UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE
SPECIAL COMMITTEE ON
STRATEGIC PLANNING
September 19, 2013
SPECIAL COMMITTEE ON STRATEGIC PLANNING

Thursday September 19, 2013
3:30 p.m. - 5:00 p.m.
Board Room, The Rotunda

Committee Members:
Frank B. Atkinson, Co-Chair
Linwood H. Rose, Co-Chair
Kevin J. Fay
Frank E. Genovese
Victoria D. Harker
Bobbie G. Kilberg
Stephen P. Long, M.D.
Edward D. Miller, M.D.
George K. Martin, Ex-officio

AGENDA

I. OPENING REMARKS BY COMMITTEE CO-CHAIRS (Messrs. Atkinson and Rose) 1

II. BRIEFING ON DRAFT STRATEGIES AND IMPLEMENTATION PROCESS (Ms. Sullivan) 2

III. DISCUSSION (Messrs. Atkinson and Rose) 3

ATTACHMENTS:
A. Matrix of BOV Requested Themes and Draft Strategies
B. Inter-relatedness Between Strategies
C. 15 Strategies
BOARD MEETING: September 19, 2013

COMMITTEE: Special Committee on Strategic Planning

AGENDA ITEM: I. Opening Remarks by Committee Co-Chairs

ACTION REQUIRED: None

BACKGROUND: The Co-Chairs will provide an overview of the meeting agenda and discuss the role of the Special Committee on Strategic Planning in the development of the strategic plan.
BOARD MEETING: September 19, 2013

COMMITTEE: Special Committee on Strategic Planning

AGENDA ITEM: II. Briefing on Draft Strategies and Implementation Process

ACTION REQUIRED: None

BACKGROUND: The draft strategic plan specifies five strategic drivers ("pillars") and 15 associated strategies that position the University for leadership at all levels. The strategies directly address the multiple topics requested by Co-Chairs Atkinson and Rose in their September 3, 2012 letter. In the attachments to this booklet, we have provided a matrix of BOV requested themes and draft strategies (Attachment A). In addition, all of the strategies, while distinct in scope, are highly inter-connected. (See Attachment B: Inter-relatedness Between Strategies). The 15 associated strategies can be found in Attachment C.

DISCUSSION: President Sullivan will brief the Committee on all of the proposed strategies, discuss the relationship among the strategies, and provide a report on the implementation process.
BOARD MEETING: September 19, 2013

COMMITTEE: Special Committee on Strategic Planning

AGENDA ITEM: III. Discussion

ACTION REQUIRED: None

BACKGROUND: Co-Chairs will lead the Committee in a discussion on the strategic plan and proposed strategies.
ATTACHMENTS
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Key: "x" denotes relationship between theme and strategy
## Inter-relatedness Between Strategies

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Key: "X" denotes relationship between two strategies
Draft Strategy Description, Sept. 9, 2013

**Pillar 1, Strategy 1: Student Leadership Development.** The University will make the development of ethical leaders a central theme of its curricular, co-curricular, and extracurricular programs.

**What is the big idea?**
Because of its Jeffersonian mission, its tradition of self-governance, and its residential culture, the University is ideally positioned to emerge as a world renowned center for developing the kind of citizen leaders the work needs right now.

**Why do we need to do this?**
Jefferson understood that our democracy would flourish only if its brightest and most talented young people received an education equal to the responsibilities of citizenship. This insight is no less applicable today than it was 200 years ago.

**Why does this make us distinctive?**
A signature leadership program would extend the University’s reputation as an institution dedicated to public service and is consistent with our strengths.

**How do we do it?**
We will pursue this objective purposefully and holistically by combining curricular, co-curricular, and extracurricular means. We will expand current curricular offerings from the Schools and the College, including the existing Leadership Minor, to make formal leadership studies available to more undergraduates. We will create the Meriwether Lewis Leadership Program to create curricular and extracurricular leadership experiences for undergraduates beginning their second year. And finally, we will investigate ways to integrate student leadership potential into the admissions process.

