation and a full array of opportunities for intramural sports activities. All of the above activities, and more, are advertised in the Woodard Campus Center, in the residence halls, in all academic buildings, on the College's home page, and on campus bulletin boards.

Documentation:

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.

Student Affairs; <http://departments.mwc.edu/dest/www>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Weekly e-mail posting announcing College activities for the week (examples).

Status:

In compliance.

5.4.3.2-3

Statement:

The institution **must** develop policies and procedures governing the supervisory role of the institution over student activities. [p. 63/1-3]

Response:

Policies and procedures have been developed and are in place regarding the supervisory role of the institution over student activities. Student organizations have assigned to them faculty or staff advisors. There are currently more than 100 formally organized student clubs or organizations at the College.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Administrative and Professional Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Policies and procedures manuals for Student Affairs units (on file in the Office of Student Affairs, Lee Hall 200).

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

5.4.3.2-4

Statement:

When student publications or other media exist, the institution **must** provide a clearly written statement of the institution's responsibilities regarding them. [p. 63/6-8]

Response:

Student publications and other media do exist and written statements of the College's responsibilities regarding their role and function are provided and widely disseminated.

Documentation:

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Bylaws for Student Media Council.

Status:

In compliance.

5.4.3.3 *Student Behavior*

5.4.3.3-1

Statement:

The institution **must** publish a statement of student rights and responsibilities and make it available to the campus community. [p. 63/9-11]

Response:

Rights and responsibilities of students relative to the College community, residential status and judicial status are published and widely available in both hard copy and electronic formats.

Documentation:

Honor Council Guidebook.

The Honor System, A Way of Life (statement on display across campus).

The Judicial System; <http://www.mwc.edu/dest/judicial/judicialsys.htm>

Judicial Process Rights and Responsibilities;

<http://www.mwc.edu/dest/judicial/rights.htm>

Housing and Dining Services Contract;

<http://departments.mwc.edu/rlif/www/Index.html>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Statement of Community Values (on display across campus).

Status:

In compliance.

5.4.3.3-2

Statement:

The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures **must** be clearly defined and broadly distributed. [p. 63/11-15]

Response:

Mary Washington College has a clearly defined set of policies and procedures regarding the disciplinary responsibilities of College officials as well as standards of conduct expected of its students. These policies and procedures are printed in various handbooks and are covered thoroughly when orientation for new students is held.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Administrative and Professional Faculty Handbook;

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Association of Residence Halls Constitution.

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

Honor Council Guidebook.

The Judicial System; <http://www.mwc.edu/dest/judicial/judicialsys.htm>

Judicial Process Rights and Responsibilities 2002-03;

<http://www.mwc.edu/dest/judicial/rights.htm>

Judicial Review Board Constitution.

Student Government Association Constitution.

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

5.4.3.4 Residence Halls

5.4.3.4-1

Statement:

If an institution has residence halls, it **must** develop policies and procedures governing them and **must** take reasonable precautions to provide a healthful, safe and secure living environment for the residents. [p. 63/16-20]

Response:

Mary Washington College expends much in the way of resources and effort to help provide a healthful, safe, and secure environment for our residential students. Residence Life and Housing policies and procedures, Campus Police policies and procedures, and Office of Environmental Health and Safety policies and procedures are in place, are followed, are reviewed regularly, are published widely, and are readily available to those residing in campus housing.

Documentation:

Environmental Health and Safety; <http://www.edu/mwc/safety>

Campus Police Operations Manual;

<http://departments.mwc.edu/poli/wwwindex2.html>

Residence Life and Housing Contract;

<http://departments.mwc.edu/rlif/www/Index.html>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

5.4.3.4-2

Statement:

The learning environment in the residence halls **must** support the educational mission of the institution. [p. 63/20-22]

Response:

The residence hall milieu is organized to support the College's educational mission. The Office of Residence Life and Housing has a strong commitment to the development of the whole person. Throughout the academic year, campus housing staff help develop academic programs that serve to support the educational mission of the institution.

Documentation:

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.

Minutes of the Enrollment Management and Retention Committee, (2001-2002).*
*Learning Communities at Mary Washington College.**

Residence Life and Housing Contract;

<http://departments.mwc.edu/rlif/www/Index.html>

Residence Hall Programming Schedules and Announcements.

Scholar-in-Residence Program (brochure).

Special Interest Housing (brochure).

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

(*on file in the Office of Admissions, Lee Hall 205.)

Status:

In compliance.

5.4.3.5 *Student Financial Aid*

5.4.3.5-1

Statement:

There **must** be provision for institution-wide coordination of all financial aid awards. [p. 63/32-33]

Response:

All financial aid awards are made by the Office of Financial Aid, which is part of the Enrollment Services/Admissions administrative division. This Office addresses financial aid needs of students enrolled on the Mary Washington College campus and at the James Monroe Center.

Documentation:

Mary Washington College Financial Assistance Programs (brochure).

Mary Washington College Financial Aid Office Policies and Procedures Manual.

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College/James Monroe Center Financial Assistance;

http://www.jmc/mwc.edu/register_tuition/finaid.htm

Status:

In compliance.

5.4.3.5-2

Statement:

All funds for financial aid programs **must** be audited in compliance with all federal and state requirements. [p. 63/34-35]

Response:

All financial aid programs are audited annually by the Auditor of Public Accounts of the Commonwealth of Virginia. In addition, the College complies with all federal audit and reporting requirements. The Office of the Internal Auditor at Mary Washington College also assures compliance with all audit requirements.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

5.4.3.5-3

Statement:

An institution participating in Title IV programs **must** comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rates in the student loan program may be cause for the Commission on Colleges to conduct a special evaluation. [p. 63/36-39; p. 64/1-2]

Response:

Mary Washington College complies fully with all regulations established for federal student loan programs. The College regularly achieves some of the lowest federal loan default rates of any institution of higher education in Virginia.

Documentation:

Student Financial Aid Handbook.

The Blue Book.

Return of Title IV Funds Policy and Procedures and Computer Software.

Common Manual – Unified Student Loan Policy.

Cohort Default Rate Guide.

Federal Perkins Regulations.

Monthly regulatory updates (through EFG Technologies) on file in the Office of Financial Aid, Lee Hall 307.

Mary Washington College Financial Aid Policies and Procedures.

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

5.4.3.6 Health Services

5.4.3.6-1

Statement:

An institution **must** provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents. [p. 64/3-6]

Response:

The College has a medical Health Center with a full-time physician and registered nurses, a Psychological Services Center staffed by full-time licensed psychologists, and a student-run Wellness Program advised by a psychologist and a physician. All of these operations focus on student health-related needs through direct service and outreach programming.

Documentation:

“Health Center,” *Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.*

“Psychological Services,” *Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.*

Student Affairs units’ policies and procedures.*

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

(*on file in the Office of Student Affairs, Lee Hall 200.)

Status:

In compliance.

5.5 Intercollegiate Athletics

5.5.1 Purpose

5.5.1-1 Statement:

The intercollegiate athletics program **must** be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval. [p. 64/13-20]

Response:

The intercollegiate athletics program is operated in strict adherence to an institutionally approved, written mission statement, accompanied by goals and objectives that were developed by the administration, including the Director of Athletics, with appropriate input from the faculty.

Documentation:

“Intercollegiate Athletics,” *Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.*

Status:

In compliance.

