International University Consortia: Universitas 21 and The Windsor Group

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OVERVIEW

University of Virginia
- o Statistics and facts

Universitas 21
- o Member universities

The Windsor Group
- o Topics for discussion at the 2008 meeting of the Windsor Group
- o Expected participants at the 2008 meeting of the Windsor Group

SAMPLE DOCUMENTS HIGHLIGHTING U.VA. CONSORTIAL RELATIONSHIPS IN AFRICA

- SAVANA: Implementation and Evolution of an International Research and Education Consortium
- Water and Health in Limpopo Province, South Africa: A Collaborative Effort of the University of Venda and the University of Virginia
- University of Virginia: Center for Water, Health, Environment, and Development (WHEAD): Sustaining Access to Safe Water and Health in Communities
- A Trans-University Center for Global Health

SUMMARY OF UNIVERSITAS 21 PROGRAMS FOCUSING ON WATER QUALITY

- Water Futures for Sustainable Cities

LIST OF OTHER SUMMARIES AND REPORTS AVAILABLE FOR REVIEW DURING THE OCTOBER 6-7 INAUGURAL MEETING OF RISE

STATISTICS & FACTS

🏛 UNIVERSITY *of* VIRGINIA

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∨ Navigate U.Va.

Overview

The following statistical information is designed to help prospective students and their parents learn more about the University of Virginia and how it compares with other universities. It is also a useful resource for faculty, staff, students, alumni, and others.

The Basics

Year Founded
1819

Source of Institutional Control
Public

Campus Setting
Small City

Academic Year Calendar
Semester

Degree Programs Offered
Bachelor's, Master's, Doctorate, Law (JD), Medicine (MD), Education Specialist

Most Popular Undergraduate Majors
Economics (10%)
Commerce (10%)
Psychology (10%)
History (9%)
English (7%)
Foreign Affairs (7%)

Number of Degrees Awarded, 2006-2007

Bachelor's	3,367
Master's	1,634
Education Specialist	45
Doctorate	348
Law	365
Medicine	139
Total	**5,898**

Undergraduate Application Deadlines

1st-Year: January 2
Transfer: March 1

Related Sites

- Facts at a Glance
- Q & A
- Data Digest
- Fact Book
- Estimated Cost of Attendance

Institutional Information

Operating Expenses, Budgeted 2007-2008
Academic Division: $1.1 billion
Medical Center: $930.0 million

Endowment (as of 6-30-07)
$4.4 billion

Institutional Accreditation:
Southern Association of Colleges and Schools (SACS)

Libraries: Seventeen school and department libraries; 5.1 million books; 82,440 current serials titles; 17.4 million pages of manuscripts; average annual library expenditure per full-time teaching faculty = $16,096; Catalog available on the Web.

Special Study and Co-Curricular Opportunities: Interdisciplinary majors, off-Grounds programs, honors programs, independent study, student-designed majors, residential colleges, language houses, study abroad, teacher education programs.

Computing: The University offers a wide range of free computing services for students, including electronic mail, Internet access, software, training, technical support, and public computer facilities in libraries, classroom buildings, and all dorms. Although computer ownership is not required, all first-year student residence halls have high-speed network connections, which may be used by the many students who choose to purchase or lease their own computer before coming to the University. The University has 200 computers that can be borrowed for free by students with demonstrated financial need.

Athletics: NCAA Division I; 25 intercollegiate varsity sports (12 men's and 13 women's); more than 50 club sports; intramural sports.

Admission

Undergraduate Admission Statistics, Fall 2007

		In-State	Out-of-State	Total
1st-Year	Applied	7,090	10,708	17,798
	Admitted	3,349 (47%)	2,924 (27%)	6,273 (35%)
	Enrolled	2,244 (67%)	1,004 (34%)	3,248 (52%)
Transfer	Applied	1,391	864	2,255
	Admitted	582 (42%)	268 (31%)	850 (38%)
	Enrolled	454 (78%)	136 (51%)	590 (69%)

* Excluded from these figures are applicants who did not totally complete the application process, who withdrew before a decision was made, or who deferred their decision to a later term.