**How long does it take?**
*Year 1:* Identify current curricular assets and capacity, engage deans to discuss curriculum, consider expanding minor. Initiate the Meriwether Lewis Leadership Program. Consider what valid indicators of leadership might exist or be added to current admissions process, and investigate how other institutions make similar assessments.
*Year 2:* Offer expanded range of courses and capstone leadership experiences. Identify student participants for Lewis Leadership Program and prepare first summer’s program. Change admissions process if changes are deemed appropriate.
*Years 3 - 5:* Grow courses and capstones. Assess progress of Lewis Leadership fellows in their third year and make program improvements. Assess admission indicators.

**How will we know we have succeeded?**
We will track the following metrics: enrollment in leadership minor and in leadership courses; the leadership progress of students who have been trained in the Lewis Leadership program, posting of student leadership experiences to their e-portfolios (see strategy 2), and number of applications stressing leadership.

**Who will be responsible?**
Carl Zeithaml, Dean, McIntire School; Pat Lampkin, VP Student Affairs; Greg Roberts, Dean Admissions
**Pillar 1, Strategy 2: Total Advising.** The University will pioneer “total advising,” a multi-dimensional process that combines high-quality academic advising, career advising, and coaching, includes an online portfolio, and capitalizes on relationships with UVa alumni.

What is the big idea?
We will improve student advising by strengthening academic advising, integrating and coordinating multiple sources of advising, including career and professional preparation, and connecting to alumni mentoring.

Why do we need to do this?
We can build on our educational by coordinating advising, mentoring, and access to information. The transition from secondary school, where curricular choices were few, to the University where our strong curricula offer greater breadth, requires support from excellent advising. Choice should be more empowering and less confusing. More focused academic, career, and personal counseling will help a diverse student body reach its fullest potential.

How does this make us distinctive?
Extensive interaction with faculty, staff, peers, and alumni in academic and career advising greatly enhances the residential experience. By extending coordinated advising and high-impact experiential opportunities as integral parts of a student’s career development pathway, we will be a national leader in helping students integrate their education with their career and personal development.

How do we do it?
Faculty will continue to play a central role in the advising process; we will strengthen those interactions by the addition of more first-year advising seminars (COLAs) and strengthen the network of other advisors and mentors. We will build new relationships and coordination between the school deans and University Career Services. Additionally, we will grow student involvement and use technology to enhance these services.

How long does it take?
Year 1: Assign an associate provost to oversee work groups to develop plans for expansion of academic advising. Work to develop a shared vision for academic and career advising that has buy-in from the multiple institutional stakeholders. Build a system to engage alumni mentors.
Year 2: Implement recommendations of the academic advising work group and build programs that better integrate academic and career advising and that capitalize on relationships with UVa alumni. Develop additional student support services including peer tutoring and advising. Assess need for further mentoring among graduate and professional students.
Years 3 – 5: Continue to enact recommendations from work groups and implement student feedback that emerges from assessment.

How will we know we have succeeded?
We will measure student participation and student satisfaction with advising through the national SERU student survey. Additionally, we will survey our students and our alumni in order to gauge the success of these programs in their personal and professional development.

Who will be responsible?
Maurie McInnis, Vice Provost for Academic Affairs; Pat Lampkin, Vice President for Student Affairs.
**Pillar 1, Strategy 3: Lifelong Alumni Engagement.** The University will develop training, teaching, and counseling programs for alumni that enable UVa to serve as their lifelong university.

**What is the Big Idea?**
The University will create a Lifelong University to provide its alumni with a comprehensive yet focused program of insight, knowledge, skills, and support to meet pivotal challenges in their professional, public, and personal lives.

**Why do we need to do this?**
The pace of technological, demographic, and economic change in the 21st century will require our graduates to constantly refresh and renew their skills, knowledge base, and perspectives over the course of their lifetimes. Lifelong engagement is the natural fulfillment of the unique bond the University already enjoys with its alumni.

**How does this make us distinctive?**
Most universities offer a disparate range of educational programming for alumni. As with UVa these programs are provided by different schools, alumni engagement offices, and units in a relatively uncoordinated manner. Our comprehensive vision for a Lifelong University will position the University as a leader in creating a new and innovative approach to serving alumni.

**How do we do it?**
We will develop a vision of the Lifelong University and an understanding of the types of lifelong learning that would best meet alumni needs. We would then produce a complete inventory of University’s current educational programs and services that can be adapted to address these needs and then fill gaps. We would market the Lifelong University strategically to alumni as well as students in their fourth year.