5.5.1-2

Statement:

This statement **must** be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes. [p. 64/20-24]

Response:

The Mary Washington College Intercollegiate Athletics Program is committed to providing students with opportunities to pursue athletic excellence in an environment that is consistent with, and supportive of, the academic mission of the institution. The program is structured to place emphasis on the academic achievement, physical and emotional well-being, and sound social development of all student-athletes. Stated objectives include the opportunity for student-athletes to develop a high level of physical fitness, advanced sports skills, and knowledge relative to their sport; to refine their personal value system; to maintain schedules that allow for the achievement of athletic excellence without infringing upon their academic responsibilities; and to work closely with intercollegiate athletics coaches to monitor academic progress and enhance academic achievement.

Documentation:

“Intercollegiate Athletics,” *Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas*.

Status:

In compliance.

5.5.1-3

Statement:

The intercollegiate athletics program **must** be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution. [p. 64/24-28]

Response:

The Intercollegiate Athletics Advisory Committee evaluates the Intercollegiate Athletics Program to ensure that it is conducted in harmony with, and supportive of, the institution's purpose; reviews the academic success, physical and emotional well-being, and social development of student-athletes; and submits an annual report to the President of the College with advice on future directions of the Intercollegiate Athletics Program. The Committee is comprised of faculty members representing a variety of academic disciplines, the President of the Student Government Association, and another student.

Documentation:

Memorandum from President Anderson to the Director of Intercollegiate Athletics (November 19, 1994).

Intercollegiate Athletics Advisory Committee membership list (on file in the Office of the Director of Athletics, Goolrick 103).

“Intercollegiate Athletics,” *Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas*.

Status:

In compliance.

5.5.1-4

Statement:

Evaluation of the athletics program **must** be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation. [p. 64/28-31]

Response:

Evaluation of the athletics program is on-going, with reports presented annually to the President.

Documentation:

“Intercollegiate Athletics,” *Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas*.

Status:

In compliance.

5.5.2 *Administrative Oversight*

5.5.2-1

Statement:

The administration **must** control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board. [p. 65/1-4]

Response:

The intercollegiate athletics program is reviewed on an ongoing basis by the Intercollegiate Athletics Advisory Committee, which is comprised of faculty representing a variety of academic disciplines, the President of the Student Government Association, and another student. The Committee reports directly to the President of the College, who in turn reports directly to the Board of Visitors.

Documentation:

Intercollegiate Athletics Advisory Committee membership list (on file in the Office of the Director of Athletics, Goolrick 103).

Status:

In compliance.

5.5.2-2

Statement:

Ultimate responsibility for that control **must** rest with the chief executive officer. It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved. [p. 65/4-8]

Response:

The College's President appoints members of the Intercollegiate Athletics Advisory Committee annually, and the Director of Athletics reports directly to the President. It is understood by those involved with the Intercollegiate Athletics program that responsibility for control of the program resides with the President.

Documentation:

Intercollegiate Athletics Advisory Committee membership appointments (on file in the Office of the President, George Washington Hall 103).

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

Status:

In compliance.

5.5.3 *Financial Control*

5.5.3-1

Statement:

All fiscal matters pertaining to the athletics program **must** be controlled by the administration, with ultimate responsibility resting with the chief executive officer. [p. 65/9-11]

Response:

All finances related to the athletics program are controlled by the administration, with ultimate responsibility residing with the President. The budget for the Intercollegiate Athletics program is included in the College's auxiliary and comprehensive-fee budgets.

Documentation:

Mary Washington College operating budget, (FY03; FY02).

Status:

In compliance.

5.5.3-2

Statement:

If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities **must** be approved by the administration, and all such units shall be required to submit independent audits. [p. 65/11-16]

Response:

The administration approves all funds raised and expended by the Mary Washington College Foundation for athletic purposes, and an independent auditor audits the Foundation budgets annually. No alumni organizations raise or expend funds for athletic purposes, and there is no athletic foundation or other organized athletic support group connected with the College.

Documentation:

Audits of the Mary Washington College Foundation, Inc.*

Audits of the Alumni Association of Mary Washington College, Inc.*

(*on file in the Office of College Relations and Legislative Affairs, George Washington Hall 310.)

Status:

In compliance.

5.5.3-3

Statement:

The administration of scholarships, grants-in-aid, loans and student employment **must** be included in the institution's regular planning, budgeting, accounting and auditing procedures. [p. 65/16-19]

Response:

Resource allocations relating to all forms of financial aid and student employment operations are noted in College accounting records and annual financial audits.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Mary Washington College operating budget, (FY03-FY02), on file in the Office of Business and Finance, George Washington Hall 109.

Scholarship budgets.*

Student employment reports.*

College Work-Study reports.*

(*on file in the Office of Financial Aid, Lee Hall 307).

Status:

In compliance.

5.5.3-4

Statement:

All income, from whatever source, and expenditures for the athletics program **must** have appropriate oversight by an office of the institution that is independent of the athletics program. All such income and expenditures **must** also be appropriately audited. [p. 65/19-23]

Response:

The Office of Business and Finance and the Office of Advancement are independent of the athletics program.

Documentation:

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

Status:

In compliance.

5.5.4 *Academic Program*

5.5.4-1

Statement:

Institutions **must** have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, **must** annually monitor compliance with those policies. [p. 65/24-28]

Response:

Evidence of compliance is presented by the written policies listed below. Faculty participation is assured by the presence of several faculty on the Intercollegiate Athletics Advisory Committee.

Documentation:

Mary Washington College Intercollegiate Athletics Policy on Student-Athlete Recruitment.

Mary Washington College Intercollegiate Athletics Policy on Student-Athlete Admission.

Mary Washington College Intercollegiate Athletics Policy on Student-Athlete Financial Aid.

Mary Washington College Intercollegiate Athletics Policy on Student-Athlete Continuing Eligibility.

Status:

In compliance.

5.5.4-2

Statement:

The implementation of academic, admission and financial aid policies **must** be the responsibility of administrators and faculty not connected with the athletics program. [p. 65/28-31]

Response:

Evidence of compliance is offered by the fact that Mary Washington College's implementation of policies on academics, admissions, and financial aid are the responsibility of various administrative units and faculty who are not connected in any way with the Intercollegiate Athletics program. Specifically, academic services fall strictly under the control of the Office of Academic Services while admission and financial aid decisions are the sole responsibility of the Office of Admissions.

Documentation:

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

Status:

In compliance.

5.5.4-3

Statement:

If there are special admissions for athletes, they **must** be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures. [p. 65/31-34]

Response:

There are no special admissions policies or procedures for athletes at Mary Washington College.

Documentation:

Not applicable.

Status:

Not applicable.

5.5.4-4

Statement:

Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements **must** be the same for athletes as for other students. [p. 65/34-37]

Response:

Student-athletes are responsible for adhering to the same policies governing maintenance of academic good standing and fulfillment of curricular requirements as are students who are not affiliated with the Intercollegiate Athletics program.

Documentation:

Not applicable.

Status:

Not applicable.

Notes

Section VI

Administrative Processes

6.1 Organization and Administration

6.1.1 *Descriptive Titles and Terms*

6.1.1-1 **Statement:**

The name of an institution, the titles of chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded **must** be accurate, descriptive and appropriate. [p. 68/9-13]

Response:

The institution's name, administrators' titles, administrative and academic divisions, descriptions of academic offerings and programs, and names of degrees awarded are accurate, descriptive and appropriate, and are updated regularly in College files, and annually or biannually in College publications.

Documentation:

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Meet the Faculty; http://www.mwc.edu/publ/read/faculty/index_main.htm

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

Status:

In compliance.

