The Cornerstone Plan, AY 2013-2018

Strategic Direction for the Academic Division of the University of Virginia
cornerstone [noun]
1. a stone representing the nominal starting place in the construction of a monumental building.
2. the foundation on which something is constructed or developed.

On October 6, 1817, Thomas Jefferson, James Madison, and James Monroe gathered at a special ceremony to lay the cornerstone for Pavilion VII, commencing construction of the University of Virginia. Nearly 200 years later, just as that first cornerstone became the literal foundation for the University’s first building and the figurative foundation for its future eminence, the strategic planning process under way now at UVa will become the foundation for the University’s future in 2017 and beyond.

The bicentennial of the cornerstone-laying on October 6, 2017, will give us a specific future date that could function as a target for achievement of goals, completion of projects, and special ceremonies.
A Broadly Inclusive Process

• More than 10,000 students, alumni, staff, faculty, donors, parents, and peers involved
• BOV members interviewed individually
• BOV Special Committee on Strategic Planning guided the work
• External consultants interviewed known opinion leaders and provided benchmarks
• Deans and vice presidents reviewed
Distinctive Identity

• UVA is a collegiate research university: a Research 1 university that is residential in culture and distinguished by its focus on students’ academic-residential experience, extensive interaction with faculty, and the development of leadership qualities, skills, and motivation

• This identity differs from other Research 1 universities & from liberal arts colleges
Proposed Mission Statement

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery and innovation. 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, and trust;
• our universal dedication to excellence.
Proposed Vision

The University of Virginia will embody a powerful model for public higher education – the collegiate research university – one that places the shared activities of learning and discovery within a residential community shaped by honor, inclusion, and public service, and that is designed to promote the expertise and perspectives required for leadership in the 21st century.
Strategic Drivers

• Based on extensive input, we have identified five strategic drivers.
• With each driver, we list the leading initiatives proposed to pursue the driver.
• We present three drivers that we considered and did not pursue.
• We also have available a long list of alternative possible initiatives we did not include in this presentation.

We seek Board guidance in prioritizing and selecting both the drivers and the selection of initiatives, keeping in mind that we cannot accomplish everything in a five-year plan.
Five Strategic Drivers for U.VA.

• **DRIVER #1:** Enrich and Strengthen the University’s Distinctive Residential Culture

• **DRIVER #2:** Assemble a Distinguished Faculty and Focus Research Strategically

• **DRIVER #3:** Make Ethical Leadership and Leadership Preparation a Common Purpose Uniting Faculty and Students

• **DRIVER #4:** Pioneer a Pedagogy that Produces New Levels of Engagement and Access

• **DRIVER #5:** Develop a Sustainable Organizational Model for Academic Excellence and Affordable Access
Sidebar: What Does “Residential” Mean?

A residential experience concentrates faculty and student learners in space and time. Students participate in learning activities beyond formal courses for much of their week. The term does not imply that all students live in residence halls, nor does it imply that there is no use of online (asynchronous) resources.

By contrast, a non-residential experience does not require faculty and learners to be together either in space or time. Students are not expected to participate in additional activities, and such activities might not be available.
DRIVER # 1: Enrich and Strengthen the University’s Distinctive Residential Culture

RATIONALE: Builds on an important distinguishing characteristic (A&S executive summary, p. 15)

REPRESENTATIVE INITIATIVES:

• The University will 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. (Note: listed #1 by student forums)

• The University will enhance a broad range of high-impact educational experiences for undergraduates that includes meaningful research with faculty members, service learning, entrepreneurial experiences, and internships. (Note: per A&S, advertising this initiative could improve yield by 17%; such experiences are what our applicants are seeking)
The University will strengthen its system of global connections and systematically foster global knowledge and cross-cultural understanding among its students.

The University will collaborate with the Virginia Community College System to expand certification and degree programs for nontraditional students, meeting Top Jobs legislation objectives and furthering economic development in the Commonwealth.