1st-Year Waitlist

	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
Applicants placed on waitlist	4,130	3,231	3,247	3,017	2,560
Applicants accepting waitlist	2,426	1,915	1,848	1,809	1,535
Applicants admitted from waitlist	159	145	83	37	63

1st-Year CEEB Scores (Fall 2007)
Mid 50% Range
SAT I Reading: 590 - 700
SAT I Math: 610 - 720
SAT I Writing: 600 - 710

For more information about admission to U.Va., see the undergraduate admission Web site, including links to online and downloadable application forms.

Costs & Financial Aid

Cost of Attendance (2007-08)	In-state	Out-of-state
Tuition and Required Fees**	8,690	27,940
Room and Board	7,435	7,435
Books and Supplies (estimated)	1,100	1,100
Personal Expenses (estimated)	1,760	1,760
Travel	340	*
Total Cost per Academic Year	**$19,325**	**$38,235 + travel**

* Please note: Travel expenses for non-Virginians will vary.
** First-year cost is shown, which includes the student activity fee required of all full-time students and the $190 orientation fee for first-year and transfer students. School specific fees, if they apply, are not included in this cost. Information about the estimated cost of attending U.Va., including graduate and professional schools, can be found on the Student Financial Services Web site.

Undergraduate Financial Aid

Unless otherwise stated, the figures below represent all types of aid, including athletic aid and Parent Plus loans.

	In-State	Out-of-State
1st-year students receiving any type of aid, 2007-08		
Average aid package of those receiving aid:	$8,936 (58%)	$19,980 (48%)
1st-year students receiving need-based aid, 2007-08		
Average aid package of those receiving aid:	$10,775 (25%)	$24,308 (24%)
2006-07 graduates who borrowed to finance education (excludes parents plus loans)		
Average indebtedness of those who borrowed:	$16,727 (33%)	$21,320 (30%)

A Statistical Student Profile

Undergraduate Enrollment (degree-seeking), Fall 2007

	Total	% Women	% Out-of-state
Full-Time	13,493	55%	31%
Part-Time	233	61%	7%
Total	13,726	56%	31%

Graduate Enrollment (degree-seeking), Fall 2007
Includes Law and Medicine

	Total	% Women	% Out-of-state
Full-time	6,128	45%	61%
Part-time	404	65%	10%
Total	6,532	46%	58%

Undergraduate Student Characteristics

	All Undergraduates	First-Year
Percent Non-Virginia Residents	31%	31%
Percent of Men Joining Fraternities	30%	0%
Percent of Women Joining Sororities	30%	0%
Percent Living in University Housing	46%	100%
Percent Age 25 or over	1%	0%
Average Age	19.7	18.0

Undergraduate Retention and Graduation Rates

1-Year Retention Rate (entering class of 2006 returning 2007)	96.8%
4-Year Graduation Rate (entering class of 2003)	84.2%
6-Year Graduation Rate (entering class of 2001)	93.1%

Undergraduate Degree-Seeking Students by Ethnic Category — Fall 2007

African-American	9.0%
Asian-American	11.2%
Hispanic-American	4.4%
Native-American	0.2%
White American	63.4%
Non-Resident Foreign Students	4.6%
Unknown / Unclassified	7.1%

Faculty

Number of Faculty Fall 2007
(full-time, instructional / research/public service)

School of Architecture	36
Arts and Sciences	623
Curry School of Education	96
Darden School	65
School of Engineering and Applied Science	172
School of Law	73
McIntire School of Commerce	59
School of Medicine	916
School of Nursing	53
Other	47
Total	2,140

Faculty Statistics

Ratio of undergraduate students to instructional faculty = 15.1 : 1

Full-time Instructional Faculty Holding a Doctoral or Terminal Degree: 91%

Sponsored Research

Sponsored Research (2006-2007) $332.98 million
Average Sponsored Research Awards per Full-time Faculty Member: $158,411
Learn other facts about U.Va. research.

In 1995, the National Research Council (NRC) completed a study of Research-Doctorate Programs in the United States. Forty-one different disciplines were examined across 274 U.S. universities. At U.Va., thirty-two programs were selected for study. Among other criteria, those programs were examined for "scholarly quality of program faculty" and received an average rating of 3.34 on a scale of 0-5.