6.1.2 ***Governing Board***

6.1.2-1

Statement:

Although titles and functions vary, the governing board is the legal body **responsible** for the institution and for policy making. . . . Except under clearly defined circumstances, board action **must** result from a decision of the whole, and no individual member or committee can take official action for the board unless authorized to do so. [p. 68/14-16 . . . 22-25]

Response:

Board actions are resolved by the whole, with a quorum consisting of seven Board members needed for the conduct of business at any meeting, except in those instances where a different quorum may be required by statute. No individual member or committee can take official action for the Board unless expressly authorized to do so.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section V. Quorum (as amended by the Board of Visitors September 29, 2001).

Status:

In compliance.

6.1.2-2

Statement:

The duties and responsibilities of the governing board **must** be clearly defined in an official document. This document **must** also specify the following: the number of members, length of service, rotation policies, organization and committee structure, and frequency of meetings. [p. 68/26-31]

Response:

The Code of Virginia clearly defines the duties and responsibilities of the governing board, specifying that there are 12 members appointed by the Governor of Virginia, each for a four-year term. The appointments are staggered so that three members rotate off the Board each year. The Bylaws of the Board of Visitors clearly define the Board's organization, committee structure, frequency of meetings., and other duties and responsibilities.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section II. Attendance and Participation, Powers and Duties; Section III. Meetings; and Section IX. The Committee System of the Board of Visitors (as amended by the Board of Visitors September 29, 2001).

Code of Virginia Chapter 9.2, Mary Washington College, Sections 23-91.36 Appointment of visitors generally, terms; 23-91.38 Eligibility to serve for more than two terms; and 23-91.40 Powers and duties of visitors generally, meetings; rector, secretary and vice-rector; executive committee (1972. c.861), on file in the Office of the President, George Washington Hall 103.

Status:

In compliance.

6.1.2-3

Statement:

There **must** be appropriate continuity in the board membership, usually provided by staggered terms of adequate length. In addition, the document should include provisions governing the removal of a board member from office. A board member **may be dismissed only** for cause and by procedures involving due process. [p. 68/31-33; p. 69/1-3]

Response:

Staggered four-year terms provide for appropriate continuity in Board membership. Visitors can be removed from office only for cause and by due process.

Documentation:

Code of Virginia Chapter 9.2, Mary Washington College, Sections 23-91.36 Appointment of visitors generally, terms, and 23-91.39 Removal of visitors (1972. c.861), on file in the Office of the President, George Washington Hall 103.

Status:

In compliance.

6.1.2-4

Statement:

The responsibilities of the governing board **must** include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer. [p. 69/4-8]

Response:

The Board controls and expends the funds of the College and any appropriation provided, establishes all necessary policies for the College, and appoints the President, who is the chief executive officer.

Documentation:

Code of Virginia Chapter 9.2, Mary Washington College, Sections 23-91.40 Powers and duties of visitors generally, meetings; rector, secretary and vice-rector; executive committee (1972. c.861), on file in the Office of the President, George Washington Hall 103.

Status:

In compliance.

6.1.2-5

Statement:

In addition, the governing board **must** have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution. [p. 69/8-11]

Response:

The Audit and Finance Committee of the Board is concerned with policy matters relative to the financial affairs and business operations of the College; ensures that timely and complete audits of the College's financial systems and records are performed by the State, and meets with external auditors to receive reports on the status of the College's financial procedures and record keeping.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section IX.B.4. Audit and Finance Committee (as amended by the Board of Visitors September 29, 2001).

Status:

In compliance.

6.1.2-6

Statement:

The board **must** not be subject to undue pressure from political, religious or other external bodies. Furthermore, it should protect the administration from similar pressures. [p. 69/11-14]

Response:

The Board is not subject to undue pressure from religious or other external bodies, nor is the administration. The Governor's Advisory Commission on Higher Education Board Appointments reviews and evaluates potential appointees to the governing bodies of Virginia's institutions of higher education to ensure that board members are selected on the basis of merit, experience, sound judgment and proven leadership ability.

Documentation:

Governor Mark Warner's Executive Order No. 8.
"Warner Creates College Advisement Panel," *The Free Lance-Star*, (February 8, 2002).

Status:

In compliance.

Section VI: Administrative Processes

6.1.2-7

Statement:

There **must** be a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. [p. 69/15-18]

Response:

The powers and duties of the Board of Visitors are listed and defined fully in the Board's Bylaws, which makes it clear that the Board's function is to set policy. Historically, it has been demonstrated that the Board has delegated responsibility to the administration and faculty to implement and administer policy. The Board enacts needed policies for the operation of the College, and appoints the President, who serves as the chief executive officer of the institution. The President exercises general authority and control over the assets, affairs and programs of the College for its proper operation in conformity with the purposes and policies determined by the Board.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section II.B. Powers and Duties, and Section X.A.2. The President of the College, Powers and Duties (as amended by the Board of Visitors September 29, 2001).

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

Status:

In compliance.

6.1.4 Official Policies

6.1.4-1 **Statement:**

The institution **must** publish official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, the patterns of institutional organization, the role of the faculty in institutional governance, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty and other personnel. [p. 69/28-35]

Response:

The College publishes a handbook for administrative/professional faculty that defines the duties and responsibilities of administrative officers, and separate handbooks for instructional faculty at Mary Washington College and James Monroe Center that include the role of the faculty in institutional governance. These, along with a handbook for classified employees, include statements governing tenure or employment security, due process, and other institutional policies and procedures that affect faculty and other personnel.

Documentation:

Employee Handbook; <http://www.cns.state.va.us/dpt>

James Monroe Center Faculty Handbook;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College Faculty Handbook;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

Administrative and Professional Faculty Handbook,

<http://www.mwc.edu/acaf/handp/MWCfacultyhandbook.pdf>

Status:

In compliance.

6.1.5 *Administrative Organization*

6.1.5-1

Statement:

The administrative organization **must** reflect the purpose and philosophy of the institution and enable each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution. [p. 70/1-4]

Response:

The administrative organization reflects the purpose and philosophy of the College, enabling each administrative unit to function so, as to meet its particular responsibilities. Each functional unit is organized to fulfill its responsibilities in a manner consistent with the institution's mission and purpose.

Documentation:

Mission-Goals-Objectives Statements and Annual Reports for Administrative and Support Areas.

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

Status:

In compliance.

6.1.5-2

Statement:

Administrative responsibility and authority for all educational offerings and functions of the institution **must** be clearly identified, and each institution **must** develop, publish and make available an organizational chart clearly delineating lines of responsibility and authority. [p. 70/5-9]

Response:

Administrative responsibility and authority for all educational offerings and functions of the institution are clearly defined and made available in an organizational chart developed, regularly updated, and published by the Office of Human Resources.

Documentation:

Mary Washington College Organization Chart;

http://www.mwc.edu/administration/org_chart.htm

Status:

In compliance.

6.1.5-3

Statement:

The duties of the chief executive officer, and of other administrative officials directly responsible to the chief executive, **must** be clearly defined and made known to faculty and staff. [p. 70/10-13]

Response:

The duties of the chief executive officer are clearly defined in the bylaws of the Board of Visitors. The duties of other administrative officials who report directly to the chief executive are clearly defined in their position descriptions and performance elements on file in the Office of Human Resources. The duties of all these administrators can be readily seen by all faculty and staff since they are listed on the College's website.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section X.A.2. The President of the College, Powers and Duties (as amended by the Board of Visitors September 29, 2001).

Office of Human Resources; <http://www.mwc.edu/huma/>

Mary Washington College; <http://www.mwc.edu/>

Status:

In compliance.

6.1.5-4

Statement:

Administrative officers **must** possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility. [p. 70/13-15]

Response:

All administrative officers possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility.