The University will develop training, teaching, and counseling programs for alumni that enable it to serve as their lifelong university. (Note: this was the #1 concern of alumni in last year’s alumni survey.)
DRIVER # 2: Assemble a Distinguished Faculty and Focus Research Strategically

RATIONALE: high-quality faculty are essential to missions of teaching, research, patient care, and public service
(A&S Executive Summary p. 45)

REPRESENTATIVE INITIATIVES:

• 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. (Note: with increased hiring forecast for next 5-7 years to replace retirements, it is imperative that every appointment, whether senior or junior, be a high-potential faculty member.)

• The University will identify its hiring priorities and, in cases where they are interdisciplinary in nature, adjust institutional and professional incentives appropriately. (Note: hiring priorities will be centrally coordinated and collaborative.)
The University will invest in, mentor, and support current faculty to further their careers, assisting them to gain knowledge and skills to enhance their effectiveness as teachers and researchers. (Note: faculty need access to continuing training to learn to use new pedagogies, assess student learning, and learn to lead in their intellectual communities.)

The University will create high-potential cross-Grounds initiatives in areas of critical intellectual significance, particularly where they overlap with needs of the Commonwealth; engage corporate, government, and academic partners in these efforts; and develop a new process for periodic sunset review of all centers, institutes, and other units. (Note: Big Data is one example of such an initiative that has benefitted from a full year of planning.)
**DRIVER #3:** Make Ethical Leadership and Leadership Preparation a Common Purpose Uniting Faculty and Students

**RATIONALE:** Leadership by the University and by graduates of the University was a recurring theme throughout all working groups and forums.

(A&S Executive Summary p. 46)

**REPRESENTATIVE INITIATIVES:**

- The University seeks to develop ethical leaders through its co-curricular and extra-curricular programs, such as the Honor Committee, residential life, and student organizations. In addition, we will emphasize curricular approaches to leadership. Some of these will reside in the College or Schools, such as the ones in Batten, McIntire and Nursing. Others will cross the Grounds, such as the Social Entrepreneurship initiative and the Jefferson Public Citizens program that foster leadership, public service, collaboration, and innovation.
DRIVER #3: Make Ethical Leadership and Leadership Preparation a Common Purpose Uniting Faculty and Students (cont’d)

• The University will build on existing programs such as Leadership in Academic Matters to provide faculty members with professional development opportunities that position the faculty for leadership, both at the University and within their professional communities.

• The University will develop the Presidential Precinct as an international resource for leaders of emerging democracies. This partnership among the University of Virginia, Morven, the College of William and Mary, Monticello, James Monroe’s Ash Lawn-Highland, and James Madison’s Montpelier will focus on such key issues as rule of law, corporate governance, and anti-corruption that are essential for free societies.

• The University will position itself as a leader in serving the Commonwealth, mobilizing private and public partners to foster opportunity and economic development in Virginia.
Driver #4: Pioneer a Pedagogy that Produces New Levels of Engagement and Access

RATIONALE: UVA has resources and research momentum to be leaders at a time when pedagogy will change rapidly (A&S Executive Summary p. 45)

REPRESENTATIVE INITIATIVES:

• The University will capitalize on existing expertise at CASTL-HE and at the Teaching Resource Center to position itself as the source for evidence-based study of teaching and learning in higher education and will apply best practices to produce measurable gains in student learning. (Note: the University is well positioned to provide leadership in student learning assessment.)
Driver #4: Pioneer a Pedagogy that Produces New Levels of Engagement and Access (cont’d)

• The University will invest in production facilities and classrooms needed to place the University at the forefront of efforts that enrich traditional in-class activities with Web-based or digital technologies. (Note: the University will need to expand its current facilities for course redesign, video, and telepresence.)

• The University will remain open to a variety of new collaborations that use technology innovatively. The recent course-sharing arrangement with Duke is an example. We will develop relationships with major Massive Open Online Courses (MOOC) developers, determine the conditions required to place MOOCs on a sustainable financial basis, and assess the institutional implications of offering MOOCs, particularly in relationship with the residential experience.

• The University will seek to expand, where appropriate, online resources for undergraduate degree completion programs, executive programs, and professional master’s degrees.
Driver #5: Develop a Sustainable Organizational Model for Academic Excellence and Affordable Access

RATIONALE: The University must steward its resources wisely to accomplish any of its goals.

REPRESENTATIVE INITIATIVES:

• The University will evaluate realistically the resource base that would be required to remain competitive with other leading institutions, while remaining accessibly affordable for students.