UNIVERSITAS 21 MEMBER UNIVERSITIES

Australia
University of Melbourne
University of New South Wales
University of Queensland

Canada
University of British Columbia
McGill University

China
Fudan University
Shanghai Jiao Tong University

Hong Kong
University of Hong Kong

India
Delhi University

Ireland
University College Dublin

Japan
Waseda University

Mexico
Tecnológico de Monterrey

New Zealand
University of Auckland

Singapore
National University of Singapore

South Korea
Korea University

Sweden
Lund University

United Kingdom
University of Birmingham
University of Edinburgh
University of Glasgow
University of Nottingham

United States of America
University of Virginia

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At the close of the Windsor Consultation (November 5-7, 2007), assembled leaders from higher education elected to focus further study on three topics for which collaborative efforts among research-intensive universities may alleviate substantial market failures in post-secondary education. These topics will now be developed into proposals for policy intervention, collective action, and promotion of best practices. From November 10-12, 2008, higher-education leaders will gather at the University of Virginia in order to revisit the three topics outlined below, with the objective of using university partnerships to promote the public good and to improve opportunities for students and scholars around the world.

"Sustainable Archiving of Digital Texts"

Statement of Problem

The capacity of university research libraries and other academic centers of information collection to realize long-term cost savings afforded by digital storage depends on the development of a sustainable archiving mechanism. The absence of common standards for storing materials in digital form generates considerable and costly redundancy among universities, limiting the potential gains of shared collections. Substantial fixed costs, combined with the need for coordination among universities, make this challenge unlikely to be resolved without collective action.

Long-Term Objective

A study group will research this problem, with the objective of developing protocols and organizational and technical mechanisms that will guarantee the integrity, fidelity, and authenticity of digital texts and other digital media, which would then contribute to the establishment of a sustainable digital archive of books, journals, and other media for universities and for society-at-large.

Near-Term Tasks and Charge for Study Group
1. Identify and catalog the related and ongoing projects of major research and library organizations including the Center for Research Libraries, the Association of Research Libraries, the British Library, and related groups in non-English-speaking countries.
2. Propose standards of authenticity and verifiability for digital media.
3. Identify technical challenges and choices.
4. Consider most appropriate institutional structure(s).
5. Propose a funding mechanism to assure sustainability.

This work's product will be a framing document to be circulated to the Windsor Group and to other interested parties for discussion and action.

Study Group and Funding

The study group is chaired by Paul Courant (former Provost and current Dean of Libraries at the University of Michigan) and James Hilton (Vice President and Chief Information Officer at the University of Virginia). The group's research is funded by the Houston Endowment.

"Access to Research-Intensive Universities for Underrepresented Groups"

<u>Statement of Problem</u>
Students from the most disadvantaged backgrounds are underrepresented at top-ranked universities. The persistence of this trend raises important policy questions about the extent to which these universities have identified those students who will realize the largest gains from education at a research-intensive university and whether these universities exacerbate societal and economic stratification. Because identifying low-income students is expensive and because investments in student preparation and recruitment do not necessarily accrue to individual universities, actions by single universities are insufficient to generate more than incremental changes—while the most formidable challenges involve re-engineering primary and secondary education, as well as other supporting community efforts. Although various nations operate under somewhat different university admissions systems, the basic problem of underrepresentation holds in the United States, the United Kingdom, and other nations with well-developed post-secondary education. Addressing this problem is a clear demonstration of the public purpose of research-intensive universities.

<u>Long-Term Objective</u>
The objective of this initiative is to generate sustained improvements in the participation and success of students from relatively disadvantaged backgrounds at the most well-respected universities. Expanding the pool of well-qualified students allows universities to engage a much greater representation of students from diverse socio-economic backgrounds without necessitating a trade-off between representation and preparation.