Documentation:

Credentials of administrative officers (on file in the Office of Human Resources, George Washington Hall 24).

Status:

In compliance.

6.1.5-5

Statement:

The effectiveness of all administrators, including the chief executive officer, **must** be evaluated periodically. [p. 70/15-17]

Response:

The effectiveness of the president, the chief academic officer, and each academic and non-academic support area are evaluated annually through surveys sent to all full-time instructional faculty and all administrative/professional faculty. Results of these surveys are then distributed to all full-time instructional faculty and all administrative/professional faculty.

Documentation:

Surveys of President, Vice President for Academic Affairs, and Campus Support Services (completed by teaching and administrative faculty, 2002 through 1999).

Status:

In compliance.

6.2 Institutional Advancement

6.2-1

Statement:

If there is an advancement program, it **must** be directly related to the purpose of the institution. Qualified persons should be responsible for administration of the program. [p. 70/20-23]

Response:

Established in 1972, the College's advancement program and fund-raising foundation encompasses development and fund-raising, alumni programs, publications, public relations, legislative relations, community relations, and special events. The program's purpose is to create awareness of, and generate support for, Mary Washington College in the fulfillment of its stated mission. The program's priorities are to secure private funds for the College's programs and activities, to communicate effectively with external and internal audiences, to support the admissions program, and to maintain an ongoing, positive relationship with alumni. These objectives ensure that all components of the program for institutional advancement work together to achieve the College's purpose and goals.

The various components of the advancement program are directed by individuals with considerable professional experience in their respective fields. The program is coordinated by the Senior Vice President for Advancement and College Relations, a member of both the President's Executive Council and Senior Staff. This individual is an advancement/college relations professional with 26 years experience in the field, holds a doctorate with concentrations in higher education and mass communications, and has served as a chief advancement officer for 10 years.

Documentation:

Office of Advancement and College Relations organization chart.

Status:

In compliance.

6.2.2 Fund Raising

6.2.2-1

Statement:

All fund raising **must** be related to the purpose of the institution. [p. 71/1-2]

Response:

The Senior Vice President for Advancement and College Relations administers the College's fund-raising activities through Mary Washington College Foundation, Inc. The purpose of these activities, as stated in the Foundation's bylaws, is "...to seek, receive, hold, invest, administer and distribute funds and property of all kinds, exclusively in furtherance of the educational activities and objectives of Mary Washington College." Over the past several years, the College's fund-raising program has been extremely successful. In Summer 2001, the College was recognized for its overall fund-raising efforts by the Council for the Advancement and Support of Education (CASE) with a "Circle of Excellence Award," one of only 43 such awards conferred nationally.

Documentation:

President's Message and Annual Report of Gifts.

Bylaws, Mary Washington College Foundation, Inc. (on file in the Office of College Relations and Legislative Affairs, George Washington College 310).

Status:

In compliance.

6.2.2-2

Statement:

All aspects of fund raising **must** be incorporated into the planning process and evaluated regularly. [p. 71/2-3]

Response:

To allow for adequate planning, evaluation, and analysis of the College's fund-raising program, the Senior Vice President for Advancement and College Relations regularly establishes goals and evaluates their accomplishment. In addition, this officer presents regular reports to the President, the Board of Visitors, and the Boards of Directors of the Mary Washington College Foundation and the Mary Washington College Alumni Association, respectively.

Meetings between the President and the Senior Vice President occur at least once a month and include a formal yearly review and evaluation of the division's accomplishments as well as its plans for raising funds during the coming year. The Board of Visitors receives reports at least four times a year, and the Foundation board on a semi-annual basis. At the end of each year, the *President's Message and Annual Report of Gifts* provides a detailed summary of contributions by all constituency groups.

Documentation:

President's Message and Annual Report of Gifts.

Fund-raising reports.*

Reports to the Board of Visitors on College advancement activities.*

(*on file in Office of College Relations and Legislative Affairs, George Washington Hall 310.

Status:

In compliance.

6.2.2-3

Statement:

An institution **must** develop policies and procedures for fund raising and ensure that such policies are appropriately disseminated and followed. [p. 71/4-6]

Response:

In February 1990, the Board of Visitors formally adopted fund-raising policies and procedures for the College. Presented as a set of policies and parameters, they address the relationship, nature, and management of any funds raised for Mary Washington College through college-related foundations. In September 1999, the Board of Visitors approved a donor recognition policy which delineates clearly how gifts to the College via the Foundation can result in naming opportunities at the College, ranging from named endowed scholarships and faculty chairs to named physical facilities on the campus.

Documentation:

*Policies and Parameters for College Development Activities at
Mary Washington College.*

Donor Recognition Policy For Campus Facilities and College Programs.

Status:

In compliance.

6.3 Financial Resources

6.3.1 Financial Resources

6.3.1-1

Statement:

Because the financial resources of an institution influence the quality of its educational program, each institution **must** possess sufficient financial resources to support all of its programs. [p. 71/7-10]

Response:

Sufficient financial resources are available to support fully all of the College's programs. As a public institution, the College receives an appropriation each year from the Commonwealth of Virginia for the operation of its educational program. In addition, it receives funds from the state for capital projects. Apart from support by the State, the College's endowment has grown considerably in recent years and is one of the highest endowments when compared with COPLAC (Council of Public Liberal Arts Colleges) institutions, a collection of 19 selective, public, liberal arts colleges located throughout the United States and a group with which Mary Washington College is affiliated.

Documentation:

Mary Washington College operating budget, (FY03; FY02).*
Audit Report from Auditor of Public Accounts, (FY01-FY99).*
Endowments at COPLAC Institutions (spreadsheet).

(*on file in the Office of Business and Finance, George Washington Hall 109.)

Status:

In compliance.

6.3.1-2

Statement:

The recent financial history of the institution **must** also demonstrate the financial stability essential to its successful operation. [p. 71/10-12]

Response:

The College's recent financial history shows that it has the financial stability that is essential for a successful, sustained operation.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

6.3.2 *Organization for the Administration of Financial Resources*

6.3.2-1

Statement:

The organization of the business office **must** be consistent with the purpose of the institution, the size of the institution, and the volume of transactions of a business or financial nature. [p. 71/18-21]

Response:

The College has approximately 4,000 FTE students and 700 employees. The Accounts Payable Office issues and/or authorizes the State to issue over 1,000 checks per month. The Payroll Office prepares up to five payrolls each month. Effective July 1, 2002, the College endowment and most of its investment pool was transferred to Mary Washington College Foundation, Inc. The Office of Business and Finance is comprised of the following operations: Cashiering, Student Accounts, Accounts Renewable, Accounting and Financial Management, Payroll, Budget, Accounts Payable, Purchasing, Central Stores, and Auxiliary Services.

Documentation:

*Compliance Reports for Purchasing and Accounts Payable.**

*Audit Report from Auditor of Public Accounts, (FY01-FY99).**

(*on file in the Office of Business and Finance, George Washington Hall 109.)

Status:

In compliance.

6.3.2-2

Statement:

The chief executive officer **must** report regularly to the governing board on the financial and business operations of the institution. [p. 72/1-3]

Response:

The chief executive officer reports quarterly on the financial and business operations of the institution to the Board of Visitors at their regular meetings and at special meetings as deemed appropriate by the Board. The President prepares an agenda for each meeting and submits it to all members of the Board in advance of the meeting.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section III. Meetings, and IX.B. The Committee System of the Board of Visitors, Standing Committees (as amended by the Board of Visitors September 29, 2001)

Status:

In compliance.

