

University of Virginia 2016-22 Six-Year Plan Part II -- 2016 Update

INSTITUTIONAL MISSION

The University of Virginia's mission is reflected in its *Mission Statement* that was revised in 2013 and approved by SCHEV in 2014.

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;
- Our universal dedication to excellence and affordable access.

STRATEGIES

The University of Virginia's current strategic plan, The Cornerstone Plan, was approved in November 2013 and implemented starting in the 2014-2015 academic year. The Cornerstone Plan identifies five "pillars" that provide strategic direction for the University and further the goals of the Statewide Strategic Plan and the Virginia Higher Education Opportunity Act (HEOA). These five "pillars" are:

- 1) Enrich and strengthen the University's distinctive residential culture.
- 2) Strengthen the University's capacity to advance knowledge and serve the Commonwealth of Virginia, the nation, and the world through research, scholarship, creative arts, and innovation.
- 3) Provide educational experiences that deliver new levels of student engagement.
- 4) Assemble and support a distinguishing faculty.
- 5) Steward the University's resources to promote academic excellence and affordable access.

Over the last several years, U.Va. has aligned various planning efforts into a multi-year planning process that is updated regularly. The 16 key strategies/priorities outlined in the Six-Year Plan align directly with The Cornerstone Plan and multi-year financial plan; advance the priorities of the Commonwealth, primarily the goals and strategies of the Statewide Strategic Plan and the

objectives of the Virginia Higher Education Opportunity Act and; and will enhance the quality of education, research, and service at the University.

SIX-YEAR PLAN STRATEGIES

Priority 1 – Enrollment Growth

To increase enrollment of Virginia students, implement Board of Visitors approved plan for enrollment growth with approximately 33 to 40 percent of growth targeted in STEM-H disciplines. Undergraduate on-Grounds enrollment growth targets are 179 in 2016-17 (over 2015-16) and 88 in 2017-18 (over 2016-17) for a total growth of 267 students over the 2016-18 biennium. Because of an unexpectedly high yield rate among first-year students in fall 2014, the University exceeded its first-year target by 139 students that year. As a result, the University's current undergraduate enrollment growth plan, scheduled to reach completion in 2018-19, will be fulfilled one year early (in 2017-18). For 2016-18, the on-Grounds graduate and professional enrollment growth is estimated to be 179 students.

Note: The University's enrollment growth plan is contingent upon receiving the appropriate state share of funding per Virginia student.

STATE GOALS: 2, 4

TJ21 OBJECTIVES: E1, E6

CORNERSTONE PLAN PILLARS: 1

Priority 2 – Faculty Recruitment and Retention

To increase quality and enhance recruitment and retention, implement Board of Visitors' four-year plan to address the competitiveness of faculty salaries. The University, along with other institutions of higher learning, faces a dramatic generational turnover in faculty during the coming decade. To approach the generational turnover from a position of strength, the University will improve the average faculty salary at each rank to the 20th position of its Association of American Universities (AAU) peers. We have not made as much progress as we anticipated, increasing our overall rank to 27 from 34 in 2013-14, but falling one spot to 28 in 2014-15 and to 29 in 2015-16. The Board has asked the administration to re-examine what it will take to reach our goal.

STATE GOALS: 3

TJ21 OBJECTIVES: D

CORNERSTONE PLAN PILLARS: 4

Priority 3 – Staff Development

To increase quality and enhance recruitment and retention, improve compensation for University and classified staff. The long-term plan is to move to competitive ranges for all

University staff. A three percent Board of Visitors authorized merit increase pool for University staff and administrative/ professional faculty is included in the budget for the two-year period. In addition, we will continue our focus on building staff leadership at all levels by offering more opportunities for experiential learning assignments, coaching, career advising, and training for leaders across the University. Supporting initiatives include, but are not limited to:

- Succession Development Program — Year-long program that prepares employees for possible future leadership roles and provides opportunities for personal development.
- Executive Onboarding Program — Six-month program to integrate new senior-level managers and executives to U.Va.
- Essential Work Skills Program – Program designed to help employees develop the skills and competencies necessary to be successful at UVA with a focus on enhancing communication skills and increasing understanding of how the workplace operates.
- Exceptional Assistants’ Seminar Series — Program designed to enhance administrative skills, broaden understanding of the University culture and to introduce program graduates to a network that focuses on personal development, mentoring, and community service.
- Leadership Preparation, Leadership Essentials, Leadership Practices and Leadership Strategies – Programs designed for individuals preparing for leadership through those who are leading strategically. Grounds for Success — Comprehensive, three-step orientation experience: (1) in-person program; (2) e-learning modules to be completed within two weeks of the in-person component; and (3) follow-up checklist to assist new employees in their transition to the University and in jumpstarting a successful career at the University.
- Organization Leadership Services – Customized services for individuals and teams to increase effectiveness and performance such as coaching, retreat design and delivery, meeting facilitation, and skill development workshops.