• The University will conduct a comprehensive review to identify major savings opportunities, catalog ongoing improvement initiatives, set goals, and frame a multiyear operational excellence strategy.
Driver #5: Develop a Sustainable Organizational Model for Academic Excellence and Affordable Access (cont’d)

• The University will streamline and reorganize its fundraising operations so that fundraising for initiatives that cut across schools, such as historic preservation and AccessUVA, receive proper support.

• The University will explore new sources of revenue, such as professional master’s programs that can support activities that are critical to the University’s academic mission. It will be a high priority to put the College of Arts & Sciences on a financially sustainable basis.

• The University will seek collaborative opportunities for shared services and shared academic programs with other colleges and universities, including community colleges, both in Virginia and elsewhere. The University will also seek internal opportunities for shared services and programs.
Principles For Implementation

We will ensure that our actions conform to our values. Every decision and strategic initiative should align with such fundamental University values as honor, integrity, responsibility, self-governance, and public service. If we succeed in rankings but fail to sustain our values, we will have failed to advance the University.

We will welcome opportunities to serve the Commonwealth. Starting with Top Jobs 21, we will take steps that advance economic development and quality of life in the Commonwealth.

We will pursue continuous improvement as the source of ongoing excellence. We will rethink how we undertake important processes that guide our operations to make them less episodic and to ensure that we learn from the experience. We commit to measuring our results to provide evidence of our progress.
Principles For Implementation

We will make collaboration an institutional hallmark. We will view collaboration not only as a technique to leverage our size to maximum advantage but also as a critical source of innovation. We will cross boundaries, real or perceived, to work together.

We will seek opportunities to enhance our global perspective and presence. To fulfill its aspirations, the University must operate on a global stage. The ability to place knowledge in its global, regional, and local context will define our graduates.

We will leverage technology for maximum gain. We will lead in applying technology to improve learning, advance knowledge, and make learning accessible to our citizens.

We will align budgeting with aspirations. As we implement a new activity-based budget model, we will create incentives for faculty collaborations, provide the right blend of central services, and empower deans and faculty to innovate while taking responsibility for controlling costs.
Examples of Three Drivers Not Chosen

1. Expand the graduate student population to build research capacity and output, i.e. the research footprint

2. Greatly expand the size of the student body by developing a wide range of online undergraduate programs.

3. Create a School of Public Health to further global concerns and provide an intellectual bridge between Medicine and other fields.
Questions and Comments?
Big Data: Implementation

Year 1: appoint a director to guide:
• Academic: plans for a Masters degree, an undergraduate Minor; develop curriculum and courses, plans for SCHEV approval, catalog and coordinate computational, ethics, statistics courses
• Collaboration of UVACSE, SHANTI, Quantitative Collaborative as service providers to faculty and students
• Data management plan led by Library, develop data visualization
• Strategy for cluster hires of new faculty across the University and pursue opportunities for new funding

Year 2:
• proposal to SCHEV, new courses launched, extant courses staffed with plans to grow
• Faculty and staff hiring coordination, new faculty bring new expertise and new courses

Year 3:
• New courses and degrees in place
• Faculty teams bring in new research funding, new postdocs and graduate students

Metrics: new curriculum, intellectual impact, new grant funding, national recognition of work
Total Advising: Implementation

Year 1: Appoint Associate provost to guide
• Collaboration of provost's office, schools, Student affairs, University Career Services, and the library to create enhanced student support and engagement in the Center for Undergraduate Excellence
• Academic plans: develop and expand academic student support services such as the writing center, the math center, and tutoring programs across the disciplines and plan the physical space (perhaps in Clemons)
• Planning: work with student groups to identify gaps
• put together team to identify how to increase undergraduate internship, research, and service opportunities

Year 2
• Hire director and additional staff for Center for Undergraduate Excellence and University Career Services
• Expand programming to support student success across the curriculum
• Develop innovative ways to supplement advising by working with the schools
• Increase the number of COLA (College Advising Seminars) and expand to other schools

Metrics: number of students involved in leadership, research, internships, and service opportunities; number of students in advising seminars; student surveys on advising; outcome based assessment on internships; longitudinal studies of employment and career development