6.3.3 *Budget Planning*

6.3.3-1

Statement:

An institution **must** prepare an appropriately detailed annual budget. [p. 72/11-12]

Response:

The annual budget is prepared and presented to the Board of Visitors each year for examination and approval. It is also submitted to Virginia's Department of Planning and Budget.

Documentation:

Minutes of Board of Visitors meetings (on file in the Office of the President, George Washington Hall 103).

Mary Washington College operating budget, (FY03; FY02).*

*Department of Planning and Budget Operating Plan.**

(*on file in the Office of Business and Finance, George Washington Hall 109.)

Status:

In compliance.

6.3.3-2

Statement:

Its preparation and execution **must** be preceded by sound educational planning. [p. 72/12-14]

Response:

The preparation and execution of the annual budget is accomplished through close cooperation between the College's Chief Financial Officer and, among others, the Vice President for Academic Affairs and the Vice President for Student Affairs. The Vice President of Academic Affairs and the Vice President of Student Affairs, in turn, consider requests from all units reporting to them in order to ensure that all needs relating to the College's educational mission are fully known at the time the annual budget is prepared. On a more overarching note, the College's new strategic plan provides overall direction and long-term guidance for budget decisions.

Documentation:

MWC Beyond 2000: Preserving the Past, Embracing the Future;

<http://departments.mwc.edu/pres/www/beyond2000/>

Mary Washington College Strategic Plan for Fiscal Years 2003/04-2007/08.

Status:

In compliance.

6.3.3-3

Statement:

Procedures for budget planning **must** be evaluated regularly. [p. 72/18-19]

Response:

The Executive Vice President and Chief Financial Officer, the Assistant Vice President for Business and Finance, and the Director of Financial Services meet regularly to discuss and evaluate the annual budget development process.

Documentation:

Budget preparation materials (on file in the Office of Business and Finance, George Washington Hall 109).

Status:

In compliance.

6.3.3-4

Statement:

The budget **is presented** by the chief executive officer through proper channels to the governing board for final approval. [p. 72/25-28]

Response:

The annual operating and auxiliary enterprise budgets are presented by the President to the Audit and Finance Committee of the Board of Visitors for review and recommendation before final approval by the full Board is sought.

Documentation:

Bylaws, Board of Visitors, Mary Washington College, Section IX.B.4. The Committee System of the Board of Visitors, Standing Committees, Audit and Finance Committee (as amended by the Board of Visitors September 29, 2001)

Status:

In compliance.

6.3.4 ***Budget Control***

6.3.4-1

Statement:

After the budget has been approved by the chief executive officer and adopted by the governing board, a system of control **must** be established. [p. 72/31-33]

Response:

After the budget has been approved by the chief executive officer and adopted by the Board of Visitors, the College's Chief Financial Officer ensures that a system of budget controls is in place for all institutional budgets. The Assistant Vice-President for Business and Finance has direct responsibility for budget management and control. The College's accounting and purchasing systems are integrated, which is another form of budget control. Budget reports are produced and shared with both the President and the Board of Visitors when they meet.

Documentation:

Budget reports for the Board of Visitors and the President (on file in the Office of Business and Finance, George Washington Hall 109).

Status:

In compliance.

6.3.4-2

Statement:

The business officer **must** render interim budget statements on a periodic basis to department heads for their guidance in staying within budgetary allocations. [p. 72/35-37; p. 73/1]

Response:

Budget reports are available to individual account managers at all times on a real-time basis. On a monthly basis, the College's Budget Office reviews all revenues and expenditures against budgeted amounts.

Documentation:

Monthly financial reports provided to the Chief Financial Officer (on file in the Office of Business and Finance, George Washington Hall 109).
On-line budget reports (accessible only with security clearance).

Status:

In compliance.

6.3.4-3

Statement:

Necessary budget revisions **must** be made when actual conditions require such change and **must** be communicated to those affected within the institution. [p. 73/3-5]

Response:

Budget revisions are performed monthly after being approved by the appropriate department head and the Chief Financial Officer. The revised budget is presented to the appropriate parties for inclusion in their records. The on-line budget reflects all of those changes.

Documentation:

Monthly financial reports (on file in the Office of Business and Finance, George Washington Hall 109).
On-line budget reports (accessible only with security clearance).

Status:

In compliance.

6.3.5 *The Relation of an Institution to External Budgetary Control*

6.3.5-1

Statement:

Enforcement of budgetary law is imperative; however, the educational function of an institution **must** not be controlled through the use of budgetary techniques or controls by financial officials outside the institution. [p. 73/12-16]

Response:

Being a public institution, Mary Washington College must comply with fiscal and budgeting guidelines and requirements established by the Commonwealth of Virginia. Under these conditions, the College's budget is developed internally. The President, the Chief Financial Officer, and various academic administrators are the individuals principally involved in the budget process.

Documentation:

Minutes of the Board of Visitors meetings (on file in the Office of the President, George Washington Hall 103).

Budget preparation materials (on file in the Office of Business and Finance, George Washington Hall 109).

Status:

In compliance.

6.3.6 *Accounting, Reporting and Auditing*

6.3.6-1

Statement:

An institution **must** adopt an accounting system that follows generally accepted principles of institutional accounting as they appear in College and University Business Administration, published by the National Association of College and University Business Officers. [p. 73/17-22]

Response:

The College's accounting system meets all Generally Accepted Accounting Principles and all standards and expectations of institutional accounting as endorsed by the National Association of College and University Business Officers.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

6.3.6-2

Statement:

Institutions exempted from use of the required accounting system **must** arrange to provide comparable information. [p. 73/24-26]

Response:

No exemption is required since Mary Washington College follows generally accepted accounting principles.

Documentation:

Not applicable.

Status:

Not applicable.

6.3.6-3

Statement:

All proprietary institutions **must** provide revenue/expenditure reports consistent with NACUBO/AICPA publications, either independently certified in the audit report or included as supplemental data in the audit report. [p. 73/26-30]

Response:

Mary Washington College is not a proprietary institution.

Documentation:

Not applicable.

Status:

Not applicable.

6.3.6-4

Statement:

The chief business officer **is responsible** for preparing financial reports for appropriate institutional officials, board officers and outside agencies. Periodic written reports to the chief executive officer of the institution **are essential**. [p. 73/33-37]

Response:

Financial reports are provided on a regular basis to the Board of Visitors and the President. Monthly Financial Status Reports are shared with the President.

Documentation:

*Audit Report from Auditor of Public Accounts, (FY01-FY99).**

Monthly Financial Status Report.*

(*on file in the Office of Business and Finance, George Washington Hall 109.)

Status:

In compliance.

6.3.6-5

Statement:

An annual fiscal year audit **must** be made by independent certified public accountants, or an appropriate government auditing agency, employing as a guide for institutions under the jurisdiction of the Financial Accounting Standards Board (FASB), Audits of Not-For-Profit Organizations, published by the American Institute of Certified Public Accountants (AICPA), or, for institutions under the jurisdiction of the Government Accounting Standards Board (GASB), Audits of Colleges and Universities, also published by the American Institute of Certified Public Accountants (AICPA), or, in the case of for-profit institutions, conducted in accordance with generally accepted accounting principles. [p. 74/1-13]

Response:

Mary Washington College is audited annually by the State's Auditor of Public Accounts, which is an administrative entity totally independent of the institution.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

6.3.6-6

Statement:

If an institution is subject to Statement of Financial Accounting Standard (SFAS) No. 117 and elects to use the single column "Corporate" Statement of Financial Position in its report, it **must** provide an additional Statement of Financial Position using one of the four highest levels of disaggregation illustrated in F.A.R.M. These levels are the Financial Accounting Standards Board (FASB) Net Asset Class Disaggregation, Operating/Capital Disaggregation, Managed Asset Group Disaggregation, and AICPA Audit Guide Funds Group Disaggregation. The additional statement **must** be included either in the audit report as an audited supplemental schedule or independently certified if not included in the audit report. [p. 74/14-27]

Response:

As a public institution, the College is subject to Governmental Accounting Standards Board (GASB) requirements as opposed to Financial Accounting Standards Board requirements. The College will be implementing GASB No. 34 and GASB No. 35 reporting standards effective Fiscal Year 2003.