<u>Near-Term Tasks and Charge for Study Group</u>
Three margins for intervention may enlarge the pool of low-income students who are qualified to attend research-intensive universities:
a. identify and recruit students who have the academic preparation to attend research-intensive universities and who may lack information about these opportunities, misperceive the net cost of attendance, or underestimate the probability of admission;
b. invest in efforts to enlarge the pool of students prepared to succeed at research-intensive universities, by providing extra-curricular programs at the secondary level to improve college preparation (e.g., advising on course selection and test preparation);
c. use the knowledge base of universities to improve the training of teachers and the skills of administrators serving students from the most disadvantaged backgrounds. [While potentially the most transformative, this certainly is the most difficult of the three margins for intervention.]

Internationally, how to identify the number of students in the first two categories described above—those already prepared and those who could be eligible with modest additional preparation—remains a largely unanswered question. Engaging in this kind of "fact-finding" and comparative analysis is one task for this study initiative. A second task is to assess the salience of the explanations for underrepresentation of low-income students, beyond achievement gaps that include misperception of net price, debt aversion, concerns about "outsider" status at elite institutions, and differences in expectations about the returns to a university education.

In addition to investigating potential programmatic options and reviewing existing initiatives, this study will consider mechanisms for universities to collaborate in the identification and recruitment of low-income students. A primary question concerns the extent to which there are opportunities for greater collaboration among entities (like ACT and the College Board and universities in the United States, for example) to identify potential students. Designing an organizational mechanism that will allow universities (which generally "compete" for students) to collaborate in order to expand the pool of students from low-income families well-prepared to attend research-intensive universities is an objective of this study group. The near-term product will be a framing document that will be circulated to the Windsor Group and to other interested parties for discussion and action.

Study Group and Funding
The study group is chaired by John Hennessy (President of Stanford University) and is funded by the Spencer Foundation.

"Capacity-Building in Africa through Educational Collaborations"

Statement of Problem
Research-intensive universities can aid developing communities by lending the tools and benefits of academic research; by educating individuals and, in turn, by building societal human capital; through training and through sharing expertise; etc. These and other forms of assistance hold the potential for building stable capacities for growth in developing communities.

A perennial challenge for research-intensive universities has been the application of these capacity-building measures to the communities and universities of Africa. Current willingness and enthusiasm among universities to collaborate with and aid universities in Africa are complicated by a lack of clarity regarding the successes of past and current collaborations; the perception that multiple, international not-for-profit organizations may be establishing collaborative efforts that would make replication or duplication of these efforts inefficient for universities; and questions regarding university partners in Africa that are best equipped or best prepared to sustain collaborative relationships with other universities.

Long-Term Objective
The objective of this study is to ascertain viable opportunities for university collaborations in Africa. A study group will conduct an inventory of historical collaborations, current efforts at collaboration, and current capacity for successful collaboration among educational institutions in Africa, so that informed decisions might be made regarding any future investments in collaboration.

Near-Term Tasks and Charge for Study Group
This study of potential educational collaborations in Africa will examine capacity-building efforts in three ways:
1. An inventory of existing capacity-building collaborations by research-intensive universities at work in Africa. Another product will be a catalog of the successes, failures, lessons learned, and other outcomes of these collaborations.
2. An inventory of current foundation and not-for-profit efforts in Africa. This study will highlight opportunities for leveraging the expertise of research-intensive universities through the collaborations already initiated or planned by entities such as the Partnership for Higher Education in Africa (the Carnegie Corporation of New York and the Ford, Hewlett, Kresge, MacArthur, Mellon, and Rockefeller foundations), the Bill & Melinda Gates Foundation, the Clinton Global Initiative, the Wellcome Trust, etc.
3. An inventory of the needs, strengths, sizes, and respective stabilities of universities in Africa. The goal of this review will be to target universities in Africa that are best prepared to make lasting benefits of successful collaborations.

This study's product will be an inventory to be circulated to the Windsor Group and to other interested parties for discussion and action.

Study Group and Preliminary Research
This study group is chaired by Charles W. Steger (President of Virginia Tech) and is funded by Universitas 21.