**How long does it take?**
*Year 1:* Work with stakeholders around Grounds and with alumni to develop a coherent, achievable vision of the Lifelong University. Populate this framework with currently offered programs and services and identify next-generation programs and services to be created. *Year 2:* Promote the Lifelong University to alumni, develop Lifelong University website, and introduce initial programs. *Years 3-5:* Expand face-to-face educational offerings and begin bringing the University to alumni through online and traveling programs.

**How will we know we have succeeded?**
Participation in courses, programs and services can be measured in terms of cumulative participation, and also on a course-by-course, program-by-program basis. Near immediate feedback is generally available which will allow the University to adjust resources and manpower accordingly.

**Who will be responsible?**
Tom Faulders, President, Alumni Association; Cindy Fredrick, Associate Vice President for Engagement; Billy Cannaday, Dean, School of Continuing and Professional Studies.
**Pillar 2, Strategy 4: Strategic Research.** The University will leverage current talent and new faculty hiring opportunities to focus research on those intellectual and social challenges where it can have the most impact. Specifically, the University will develop four research institutes that address key issues and provide valuable educational opportunities.

**What is the big idea?**
The University can best leverage its size and resources by promoting a discrete set of evolving pan-University research institutes that focus on cutting-edge, cross-disciplinary opportunities.

**Why do we need to do this?**
If UVa is to sustain its place among national institutions, it must conduct world-class research. These institutes will have a reinvigorating effect on the University as a whole by investing in and strengthening our scholarly work. They will also generate new curricula, certificates, minors, and degree programs for our students, while attracting superior faculty.

**How does this make us distinctive?**
In each of the four areas (including data science), our goal is to focus on those specialties that build on our unique strengths, facilities, and partnerships.

**How do we do it and how long will it take?**
*Year 1:* Appoint a director for the first institute (data science), plan curricular and degree programs, hire faculty collaboratively, begin to acquire needed IT infrastructure, establish the UVA Census Research Data Center, plan a national symposium and develop a fund-raising plan, work with corporate partners and draft working agreements. We will also create a process to develop the next research institute as well as to sunset institutes.

*Year 2:* Select the next institute and plan for the third institute in year 3 and a fourth institute in year 4 or 5. The data science institute will launch new graduate and undergraduate courses and curricula with approvals from SCHEV, and continue collaborative faculty hiring and building IT infrastructure. New faculty hires will drive direction for both curricula and infrastructure. We will submit research grant and center proposals and work with corporate partners.

*Years 3 – 5:* Certificates, minors and degrees will be available and enrollment will grow as new classes are offered. New faculty will have been hired across schools. We will hire for the second and third institutes. Institutes will attract significant partnerships. We will conduct sunset reviews of existing institutes.

**How will we know we have succeeded?**
These new research centers will bring national recognition, new peer-reviewed funding, and new partnerships with corporations. We will see greater internal and external collaboration, as well as new classes and curricula.

**Who will be responsible?**
John Simon, Provost; Don Brown, Director of Institute; Rick Horwitz, Assoc. Vice President
Pillar 2, Strategy 5: Research Infrastructure and Services. The University will enhance institution-wide infrastructure and services, including information technology, to encourage and support individual, curiosity-driven research, scholarship, creative arts, and innovation by faculty and students.

What is the big idea?
To power our research programs, we will develop a proactive consultative service model designed to support inquiry and encourage the cross-fertilization of ideas and partnerships, backed by digital collections and a cutting-edge communications and computational infrastructure.

Why do we need to do this?
We must provide the services and infrastructure to support research that advances the frontiers of knowledge and to provide an education that is built around the experience of moving boundaries.

How does this make us distinctive?
We will facilitate research in specific fields with a research infrastructure designed to support the constant evolution of knowledge and its dissemination through high-quality research, scholarship, professional practice, and innovation.

How do we do it?
We will acquire and develop IT and computing resources to meet our academic needs. The Library will serve as the face of data services for acquisition, management, and preservation of massive amounts of data, complemented by growing staff and faculty expertise in digital research across disciplines and increased access to digital content in all formats. We will expand our OpenGrounds collaboration spaces and ideation programs to enable a nationally unique culture of interaction at UVa that generates new insights and builds creative networks.