Documentation:

“Statement No. 34 of the Governmental Accounting Standards Board Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments,” p. 1048 of “Original Pronouncements, Governmental Accounting and Financial Reporting Standards,” (as of June 30, 2001).*

“Statement No. 35 of the Governmental Accounting Standards Board Basic Financial Statements – for Colleges and Universities,” p. 1251 of “Original Pronouncements, Governmental Accounting and Financial Reporting Standards,” (as of June 30, 2001).*

(*on file in the Office of Business and Finance, George Washington Hall 109.)

Status:

In compliance.

6.3.6-7

Statement:

A for-profit institution . . . dividends distributed to stockholders. [p. 74/28 . . . 32]

Response:

Mary Washington College is not a for-profit institution.

Documentation:

Not applicable.

Status:

Not applicable.

6.3.6-8

Statement:

A public institution included in a statewide or systemwide audited financial report, for which a separate institutional audit report is not available for the fiscal year ending immediately prior to the committee visit, **must** have available, in lieu of audited financial statements, a Standard Review Report in accordance with AICPA Professional Standards AR 100.35 to include current funds expenditure classifications and amounts in accordance with generally accepted principles of institutional accounting, and the institution's current fund balance sheet. [p. 74/33-41; p. 75/1-3]

Response:

Although Mary Washington College is part of a statewide system of higher education, it is subject to separate, annual audits.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

6.3.6-9

Statement:

The auditors **must** not be directly connected with the institution either personally or professionally. [p. 75/4-5]

Response:

The State's Auditor of Public Accounts performs the annual audit. The same staff members are generally not utilized in consecutive years. The Auditor of Public Accounts function resides in the legislative branch of State government and is an agency entirely separate and apart from Mary Washington College.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

6.3.6-10

Statement:

An effective program of internal auditing and financial control **must** be maintained to complement the accounting system and the annual external audit. [p. 75/11-13]

Response:

Evidence of compliance is contained in the various reports of reviews and audits of these functional areas.

Documentation:

Internal Audit reports and Internal Audit Plan on file in the Office of the Internal Auditor, George Washington Hall 302.

Status:

In compliance.

6.3.6-11

Statement:

However, in those cases in which a public institution's financial report is included as part of a comprehensive certified state or system financial report and a separate annual audited report is not available, the institution **must** have an established procedure to ensure the effectiveness of internal controls. [p. 75/13-19]

Response:

Mary Washington College has a separate, audited financial report which is completed annually.

Documentation:

Audit Report from Auditor of Public Accounts, (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Status:

In compliance.

6.3.7 ***Purchasing and Inventory Control***

6.3.7-1

Statement:

An institution **must** maintain proper control over purchasing and inventory management. [p. 75/20-21]

Response:

The purchasing process is computer-based and incorporates security and authorization/approval levels, places limits on purchasing authority and controls access. The inventory management system is also computer-based, ensuring that all eligible purchases are identified and entered into the inventory control system. A small purchase charge card program is available to buyers who meet qualifying standards, are approved by department and college management, receive training, and agree to periodic reviews by the College's Purchasing staff and the State Department of Accounts.

Documentation:

*Procurement Card Audit**

Compliance review findings for the period April 1, 2001 through March 31, 2002.*

(*on file in the Office of the Internal Auditor, George Washington Hall 302.)

Status:

In compliance.

6.3.8 Refund Policy

6.3.8-1

Statement:

The institution **must** adhere to a published policy and procedure for refunding fees and charges to students who withdraw from enrollment. [p. 75/30-32]

Response:

Policy and procedures for student refunds are detailed in several publications, which are made widely available to students. In addition, the College's homepage displays this information prominently.

Documentation:

Mary Washington College; <http://www.mwc.edu/>

Mary Washington College 2001-2003 Academic Catalogue; pp. 26-27
<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College 2002-03 Student Handbook, p. 66;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Student Accounts/Tuition; <http://www.mwc.edu/stua/>

Status:

In compliance.

6.3.8-2

Statement:

The policy and procedure **must** be in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publications. [p. 75/32-36]

Response:

Mary Washington College's policy and procedures reflect practices common within the higher education community, apply to all students, and are detailed in several publications as well as being available on the College website.

Documentation:

Mary Washington College; <http://www.mwc.edu/>

Mary Washington College 2001-2003 Academic Catalogue;

<http://www.mwc.edu/catalogue/index.htm>

Mary Washington College 2002-03 Student Handbook;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Schedule of Courses; <http://www.mwc.edu/regi/schedules/index.htm>

Status:

In compliance.

6.3.9 *Cashiering*

6.3.9-1

Statement:

There **must** be a suitable organization and adequate procedures for the management of all funds belonging to the institution. [p. 76/1-3]

Response:

The Office of Business and Finance has the staff, procedures, and controls (e.g., segregated duties for staff, locked cash drawers, vault, etc.) needed to manage the institution's funds. Compliance is reflected in the reports of internal and external auditors.

Documentation:

Audit Report from Auditor of Public Accounts (FY01-FY99), on file in the Office of Business and Finance, George Washington Hall 109.

Internal Audit reports on file in the Office of the Internal Auditor, George Washington Hall 302.

Status:

In compliance.

6.3.9-2

Statement:

The cashiering function should be centralized in the business office, and there **must** be a carefully developed system for the receipt, deposit and safeguarding of institutional funds. [p. 76/4-7]

Response:

All cashiering takes place in the Office of Business and Finance and meets all generally accepted standards for the management and safeguarding of institutional funds.

Documentation:

Accounts receivable procedures.*

*Audit Report from Auditor of Public Accounts, (FY01-FY99).**

(*on file in the Office of Business and Finance, George Washington Hall 109.)

Status:

In compliance.

6.3.9-3

Statement:

All persons handling institutional funds **must** be adequately bonded. [p. 76/8-9]

Response:

All College employees are bonded for up to \$500,000 under coverage guaranteed by the Commonwealth of Virginia, under the auspices of the Division of Risk Management, a unit of the Department of the Treasury.

Documentation:

Commonwealth of Virginia Faithful Performance of Duty Bond Plan (on file in the Office of Purchasing, Brent Hall 2nd floor).

Status:

In compliance.

6.3.10 Investment Management

6.3.10-1

Statement:

The institution **must** have a written statement of its investment policies and guidelines approved by the board. [p. 76/10-12]

Response:

The Board of Visitors has approved College investment strategies and guidelines.

Documentation:

Minutes of the Board of Visitors meetings regarding investments (on file in the Office of the President, George Washington Hall 103).
Bylaws, Board of Visitors.

Status:

In compliance.

6.3.10-2

Statement:

Investment policies and guidelines **must** be evaluated regularly. [p. 76/23-24]

Response:

The Board of Visitors evaluates the College's investment strategy, at minimum, on an annual basis. Revisions to investment policies and guidelines are made as needed.

Documentation:

Minutes of Board of Visitors meetings and resolutions (on file in the Office of the President, George Washington Hall 103).

Status:

In compliance.