THE 2008 MEETING OF THE WINDSOR GROUP
November 10-12, 2008 | University of Virginia

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Expected Participants
1. Sandy Baum (Professor of Economics, Skidmore College; Senior Policy Analyst, The College Board)
2. Neil Beagrie (Founding Director and Principal Consultant, Charles Beagrie Limited)
3. Robert M. Berdahl (President, Association of American Universities)
4. Henry S. Bienen (President, Northwestern University)
5. Sir Drummond Bone (outgoing Vice-Chancellor, University of Liverpool)
6. Nancy Cantor (Chancellor and President, Syracuse University)
7. John T. Casteen III (President, University of Virginia)
8. Paul Courant (University Librarian and Dean of Libraries, University of Michigan)
9. Casey Cox (Research Assistant, University of Virginia)
10. Sir Graeme Davies (Vice-Chancellor, University of London)
11. Glyn Davis (Vice-Chancellor and Principal, University of Melbourne)
12. John Dooley (Vice Provost for Outreach and International Affairs, Virginia Tech)
13. David Eastwood (Chief Executive, Higher Education Funding Council for England; Vice-Chancellor-Elect, University of Birmingham)
14. Larry R. Faulkner (President, Houston Endowment, Inc.; President Emeritus, University of Texas at Austin)
15. The Reverend Canon Dr. Hueston Finlay (Warden of St. George's House, Windsor Castle)
16. Sir Roderick Floud (Dean of the School of Advanced Study, University of London)
17. Alan Gilbert (President and Vice-Chancellor, University of Manchester)
18. Malcolm Grant (President and Provost, University College London)
19. Kevin M. Guthrie (President, Ithaka)
20. Vaclav Hampl (Rector, Charles University [Prague])
21. John Hennessy (President, Stanford University)
22. Charles J. Henry (President, Council on Library and Information Resources)
23. Fred Hilmer (Vice-Chancellor and President, University of New South Wales)
24. James L. Hilton (Vice President and Chief Information Officer, University of Virginia)
25. Cameron Howell (Assistant to the President, University of Virginia)
26. Caroline M. Hoxby (Scott and Donya Bommer Professor in Economics, Stanford University)
27. Shirley Ann Jackson (President, Rensselaer Polytechnic Institute)
28. Roberta Katz (Associate Vice President of Strategic Planning, Stanford University)
29. David Livesey (Secretary-General, League of European Research Universities)
30. Ewan McKendrick (Pro-Vice-Chancellor for Research, Academic Services and University Collections, Oxford University)
31. Michael McPherson (President, Spencer Foundation)
32. Michael A. McRobbie (President, Indiana University)
33. Njabulo S. Ndebele (former Vice-Chancellor, University of Cape Town)
34. Sir Howard Newby (incoming Vice-Chancellor, University of Liverpool)
35. Allison Newman (Assistant Vice-President for Government & Community Relations, Rensselaer Polytechnic Institute)
36. Loyiso Nongxa (Vice-Chancellor and Principal, University of Witwatersrand)
37. Sijbolt Noorda (President, Association of Universities in the Netherlands)
38. Timothy O'Shea (Principal and Vice-Chancellor, University of Edinburgh)
39. Sandy Payette (Executive Director, Fedora Commons)
40. Jean-Marc Rapp (Vice-President, European University Association)
41. Sir Muir Russell (Principal and Vice-Chancellor, University of Glasgow)
42. Charles W. Steger (President, Virginia Tech)
43. Stephen J. Toope (President and Vice-Chancellor, University of British Columbia)
44. Richard Hughes Trainor (Principal, King's College London)
45. Lap-Chee Tsui (Vice-Chancellor, University of Hong Kong)
46. Sarah E. Turner (Professor of Education and Economics, University of Virginia)
47. Jane Usherwood (Secretary General, Universitas 21) [tentative]
48. Donald J. Waters (Program Officer for Scholarly Communications, Andrew W. Mellon Foundation)
49. Bradley C. Wheeler (Vice President for Information Technology, Indiana University)
50. Karin Wittenborg (University Librarian, University of Virginia)

A few individuals who have contributed their time, energy, and expertise to some of the Windsor Group's various research initiatives will be unable to attend the November meeting at U.Va. These individuals include Shirley M. Tilghman (President, Princeton University).