How long does it take?
Establish services to support the University’s big data initiative.
Year 1: Establish new research data and statistical services and increase resources available to Quantitative Collaborative, SHANTI, UVACSE. Expand OpenGrounds space at the Corner Studio and increase participation to 2,000 students and 1,000 staff.
Year 2: Add software applications for management and analysis of large data sets and augment expertise in non-statistical data analysis. Continue digitizing top priority collections of unique materials.
Years 3-5: Expand OpenGrounds. Continue to enhance online access for researchers.

How will we know we have succeeded?
Specific measures will be developed to quantify engagement between staff experts and researchers, use of our digital collections, collaborations fostered by OpenGrounds, and ROI in terms of increases in overall faculty/student internal funding.

Who will be responsible?
John Simon, Provost; Tom Skalak, Vice President Research; Karin Wittenborg, Dean, Libraries; Mike McPherson, Deputy CIO
**Pillar 3, Strategy 6: High-Impact Educational Experiences.** The University will enhance its ability to deliver a broad range of high-impact educational experiences for undergraduate, graduate, and professional students, including meaningful research with faculty members, service learning, entrepreneurial experiences, and internships.

**What is the big idea?**
The University will enhance opportunities for students to take responsibility for their education. We will deliver a broad range of high-impact educational experiences for undergraduate, graduate, and professional students, including meaningful research with faculty members, community engagement, entrepreneurial experiences, and internships.

**Why do we need to do this?**
Students' cognitive and personal development as well as the depth of their ability to apply new knowledge is furthered by engagement in research with faculty, service in their communities and participation in partnerships in new and different cultures.

**How does this make us distinctive?**
Aspiring to have every student engage in deepened learning whether in research with faculty or other activities will distinguish us from other institutions in which teaching faculty have less time to engage in research and research faculty have little inclination to work with undergraduates.

**How do we do it?**
We will become leaders in instructional technology in the residential setting. We will strengthen the Center for Undergraduate Excellence to connect students to research opportunities, grow the number of courses which connect to community engagement opportunities, build support for entrepreneurial activities by students and access to external internships.

**How long does it take?**
*Year 1:* Assign an associate vice provost to oversee implementation; develop implementation teams and communication plans for students, start an entrepreneur center on central grounds and implement career work group plans to grow internships. Assess gaps in learning technology.
*Year 2:* Move CUE to Clemons Library and fill vacant director position, implement communication plan with students, grow work-study research opportunities, assess with mid-course corrections for internships and entrepreneurship.
*Year 3 – 5:* Work with faculty in expanding research and service opportunities, implement Entrepreneurship Minor, assess success and redirect where needed for growing internships.

**How will we know we have succeeded?**
We will measure student participation and aspire for all students to participate in one or more of these opportunities by year 5. We will track progress externally through the national SERU student survey and assess impact on student learning.

**Who will be responsible?**
Maurie McInnis, Vice Provost for Academic Affairs
**Pillar 3, Strategy 7: Global Experiences.** The University will strengthen its global presence and systematically foster international knowledge and cross-cultural understanding among all its students: undergraduate, graduate, and professional.

What is the big idea?
Following Jefferson's example, the University will position itself as a leader in promoting the exchange of ideas and the pursuit of discovery among nations and peoples.

Why do we need to do this?
University students to an unprecedented degree will work and live in literal or virtual international settings. Employer surveys put international understanding and cross-cultural experience among the top four valued employee traits. Even if they remain in Virginia, many University graduates will work for foreign employers. From 2004 to 2009, 49 percent of the new investment in the state was made by international companies. Our aim is to ensure that every UVa graduate has the ability to think through a global comparative perspective and thrive in an interconnected world of diverse cultures.

How does this make us distinctive?
Our effort to cultivate a global dialogue reinforces and builds on UVa's unique legacy. It places us in the company of other great global Universities, but there are none with our distinctive American story.

How do we do it?
The cornerstone of this effort will be a Center for Global Inquiry and Innovation (CGI2) to serve as a seedbed of new University-wide research programs that distinguish it on the national and international stage. At the same time, we will create a Global Studies curriculum that allows students to address pressing local and international challenges such as health, security, development, sustainability, and intercultural understanding. In addition, we will create an international internship program that promotes deep experiential learning and place a UVa representative\office in China as a prototype for creating synergies among University activities abroad in regions of comparative strength and emerging importance.