STATE GOALS: 3

TJ21 OBJECTIVES: D

CORNERSTONE PLAN PILLARS: 5

Priority 4 – Faculty Start-Up Packages

To increase degree production in STEM-H disciplines, implement plan to provide sufficient start-up packages and space to accommodate new STEM-H faculty associated with enrollment growth and retirement turnover.

At a research university such as U.Va., the costs associated with the recruitment of STEM-H faculty go beyond salary and fringe benefits. Such faculty require start-up packages to support the renovation of laboratories, purchase of equipment, hiring of research staff, and training of graduate students, among others, while the research program is being established. It is the expectation that, within a few years, extramural funding will provide support for ongoing costs. Start-up packages do not include base salary support for faculty.

Based on expected retirements and new hiring we estimate the need for 54 start-up packages over the 2016-18 biennium. The projected expenses related to the start-up packages total \$31.15 million in FY2016-17 and \$47.12 million in FY2017-18. Expenses related to start-up packages are normally incurred over a three-year period.

STATE GOALS: 2, 3, 4

TJ21 OBJECTIVES: D, E1, E6, E8

CORNERSTONE PLAN PILLARS: 2, 4

Priority 5 – Affordable Excellence: Undergraduate Student Financial Aid (AccessUVa)

The University of Virginia’s Board of Visitors authorized AccessUVa in February 2004 to ensure that an undergraduate education at the University would be available to all students regardless of their financial circumstances. The program has been successful in increasing socioeconomic diversity, reducing student loan debt and meeting 100 percent of need for all of the University’s undergraduate students. This program continues to bring the University significant recognition as the premier need-based aid program for a public institution in the United States.

Effective March 2015, the maximum need-based indebtedness is \$4,000 for low-income Virginians and \$18,000 for all other Virginians who demonstrate financial need. Beginning in fall 2015, the University provides an optional four-year, fixed-price base tuition. In the 2015-16 academic year, 170 students selected the guaranteed option.

Note: Incremental costs for in-state students are included in the “Additional In-State Student Financial Aid From Tuition Revenue - UGrad and Grad” line item in the “Academic and Financial Plan.” Incremental costs for out-of-state students are included in the “Additional Out-of-State Student Financial Aid From Tuition Revenue - UGrad and Grad” line item in the “Academic and Financial Plan.”

STATE GOALS: 1, 2

TJ21 OBJECTIVES: A, E5

CORNERSTONE PLAN PILLARS: 5

Priority 6 – Student Success: Total Advising

To improve retention and graduation rates, the University will continue to pioneer “total advising,” a multidimensional process that combines high-quality academic advising, career advising, and coaching, includes an online portfolio, and capitalizes on relationships with U.Va. alumni.

Supporting initiatives include, but are not limited to:

- Continuing growth of the College Advising Fellows and College Advising Seminars (COLAs), concurrent with enrollment growth.

- Pilot a similar program of advising seminars in the School of Engineering and Applied Science (SEAS).
- Continuing development of a total advising center designed to enhance student access to and awareness of academically-related curricular and co-curricular interests. The center is scheduled to open in fall 2017.
- Expanding support to assist students in securing national and international scholarships and fellowships, including an expansion of the Center for Undergraduate Excellence (CUE).
- Continuing implementation of a re-envisioning of the University's approach to career advising and career development.

STATE GOALS: 2, 3, 4

TJ21 OBJECTIVES: D, E3, E5, E6, E8, E10, E12

CORNERSTONE PLAN PILLARS: 1, 3

Priority 7 – Research & Economic Development: Pan-University Research Priorities

To increase research, including regional and public-private collaboration, continue development of and support for pan-University research priorities: (1) systems bioscience, bioengineering, neuro and cognitive science; (2) computational systems science and modeling (i.e. “Data Science”, and automata computing); (3) environment, sustainability and resilience; and (4) energy systems. The University will also pursue additional pan-University or school-specific research priorities, not included above, when faculty expertise converges with opportunities presented by private enterprise, local and state government, the federal government, and/or other strategic initiatives.