6.3.12 *Auxiliary Enterprises*

6.3.12-1

Statement:

The institution may operate, or have contracted for operation, activities that may have a significant impact on the operation of the institution. These activities may include, but are not limited to, the following: bookstores, residence halls, food service operations, printing/duplicating services, child care and transportation services. These activities, when operated by or for the institution, **must** be documented and operated in a fiscally responsible manner. [p. 76/31-35; p. 77/1-4]

Response:

Contracted auxiliary operations include dining services, copy services, mail services, and vending. All contracts are closely administered by College staff and costs and revenues are tracked very carefully. Overall, the College's auxiliary enterprises generate revenue for the institution.

Documentation:

*Report on Audit from Auditor of Public Accounts, (FY01-FY99).**

*College Generated Revenue and Expense Reports.**

Auxiliary Services contract documents.*

(*on file in the Office of Business and Finance, George Washington Hall 109).

Status:

In compliance.

6.4 Physical Resources

6.4-1

Statement:

Physical resources, including buildings and equipment both on and off campus, **must** be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities. [p. 77/5-8]

Response:

The College's physical resources, equipment, buildings, and grounds represent some of the institution's greatest assets. Collectively, they form an environment that makes a very positive contribution toward the accomplishment of the College's stated purpose, programs, and activities.

Documentation:

Mary Washington College Master Plan, (Fall 2001).

Status:

In compliance.

6.4.1 *Space Management*

6.4.1-1

Statement:

Space allocated to any institutional function **must** be adequate for the effective conduct of that function. [p. 77/11-12]

Response:

The College's space is adequate for the effective conduct of its programs. With respect specifically to instructional space, the State Council of Higher Education for Virginia requires each public institution to submit a UT50/UT60 data file every other year. This data file consists of a complete profile of the use of every instructional space on campus. At the campus level, use of instructional space is tracked periodically in order to ensure that such space is adequate and available across campus.

Documentation:

Classroom usage charts, (Fall 2000).
UT50/UT60 Data File, (2000; 1998).

Status:

In compliance.

6.4.2 ***Buildings, Grounds and Equipment Maintenance***

6.4.2-1

Statement:

An institution **must** have a plan for the upkeep of its property. [p. 77/13-14]

Response:

No single plan encompasses maintenance needs for buildings, grounds, and equipment. The combination of planning and budget documents such as the *Six Year Capital Outlay Plan* complemented with ongoing work plans and various oversight procedures equate to an institutional plan.

Documentation:

Six Year Capital Outlay Plan, (FY02-FY08).

Annual Report on Operations and Condition of Facilities;

http://www.mwc.edu/fasv/annual_report/index.htm

Mary Washington College Work Order System;

http://www.mwc.edu/fasv/work_orders/index.htm

Status:

In compliance.

6.4.2-2

Statement:

At a minimum, the plan **must** address routine, preventive and deferred maintenance of buildings, equipment and grounds. [p. 77/14-16]

Response:

Routine and preventive maintenance are addressed through a carefully monitored work order system. Deferred maintenance is identified through annual facilities assessments and prioritized through the Maintenance Reserve portion of the *Six Year Capital Outlay Plan*.

Documentation:

Six Year Capital Outlay Plan, (FY02-FY08).
Annual Report on Operations and Condition of Facilities;
http://www.mwc.edu/fasv/annual_report/index.htm
Mary Washington College Work Order System;
http://www.mwc.edu/fasv/work_orders/index.htm

Status:

In compliance.

6.4.2-3

Statement:

The plan **must** be operational and evaluated annually. [p. 77/20-21]

Response:

The *Annual Report* (cited below) addresses the condition of facilities and is evaluated annually in order to address newly identified needs or priorities.

Documentation:

Annual Report on Operations and Condition of Facilities;
http://www.mwc.edu/fasv/annual_report/index.htm

Status:

In compliance.

6.4.3 *Safety and Security*

6.4.3-1

Statement:

The institution **must** take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community. [p. 77/22-24]

Response:

The College provides an extensive array of services in order to ensure a healthful, safe and secure environment for all members of the campus community. Safety and security actions are carried out principally through two units of the College; the College Police and the Office of Environmental Health and Safety. In addition, the College maintains a campus-based emergency telephone system, with phone units placed at 102 locations (42 inside buildings; 60 outside buildings) across the campus.

Documentation:

Announcements of health and wellness-related programming (on file in the Office of Student Affairs, Lee Hall 200).

Campus Recreation; <http://www.mwc.edu/dest/campusrec/index.htm>

College Police; <http://departments.mwc.edu/poli/www/index2.html>

Environmental Health and Safety; <http://www.mwc.edu/safety/>

Health Center; <http://www.mwc.edu/hctr/>

Human Resources policies and procedures, on file in the Office of Human Resources, George Washington Hall 24.

Institutional Crisis Plan; <http://www.mwc.edu/safety/>

Mary Washington College Safety Plan;

http://www.mwc.edu/safety/safety_plan/index.htm

Psychological Services Center; <http://www.mwc.edu/psc/>

Summer Memo (2002); http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College 2002-03 Student Handbook, pp. 37-38, 58-64, 69-70, 71-79, p. 84, pp. 92-93, and 95-96;

http://www.mwc.edu/acsv/Publications/Student_Handbook/StudentHandbook.pdf

Status:

In compliance.

6.4.3-2

Statement:

Administrative responsibility for environmental health and safety programs **must** be assigned. [p. 77/24-26]

Response:

Responsibility is assigned to the Director of Environmental Health and Safety.

Documentation:

Mary Washington College Employee Work Profile (Position # 00193), on file in the Office of Human Resources, George Washington Hall 24.

Status:

In compliance.

6.4.3-3

Statement:

A comprehensive safety plan **must** be developed, implemented and evaluated regularly. [p. 77/26-27]

Response:

The College Safety Plan is maintained as an electronic document on the College website and is reviewed at least annually.

Documentation:

Mary Washington College Safety Plan;
http://www.mwc.edu/safety/safety_plan/index.htm

Status:

In compliance.

6.4.4 ***Facilities Master Plan***

6.4.4-1

Statement:

The institution **must** maintain a current written physical facilities master plan that provides for orderly development of the institution and relates it to other institutional planning efforts. [p. 78/6-9]

Response:

The College recently developed a new *Master Plan*, which was approved by the Board of Visitors in Fall 2001.

Documentation:

Mary Washington College Master Plan, (Fall 2001).

Minutes of the Board of Visitors meeting held November 2001 (on file in the Office of the President, George Washington Hall 103.)

Status:

In compliance.

6.5 Externally Funded Grants and Contracts

6.5-1

Statement:

Externally funded grants and contracts **must** be related to the stated purpose of the institution. [p. 78/10-11]

Response:

Participation in externally funded grants or contracts must be pre-approved, and in Fall 2000 the College implemented new procedures designed to facilitate and monitor the approval process. Signatures of the Principal Investigator, the Assistant Vice President for Academic Affairs, the Assistant Vice President for Business Affairs, the President's Office, and the Senior Vice President for Advancement and College Relations assure that any external funding sought is related to the College's mission and purpose. The faculty handbooks make clear that any such work must be subordinate to, and not interfere with, the faculty member's primary obligations.

Documentation:

Summer Memo, (2002), pp. 62-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-2

Statement:

The institution's policy on such grants and contracts **must** provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects. [p. 78/11-15]

Response:

New procedures governing the pre-approval of grant applications are designed, in part, to ensure that the appropriate balances are struck. Signatures of the Principal Investigator, the Assistant Vice President for Academic Affairs, the Assistant Vice President for Business Affairs, the President's Office, and the Senior Vice President for Advancement and College Relations assure the College that the necessary controls over external grants and contracts are in place before proposals for such funding are submitted. Faculty handbooks make it clear that outside work undertaken must not interfere with the faculty member's primary teaching and advising responsibilities.