How long does it take?
This will be a multiyear effort building on initiatives underway. Some results will be possible immediately (internships and new office in China) and others will take up to two years to get fully launched (Global Studies curriculum) and some beyond that (establishing an endowed center with world class research programs).

How will we know we have succeeded?
Measures of success include the quality and quantity of international content in the curriculum, the number of international internships, the percentage rate of study abroad and language study, the growth in overseas activity and UVa's reputation abroad (research partnerships, alumni events, admissions and development indicators), the formation of new global research efforts on grounds and their productivity (publications, activities, grants, visibility).

Who will be responsible?
Jeff Legro, Vice Provost for Global Affairs
Pillar 3, Strategy 8: Evidence-Based Teaching and Learning to Enhance the Student Experience. The University will utilize evidence-based practices to enhance its ability to describe, document, and understand the synergistic impact of the total student experience—academic, cocurricular, and extracurricular—and apply that knowledge to improve faculty teaching and student learning for undergraduate, graduate, and professional students.

What is the big idea?
At a time when many universities are introducing high-impact educational experiences (strategy 6), and learning technology is rapidly changing, UVa can attain institutional leadership by capitalizing on existing on-Grounds expertise to develop assessment methods—many dependent on integration and analysis of large diverse data sets—across the learning experience.

Why do we need to do this?
The University must be able to precisely articulate the value of a UVa residential education and its value in preparing students for success. Currently, not enough is known about what students gain through their cocurricular and extracurricular experiences or how this engagement complements their academic learning and their success after graduation.

How does this make us distinctive?
This strategy will place the University at the forefront of those institutions attempting to assess the comprehensive student learning experience, including curricular, cocurricular, and extracurricular learning. The findings will guide design of a residential experience that significantly deepens student engagement and learning.

How do we do it?
The Vice Provost for Academic Affairs will coordinate and guide collaboration among the Center for Advanced Study of Teaching & Learning in Higher Education, Office of Institutional Assessment and Studies, the Teaching Resource Center, and the Office of the Vice President and Chief Student Affairs Officer. We will then identify and define learning outcomes for its students and design and conduct assessments to measure those outcomes. We will use these assessment results to inform and refine existing and future practices.

How long does it take?
Year 1: Gather evidence to support best practices in instruction and student services; develop integrated and comprehensive set of learning outcomes and assessment plan.
Year 2: Create large-scale data system that incorporates data sources from across the University; conduct assessments based on comprehensive plan; disseminate and apply that knowledge to guide improvements in the student experience.
Years 3-5: Communicate the distinct benefits of UVa’s assessment process and findings on evidence-based practices through professional publications, and National meetings.

How will we know we have succeeded?
Implementation of evidence-based practices at UVa, increased participation in TRC programming, increased research/grant funding to study innovative evidence-based assessment.

Who will be responsible?
Maurie McInnis, Vice Provost for Academic Affairs
Pillar 4, Strategy 9: Faculty Leadership Development. The University will invest in, mentor, and support current faculty to further their careers, assisting them gain the knowledge and skills needed to enhance their effectiveness as teachers, researchers, and leaders in the University community and in their fields of study.

What is the big idea?
UVa will develop a comprehensive program to support the leadership skills of faculty, enabling them to become effective and highly regarded leaders on Grounds and nationally among their colleagues.

Why do we need to do this?
If UVa is known as the best university to provide a supportive and nurturing environment for faculty to grow to their fullest potential, we will be most competitive in attracting faculty who will succeed personally and academically. We will become a beacon of academic leadership for higher education.

How does this make us distinctive?
It will enable us to recruit the best faculty to achieve UVa's academic aspirations and culture of engagement with students.

How do we do it?
The University of Virginia will strengthen investment in best-in-class faculty development programs and initiatives as well as access to appropriate resources and expertise.

How long does it take?
Year 1: Create and staff the Center for Faculty Excellence, establish an Advisory Committee, advance strategic programs (e.g. the Teaching Resource Center's Course Design Institute); offer new version of chair development; develop a research web portal to support faculty scholarship and policies to facilitate collaboration; review faculty career-life balance policies and practices.
Year 2: Launch new programs/initiatives such as Faculty Mentoring Initiative and grant writing workshop/coaching, refine research web portal; work with development to endow faculty development initiatives such as the creation of termed chairs.
Year 3-5: Center and web portal fully functional, programming expanded; offer first and subsequent regional deans’ academy, first round of faculty fellowships/developmental sabbaticals, new work-life related policies & practices in place, track and measure outcomes of faculty who use career-life balance policies, practices and benefits.