Supporting initiatives include, but are not limited to:

- Increasing research support from large corporations, small businesses, NGOs, foundations, venture capitalists, state government, local government, and non-traditional federal agencies. Continuing and expanding partnerships with:
 - major companies through U.Va.'s Strategic Corporate Partner program;
 - national defense and intelligence communities through U.Va.'s Applied Research Institute.
 - the Commonwealth Center for Advanced Logistics Systems (CCALS).
 - the Commonwealth Center for Advanced Manufacturing (CCAM).
- Increasing library support for collaborative research, particularly with respect to “Data Science.”
- Leveraging the U.Va. Research Park to serve the local defense community, provide a transition zone for successful startup companies, and optimize space allocation for the University.
- Establishing a research resources center to better enable faculty (in particular new faculty hires) to have access to training and support for increased quality proposals to

agencies and foundations, and support of multi-investigator interdisciplinary research proposals.

STATE GOALS: 3, 4

TJ21 OBJECTIVES: E8, E10, E11, E13

CORNERSTONE PLAN PILLARS: 2, 3, 4

Priority 8 – Research & Economic Development: Medical Translational Research

Increase research and expand medical translational research, including the Center for Human Therapeutics, cancer clinical trials, and focused ultrasound surgery, so that laboratory discoveries are converted into new methods to diagnose and treat illness and augment cancer outreach and prevention activities.

STATE GOALS: 4

TJ21 OBJECTIVES: E8

CORNERSTONE PLAN PILLARS: 2, 4

Priority 9 – Research & Economic Development: Innovation Ecosystem

To increase research and promote economic development, enhance the innovation ecosystem. Supporting initiatives include, but are not limited to:

- Continuing implementation of the U.Va. Economic Development Accelerator (UVEDA), designed to facilitate knowledge transfer and business development around University research and innovation, including a proof-of-concept seed fund.
- Continuing to work with the Licensing and Ventures Group to increase deal flow.
- Increasing the number of successful start-up companies generated from U.Va. research.

STATE GOALS: 3, 4

TJ21 OBJECTIVES: E8, E12

CORNERSTONE PLAN PILLARS: 2, 4, 5

Priority 10 – Quality Enhancement: Self-Supporting Programs

To maintain and enhance programmatic quality of self-supporting programs (business, data science, graduate commerce, and law), incremental revenue generated by these programs will be used to fund their respective increases in financial aid, utilities and facility maintenance, electronic library resources, and academic programs.

STATE GOALS: 4

TJ21 OBJECTIVES: E13

CORNERSTONE PLAN PILLARS: 1, 3, 4, 5

Priority 11 – Student Success: High-Impact Educational Experiences

As part of the University's strategic plan, continue support for high-impact educational experiences that complement and enhance classroom learning and prepare students for life after graduation. High-impact educational experiences encompass a broad array of experiential learning opportunities including, but not limited to:

- Meaningful research with faculty;
- Community engagement and public service;
- Entrepreneurial experiences;
- Global experiences; and
- Internships and externships.

Specific initiatives for the 2016-18 biennium include expanded support for students seeking internships and increased financial and logistical support for undergraduate research opportunities (such as UNLEASH, a matching service that pairs undergraduate students to faculty mentors).

STATE GOALS: 3

TJ21 OBJECTIVES: D

CORNERSTONE PLAN PILLARS: 1, 3, 4

Priority 12 – Student Success: Technology-Enhanced Learning

To increase access, continue growth and development of academic programs and coursework using technology-enhanced instruction. At present, the University offers 19 certificate programs and 26 degree programs that meet the distance education definition of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In 41 of these 45 programs, students may earn more than 50 percent of the program through distance education. In addition, the University is heavily focused on enhancing the use of technology in its residential curriculum.

Supporting initiatives include, but are not limited to:

- Continuing graduate program offerings through the Commonwealth Graduate Engineering Program (CGEP).
- Continuing implementation of the Bachelor of Professional Studies (B.P.S.) in Health Sciences Management, an online undergraduate degree program.
 - Implementing a companion online graduate certificate in Health Sciences Management.
- Increasing the proportion of online courses in the Bachelor of Interdisciplinary Studies (B.I.S.).
- Continuing implementation of expanded online graduate program offerings in (1) administration and supervision, (2) curriculum and instruction, and (3) special education, through the Curry School of Education.