Documentation:

Summer Memo, (2002), pp. 62-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-3

Statement:

The researcher's freedom to investigate and report results **must** be preserved. [p. 78/15-17]

Response:

College policies assure that there is proper awareness of potential grants and/or contracts before they are awarded so that the institution may accurately track, manage, and report these activities. Policies in no way constrain the researcher's freedom to investigate and/or report results of research undertaken. As the College's "First Amendment Statement" indicates, "While the College may institute regulations to ensure the orderly expression of ideas and to protect the resources needed for productive inquiry, these regulations shall not be interpreted in a way which restricts freedom of inquiry and expression by any member of the College community." The College's academic mission and tax exempt, non-profit organization status require that faculty be free to conduct research and to publish the results obtained. The College's detailed intellectual property policy illustrates this commitment to free and open inquiry.

Documentation:

Summer Memo, (2002), pp. 62-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, p. 49, pp. 53-57, and 123-126;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, p.30, pp. 34-35 and 80-83;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-4

Statement:

The institution **must** establish a clear policy concerning a faculty member's division of obligations between research and other academic activities. It **must** ensure that this policy is published in such documents as the faculty handbook and made known to all faculty members. [p78/20-25]

Response:

The College's "Statement of Mission" points out that "The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching, and, accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduates in research." This statement appears prominently in a number of official documents such as the *Academic Catalogue* and the *Faculty Handbook* for Mary Washington College. Additionally, Section Four of the faculty handbooks⁹ for Mary Washington College and the James Monroe Center ("Faculty Rights, Responsibilities, and Policies") lists the expected roles faculty are to assume with regard to teaching, advising, and professional development. Additionally, §5.1.2.1 of the Mary Washington College and James Monroe Center faculty handbooks stipulate the weights that are to be assigned to the areas of teaching, professional activity, and service for the purposes of annual evaluations, those weights being 2:1:1 for teaching, professional activity, and service, respectively.

Documentation:

Mary Washington College Faculty Handbook, p.2, pp. 49-54, and p. 67;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook; pp.30-35 and p. 46;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Mary Washington College 2001-2003 Academic Catalogue, p. 7;

http://www.mwc.edu/catalogue/2001_03/index.htm

Status:

In compliance.

6.5-5

Statement:

Where applicable, the institution **must** develop policies regarding summer salaries paid from grant and contract funds, salary supplements paid from grants during the regular academic year, and fees for consultative services provided by faculty members. These policies **must** also be published and made known to the faculty. [p. 78/25-30]

Response:

Regulations pertaining to summer stipends paid from internal College grant funds are stated each year in the *Summer Memo* descriptions of those grant opportunities. Individuals wishing to have summer stipends complement an externally funded grant have their stipend proposals reviewed as part of the established procedures pertaining to the pre-approval of all external grants and contracts. Typically, summer compensation as part of an externally funded grant has tended to be similar to an internally awarded summer stipend or to the compensation made available for teaching a summer course at the College.

Documentation:

Summer Memo, (2002), pp. 43-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-6

Statement:

In accepting funds from outside agencies, the institution **must** ensure that it maintains control over research and instruction. [p. 78/31-33]

Response:

The College's external grant approval procedures and the requirements listed in the various faculty handbooks make it clear that the institution remains in control over research and instruction. The College's policies stipulate that outside work undertaken must not interfere with an individual's assigned duties at the College. Furthermore, any such outside work must not exceed one day per week or five days total in any five week period.

Documentation:

Summer Memo, (2002), pp. 62-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-7

Statement:

Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution **must** safeguard control over its own activities. [p. 78/33; p. 79/1-3]

Response:

The College's external grant approval procedures and the requirements listed in the various faculty handbooks make it clear that the institution remains in control over its activities in instruction, research, and service.

Documentation:

Summer Memo, (2002), pp. 62-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-8

Statement:

Continuity of support for general institutional activities **must** not be endangered by acquisition of research grants and contracts. [p. 79/4-6]

Response:

The institution's policies are that outside work undertaken must not interfere with an individual's assigned duties at the College and that any such outside work be properly limited in amount (not to exceed one day per week or five days total in any five week period). Signatures of the Principal Investigator, the Assistant Vice President for Academic Affairs, the Assistant Vice President for Business Affairs, the President's Office, and the Senior Vice President for Advancement and College Relations assure the College that continuity of support for institutional activities will not be compromised by the acquisition of external grants or contracts.

Documentation:

Summer Memo, (2002), pp. 62-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.5-9

Statement:

Grants must be awarded and contracts **must** be made for specified periods of time.
[p. 79/6-7]

Response:

Information relevant to the duration of a grant or contract is part of the required pre-approval process which occurs before faculty submit proposals seeking external grant funding. Signatures of the Principal Investigator, the Assistant Vice President for Academic Affairs, the Assistant Vice President for Business Affairs, the President's Office, and the Senior Vice President for Advancement and College Relations assure that any grant or contract awarded to the College is for a specified period of time.

Documentation:

Summer Memo, (2002), pp. 43-63;

http://www.mwc.edu/acaf/summer_memo/index.htm

Mary Washington College Faculty Handbook, pp. 53-54;

<http://departmentsmwc.edu/acaff/www/faculty/facultyhandbook.pdf>

James Monroe Center Faculty Handbook, pp. 34-35;

http://www.jmc.mwc.edu/publications/f_handbook/index.htm

Status:

In compliance.

6.6 Related Corporate Entities

6.6-1

Statement:

Institutions are often associated with related separately incorporated units, such as radio or television stations, athletic foundations, research foundations, scholarship foundations, hospitals, for-profit enterprises, press operations and publications, and insurance trusts. When an institution is reliant upon such an entity, or when a separately-incorporated or related entity is reliant upon the institution, documentation outlining the mutual relationship and benefits **must** be maintained by the institution. [p. 79/15-24]

Response:

Although the College has two separately incorporated foundations, it is not reliant on either one in order to fulfill its stated mission.

Documentation:

*Bylaws, Mary Washington College Foundation, Inc.**

*Bylaws, Mary Washington College Real Estate Foundation, Inc.**

“Statement of Mission,” *Mary Washington College 2001-2003 Academic Catalogue*, pp. 6-8; <http://www.mwc.edu/catalogue/index.htm>

(*on file in the Office of College Relations and Legislative Affairs, George Washington Hall 310).

Status:

In compliance.

6.6-2

Statement:

This documentation **must** include the following: a description of the separately-incorporated unit's activities; a statement demonstrating the manner in which the activities relate to the purpose of the institution; a current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the incorporated entity, whether they are additionally compensated by the entity or not; a copy of the separately incorporated unit's annual financial audit report for the most recently completed year; and copies of the charter and bylaws of the unit. [p. 79/24-35]

Response:

Documentation relevant to *Compliance Audit* Statement 6.6-2 is cited below.

Documentation:

*Bylaws, Mary Washington College Foundation, Inc.**

List of Mary Washington College Foundation, Inc. board members.*

*Audit of the Mary Washington College Foundation, Inc.**

Bylaws, Mary Washington College Real Estate Foundation, Inc.

List of Mary Washington College Real Estate Foundation, Inc. board members.*

(*on file in the Office of College Relations and Legislative Affairs, George Washington Hall 310).

Status:

In compliance.

Notes

Notes