How will we know we have succeeded?
Increased faculty job satisfaction as measured by the COACH Survey; increased rates of retention, individuals accepting faculty positions at UVa will cite our reputation as a high quality place to work as instrumental in their decision-making; increased collaborative grant proposal submissions, and increased successful grant applications. UVa faculty will be known nationally for their leadership in scholarship and teaching.

Who will be responsible?
Sharon Hostler, M.D., Vice Provost for Faculty Development
**Pillar 4, Strategy 10: Continuous Active Recruiting to Secure Leading Faculty.** The University will develop a continuous recruiting process to more accurately identify high-potential faculty, build stronger relationships with targeted candidates, and close recruitment efforts successfully.

**What is the big idea?**
Continuous active recruiting (CAR) is based on the long-term cultivation of relationships with potential applicants and necessitates integrated and strategic recruitment efforts across the University. It will enable the University to broaden the pool of prospective high-potential faculty, and to close recruitment efforts successfully.

**Why do we need to do this?**
As we anticipate increased faculty retirements, UVa will need to be both highly competitive and highly strategic in our recruiting efforts. UVa’s success in achieving long term strategic goals will be directly linked to the excellence of our faculty.

**How does this make us distinctive?**
CAR will enable us to recruit the best faculty; individuals who excel in their research and teaching, embrace UVa’s emphasis on student-faculty interactions, and make strategic contributions to institutional research capacity. No other university recruits faculty in this way, and it will enable UVa to be a top choice for new faculty.

**How do we do it?**
We will create a coordinating Recruitment Synergies Group, develop a cadre of Search Coaches, expand dual career hiring services and support, expand the UVa ADVANCE Search Portal. We will establish a post-doctoral fellowship program to attract top candidates to provide up to two years of professional development as they teach, and advance their scholarship and creative work.

**How long does it take?**
- **Year 1:** Hire and/or reallocate CAR and dual career support staff, convene Recruitment Synergies Group (RSG), hold first CAR Innovation Summit, recruit, select & train Search Committee Coaches, incorporate CAR practices school-based planning, establish a postdoctoral fellowship planning committee.
- **Year 2:** Hold annual CAR Innovations Summits, Search Coaches actively advising search committees, beta test Search Portal expansion and candidate database, post openings for and recruit first round of postdoctoral fellows, provide funding dual career hires & support activities.
- **Year 3-5:** Fellows hired annually, Search Portal expansion, candidate database, and dual career services fully operational.

**How will we know we have succeeded?**
We will increase the diversity and excellence of the faculty, improve the yield rates for faculty offers and increase retention, and ensure that faculty recruitment and hiring is strategic aligned vertically and horizontally across the institution over the long term.

**Who will be responsible?**
Gertrude Fraser, Vice Provost for Faculty Recruitment and Retention; Maggie Harden, Director of Institute for Faculty Advancement; Catherine Brand, Director of Executive Recruitment and Strategic Sourcing.
Pillar 4, Strategy 11: Interdisciplinary Hiring. The University will identify its hiring priorities and, in those cases where they are interdisciplinary in nature, adjust institutional and professional incentives appropriately.

What is the big idea?
By recruiting faculty with disciplinary expertise who are engaged in collaborative research and teaching we will build stronger research institutes to solve challenging, significant issues and offer innovative and timely courses to our students. To succeed with this endeavor, we will seek ongoing advice to eliminate institutional barriers to collaboration in research and teaching.

Why do we need to do this?
Interdisciplinary hiring addresses the pending generational faculty turnover, uses our size and excellence to a strategic advantage, allows us to identify cutting edge opportunities at the interstices of disciplines where important discovery and innovation is occurring, and attracts the best new faculty.

How does this make us distinctive?
This strategy enables us to intensify our institutional strengths and expertise in key areas of national and international importance. This collaboration will result in new teaching opportunities, new course offerings, certificates, minors, and degree programs. It will also produce new opportunities for undergraduates to participate in research.