- Continuing partnership with George Mason University, James Madison University, Old Dominion University, and Virginia Tech through the 4-VA course-sharing initiative using Cisco TelePresence technology.
- Continuing partnership with Duke University and Vanderbilt University through a course-sharing initiative using Cisco TelePresence technology.
- Implementing, in partnership with the Federal Acquisition Institute (FAI), an online undergraduate certificate in Federal Acquisition to prepare students for positions in government contracting by providing skills and abilities to develop acquisition strategies, substantiate contracting decisions, evaluate proposals and awards, and manage and close out contracts.
- Continuing migration of existing certificate programs (such as accounting) to online formats.
- Continuing partnership with Coursera to offer massive open online courses (MOOCs), including expansion into specializations, professional development coursework for educators, and courses targeted towards University alumni.
- Investing in production facilities and classrooms required to place the University at the forefront of efforts that enrich traditional in-class activities with Web-based or digital technologies.
- Continuing the Course Redesign Institute, an interdisciplinary program in which faculty design or substantially redesign courses to promote significant, long-term learning.

STATE GOALS: 2, 3, 4

TJ21 OBJECTIVES: C, E1, E6, E10

CORNERSTONE PLAN PILLARS: 1, 3, 5

Priority 13 – Institutional Collaboration: The Virginia Community College System (VCCS)

To increase degree completion for Virginians with partial credit:

- Developing a guaranteed admission agreement (GAA) with the VCCS for the Bachelor of Interdisciplinary Studies (BIS) program.
- Developing a guaranteed admission agreement (GAA) with the VCCS for the School of Architecture.
- Continuing expansion of the BIS program to Thomas Nelson Community College (current sites include Charlottesville, Tidewater Community College, Northern Virginia Community College, and the Richmond Center).
- Continuing implementation of the Bachelor of Professional Studies in Health Sciences Management program, an online undergraduate degree program developed in cooperation with the VCCS.
- Continuing implementation of the GAA with the VCCS for the Bachelor of Professional Studies in Health Sciences Management program and for the RN to BSN program.

Due to low enrollments since its inception in 2007, the University has decided to discontinue the Engineers PRODUCED in Virginia program. Students currently enrolled in the program and

those admitted for the Fall of 2016, will be provided the resources, courses, and time needed to complete the program. The University will continue to explore other options for serving this important Virginia population, and will continue to welcome community college students as transfer students, including through the guaranteed admission agreement (GAA) with VCCS.

STATE GOALS: 1, 2, 3, 4

TJ21 OBJECTIVES: E1, E2, E3, E4, E6, E7, E10, E13

CORNERSTONE PLAN PILLARS: 1, 3, 5

Priority 14 – Organizational Excellence – Resource Alignment and Optimization

As one of the nation's premier public universities, the University of Virginia pursues innovation, quality and improvement leading to effective stewardship of its resources. Building upon the success of the institution's improvement program established in 1994, a formal program of Organizational Excellence (OE) was established in August 2013 as part of the University's Cornerstone Strategic Plan. The OE program seeks opportunities to enhance stewardship of resources — through resource optimization and resource alignment to support and advance institutional priorities and mission activities. Both the academic schools and administrative units contribute to the overall goals of organizational excellence.

The total estimated savings and reallocations for FY2016-17 are \$20.1 million and for FY2017-18 are \$21.3 million.

Process and Service Delivery Improvements

Service delivery improvements involve the optimization of resources through a variety of means including, but not limited to, consolidations, new delivery models, and discontinuation of obsolete or underutilized services. Other process improvements often result in effort savings, cost avoidance, and enhanced services and allow effort savings to be redirected to higher value activity.

Examples:

- Continue implementation of a comprehensive human resources service model transformation across the enterprise, including academic division and medical center, to advance the University's goals and aspirations. This includes streamlining processes and policies, reducing variation, enhancing service quality, and leveraging technology.
- Consolidate servers and data centers for more efficient maintenance, higher quality services, cost-savings, and increased data security.
- Scale technology for automation, process streamlining, and effectiveness, such as electronic signatures for hiring document, case management software, etc.
- Share research and instructional equipment across schools, instead of individual purchases.
- Leverage cloud technology for enhanced services.

- Refine formal service level agreements between administrative service providers and the schools (internal customers) that describe the services delivered, document service levels, and specify the responsibilities of the provider and the customer.
- Implement fully-integrated travel and expense solution to simplify travel processes for faculty and staff, enable enhanced duty of care reporting, and ensure better compliance with federal export control regulations, and negotiate contracts for cost savings.
- Monitor results of gift administration consolidation with one single gift processing center serving more than 50 schools, units, and foundations. Benefits include expedited, timely and accurate gift recording and receipting.
- Deploy service quality reviews as needed to assess a unit's quality, efficiency, and effectiveness of services; and to promote continuous improvement.
- Accrue savings on interest due to debt restructuring.
- Implement second and third phase of research administration technology support, including an on-line proposal form with routing, a budget tool to manage expenditures, and enhanced reporting. Implement other identified research administration improvements.
- Continue strategic sourcing with additional commodities and services (e.g., in-bound freight, promotional products, lab supplies, computer hardware and peripherals).
- Target contract negotiations to ensure best pricing and terms.
- Implement an institution-wide scholarship management system to reduce redundancies in process and enhance tracking.
- Centralize the administration of graduate admissions processes.
- Continue with multi-faceted energy conservation program. New activities include participation in the Dominion Virginia Power Community Solar Power Program and leasing roofs on 2 buildings for solar generation.
- Develop strategies that provide sufficient natural gas supply to the central heat plant to enable the University to eliminate the use of coal and reduce its carbon footprint.
- Continue to improve space optimization in both owned and leased space.
- Relocate events/meetings from off-grounds to on-grounds facilities.

Organizational Restructuring

Organizational Restructuring allows the University to realign its existing human resources and positions to meet the changing needs of the institution. By repurposing positions in lieu of new hiring, the University is able to continue to deliver quality service while avoiding the costs associated with new hires.

Examples:

- Implementation of Early Retirement Incentive Program in fall 2015 provides an opportunity to optimize staffing (175 employees participated), resulting in abolishment of positions or reallocation to more value-add roles.
- Continue efforts to address inefficient organizational structures (i.e., spans of control) through enhanced analytics, education, and consultation.
- Promote opportunities for more flexible staffing - job sharing, rotations, etc.

- Leverage temporary and term appointments where appropriate.
- Reduction in administrative staff in some areas as a result of discontinuing activities or redistribution of work among staff.
- As part of HR transformation develop a workforce transition plan to optimize staff talents and align with future-state HR service delivery model. When fully realized the future-state reflects a reduced headcount of staff engaged in HR work.

Organizational Capacity for Change

Organizational Capacity refers to targeted efforts to develop the institution's readiness for change through the development of individuals and effective organizational practices and systems.

Examples:

- Continue to build the internal quality network, a community of practice, providing professional development and opportunities for sharing and scaling solutions across the University.
- Refine change leadership training and offer to additional cohorts.
- Facilitate increased academic-administrative collaborations through councils, advisory committees and other partnerships.
- Provide consulting services to schools and units to enhance their efficiency and effectiveness.
- Implement a decision support reporting tool to enhance data analytics and reporting capabilities, resulting in significant savings of effort to compile and manipulate data and enhancing access to meaningful information for decision-making.

STATE GOALS: 3

TJ21 OBJECTIVES: B, E9, E12

CORNERSTONE PLAN PILLARS: 5

Priority 15 – Research & Economic Development: Southwest Virginia Economic Development Partnership (Appalachian Prosperity Project)

Continue and enhance the University's Southwest Virginia Economic Development Partnership, the Appalachian Prosperity Project, with a continued focus on (1) K-12 education support, (2) business support/entrepreneurship, and (3) access to healthcare. Recent focus has been on extending the resources of the University of Virginia Health System to the citizens of the region, town planning assistance, creating new economic development opportunities related to the Clinch River, professional development programs for teachers, Virginia College Advising Corps counselors at local high schools, and the creation of a community and youth development center.

STATE GOALS: 4

TJ21 OBJECTIVES: E13

CORNERSTONE PLAN PILLARS: 2

Priority 16 – Student Success: Serving Virginia’s Veterans and Military through Collaboration

The University’s Board of Visitors (BOV) recently approved a reduced tuition rate for active duty military enrolled in the Bachelor of Interdisciplinary Studies (B.I.S.) program and the Bachelor of Professional Studies (B.P.S.) in Health Sciences Management.

STATE GOALS: 2, 3, 4

TJ21 OBJECTIVES: E1, E2, E3, E6, E7, E10, E13

CORNERSTONE PLAN PILLARS: 1, 3, 5