How do we do it and how long will it take?
Annually, the provost will work with deans and faculty as the research institutes come into existence to develop hiring plans that are coordinated across schools. We will be hiring faculty each year to meet school and department needs and also to coordinate the faculty expertise needed in the research institutes (See Strategy 4). Interdisciplinary hiring will be coordinated as appropriate with the continuous active recruiting process (See Strategy 10.) In year one, the provost and deans will address necessary changes in University policy to accommodate potential joint hires and to provide for fair development and assessment of faculty careers.

How will we know we have succeeded?
Successful collaborative and interdisciplinary hiring of faculty will enable the successful initiation and evolution of the research institutes. UVa will be recognized as a national leader in key interdisciplinary areas and will bring new peer-reviewed funding and new partnerships with corporations.

Who will be responsible?
John Simon, Provost, with Deans
Pillar 5, Strategy 12: Affordable Excellence. The University will develop and implement a business model that generates adequate resources to sustain academic excellence in all schools of the University, promotes a diverse student body and university community, and enhances financial predictability and affordability through the "AccessUVA" program and additional measures envisioned in the Commonwealth of Virginia’s recent higher education legislation.

What is the big idea?
The University will maintain affordability for Virginia families and access for an academically accomplished and diverse student body, regardless of their ability to pay, while advancing excellence in all its missions, research, teaching, service and clinical practice.

Why do we need to do this?
Increasing public concern about rising tuition costs, coupled with declining ability of states to invest in public higher education brought renewed focus on how to maintain access and affordability while delivering the best university education to the citizens of the Commonwealth.

How does this make us distinctive?
UVa was the first and among the most successful in developing private support for a public university. We will continue to lead in financing public higher education while remaining affordable, accessible, efficient and focused on providing academic excellence.

How do we do it?
The University's administration will work together with the Board of Visitors to develop an appropriate plan; this process was initiated last year by bringing the "Financing Academic Excellence" report to the Board. Completing this plan will require close collaboration and cooperation.

How long does it take?
The Board of Visitors and Administration will develop a financial plan by the April meeting of the Board of Visitors. That plan will be updated annually.

How will we know we have succeeded?
UVa will continue to be one of the best public research universities with a diverse and academically accomplished student body, an outstanding faculty with world-changing research and affordable tuition and financial aid for the Commonwealth’s families.

Who will be responsible?
President Sullivan with Board of Visitors
**Pillar 5, Strategy 13: Leadership in Promoting Staff Excellence.** The University will foster a culture of excellence and achievement among its employees and will invest in, recognize, and promote those who assist it in fulfilling its mission.

**What is the big idea?**
To advance a culture of institutional and individual leadership, we will build a Center for Leadership Excellence with a multi-pronged approach to employee development. The center will offer specific programs for those who supervise the work of others, as well as for individuals.

**Why do we need to do this?**
Leadership at all levels is critical to our success as it can increase employee engagement, foster innovation, improve productivity, streamline processes, and gain operational efficiencies – all of which improve the University's ability to achieve its mission of excellence in teaching, research, service, and patient care.

**How does this make us distinctive?**
The Center for Leadership Excellence will enable the University to recruit, develop and retain a diverse and talented staff, position us as a leader in higher education with regard to staff development and ensure we are an employer of choice both regionally and nationally.

**How do we do it?**
Build a center to provide leadership development opportunities in the form of assessments, experiential learning assignments, succession development, coaching, career advising, organization development services, and training for leaders across Grounds.

**How long does it take?**
*Year 1:* Appoint an advisory committee for the center and, with senior leaders, develop plans and support; draft position descriptions, develop communication plan, launch succession development
*Year 2:* Center operating, offer first programs, begin assessment for early stage participants
*Years 3-5:* Bring successful participants into advisory committee, use assessments to improve programs, grow numbers of participants, expect participants to receive promotions, added responsibility and develop second round programs for more experienced leaders.

**How will we know we have succeeded?**
Span of control issues will be resolved and we will gain capacity through job-reassignments; employee engagement will be high; processes will be more efficient and effective; we will be able to attract, develop, and retain people with excellent skills; we will be able to demonstrate staff contributions to organizational mission.

**Who will be responsible?**
Susan Carkeek, Vice President and Chief Human Resource Officer
**Pillar 5, Strategy 14: Organizational Excellence.** The University will enhance its organizational capacity through resource alignment and optimization to enable academic excellence and affordable access.

**What is the big idea?**
We will engage "Organizational Excellence" program to achieve institutional strategic goals and priorities - excellence in education, research, and scholarship - and leverage institutional core strengths and distinctions through resource alignment and optimization.

**Why do we need to do this?**
This will enable us to efficiently support our strategic goals and academic mission, enhance organizational capacity and quality across academic and administrative service areas, and support institutional stewardship of all resources by aligning processes, technology and people to support institutional priorities.

**How does this make us distinctive?**
Organizational Excellence blends components of prominent continuous improvement and operational excellence programs. Unique elements include its comprehensive scope cutting across academic and administrative areas, long-term focus, and linkage to strategic priorities.

**How do we do it?**
A Leadership Council comprised of faculty, administrators, and staff will define and guide the process. Some opportunities will be identified through a comprehensive benchmarking study of processes in administrative functions (central- and school/unit-based.) Redesign efforts will be based on data analysis and incorporation of best practices, and actual implementation and the deployment of change will be measured and monitored throughout the implementation process.

**How long does it take?**
*Year 1:* Establish Leadership Council, ownership in the University community, foster communities of practice; complete current state assessment, including benchmarking; pursue quick wins and initiate longer-term efforts.
*Year 2:* Prioritize portfolio for major transformation in services, explore feasibility of in-, out- or co-sourcing institutional functions or activities, implement comprehensive space planning, ongoing identification and prioritization of opportunities, detail design of shared services in select areas.
*Year 3 – 5:* Implementation of shared services, formalize outsourcing and co-sourcing opportunities, ongoing identification and prioritization of opportunities.

**How will we know we have succeeded?**
The advancement of excellence in education, research and scholarship; resource optimization; and a culture of excellence as measured by enhanced quality, stakeholder satisfaction, and strategic reinvestment of savings realized.

**Who will be responsible?**
Pat Hogan, Executive Vice President and COO
**Draft Strategy Description, Sept. 9, 2013**

**Pillar 5, Strategy 15: Philanthropy in Service to Strategic Priorities.** Fundraising will be aligned with University and school strategic priorities by making the enhancements necessary for advancement to become a center of excellence that results in greater effectiveness and efficiency.

**What is the big idea?**
Over the last decade, the University of Virginia has raised more money than almost all public institutions, yet has done so with a development structure that is undermined by historical inefficiencies. Restructuring advancement (development, engagement, and communications) as a center of excellence can help the University’s fundraising efforts become significantly more strategic, productive and efficient.

**Why do we need to do this?**
Fundraising operations must be streamlined and coordinated if the University is to realize the full benefits of the Bicentennial Campaign, which has the potential to be among the largest ever attempted by an institution of higher learning.

**How does this make us distinctive?**
Fundraising is the basis of UVa’s strategy of becoming the first privately financed public university that remains true to its public mandate.

**How do we do it?**
We will change internal structures to better coordinate engagement, involvement, and solicitation of constituents; introduce a new level of performance accountability that weights return on investment; strategically invest resources in major and principal gift officers and predictive modeling and analytics; create central service cores (fundraising administration and infrastructure) within the University; build a partnership between the new University Communications division and the schools and units; and rebuild, replenish, and rejuvenate our volunteer structure by engaging and educating a new generation of volunteer leaders.

**How long does it take?**
*Year 1:* Reorganize gift officers around three identified institutional priorities; enlist leadership volunteers in support of each; begin training engagement officers in prospect identification/qualification; determine formula for calculating ROI and begin tracking, determine analytics and central service core needs
*Year 2:* Deploy additional gift officers in support of pan-University initiatives; assess and apply return on investment metrics, refine formula as needed, apply analytics, deploy pilot core services,
*Years 3-5:* Assess ROI, application of analytics and core services on strategic priorities, make adjustments as indicated. Expand core services beyond pilots. Continue to rebuild volunteer structure.

**How will we know we have succeeded?**
Measure success by gifts for priorities, planned gifts secured, attendance at University and club events, a growing and evolving portfolio of alumni education opportunities, assessment of core services and total amounts raised.

**Who will be responsible?**
Bob Sweeney, Senior Vice President, University Advancement