## ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enrollment Growth</td>
<td>2, 4</td>
<td>Incremental: $5,307,000 $4,103,000 $7,736,000 $5,999,000</td>
<td>Incremental: $15,265,000 $4,367,000 $24,238,000 $7,256,000</td>
<td>Enrollment Growth</td>
<td>Enrollment Growth</td>
<td>Enrollment Growth</td>
</tr>
<tr>
<td>2</td>
<td>Faculty Recruitment and Retention (See Note A, Note B)</td>
<td>3</td>
<td>Incremental: $10,868,000</td>
<td>Incremental: $10,868,000</td>
<td>Faculty Recruitment and Retention</td>
<td>Faculty Recruitment and Retention</td>
<td>Faculty Recruitment and Retention</td>
</tr>
<tr>
<td>3</td>
<td>Staff Development (See Note B)</td>
<td>3</td>
<td>Incremental: $4,256,000 $2,618,000 $8,632,000 $5,310,000</td>
<td>Incremental: $4,256,000 $2,618,000 $8,632,000 $5,310,000</td>
<td>Staff Development</td>
<td>Staff Development</td>
<td>Staff Development</td>
</tr>
<tr>
<td>4</td>
<td>Faculty Start-Up Packages (See Note B)</td>
<td>2, 3, 4</td>
<td>Incremental: $22,318,000 $0 $36,573,000 $0</td>
<td>Incremental: $22,318,000 $0 $36,573,000 $0</td>
<td>Faculty Start-Up Packages</td>
<td>Faculty Start-Up Packages</td>
<td>Faculty Start-Up Packages</td>
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<tr>
<td>5</td>
<td>Affordable Excellence: Undergraduate Student Financial Aid (AccessUVa)</td>
<td>1, 2</td>
<td>Incremental: $11,318,000 $0 $21,573,000 $0</td>
<td>Incremental: see below see below see below see below</td>
<td>Affordable Excellence: Undergraduate Student Financial Aid (AccessUVa)</td>
<td>Affordable Excellence: Undergraduate Student Financial Aid (AccessUVa)</td>
<td>Affordable Excellence: Undergraduate Student Financial Aid (AccessUVa)</td>
</tr>
<tr>
<td>6</td>
<td>Student Success: Total Advising</td>
<td>2, 3, 4</td>
<td>Incremental: $0 $0 $0 $0</td>
<td>Incremental: $0 $0 $0 $0</td>
<td>Student Success: Total Advising</td>
<td>Student Success: Total Advising</td>
<td>Student Success: Total Advising</td>
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<tr>
<td>7</td>
<td>Research &amp; Economic Development: Pan-University Research Priorities (See Note B)</td>
<td>3, 4</td>
<td>Incremental: $2,152,500 $0 $4,411,000 $0</td>
<td>Incremental: $2,152,500 $0 $4,411,000 $0</td>
<td>Research &amp; Economic Development: Pan-University Research Priorities</td>
<td>Research &amp; Economic Development: Pan-University Research Priorities</td>
<td>Research &amp; Economic Development: Pan-University Research Priorities</td>
</tr>
<tr>
<td>8</td>
<td>Research &amp; Economic Development: Medical Translational Research</td>
<td>4</td>
<td>Incremental: $3,000,000 $0 $3,000,000 $0</td>
<td>Incremental: $3,000,000 $0 $3,000,000 $0</td>
<td>Research &amp; Economic Development: Medical Translational Research</td>
<td>Research &amp; Economic Development: Medical Translational Research</td>
<td>Research &amp; Economic Development: Medical Translational Research</td>
</tr>
<tr>
<td>9</td>
<td>Research &amp; Economic Development: Innovation Ecosystem</td>
<td>3, 4</td>
<td>Incremental: $0 $0 $0 $0</td>
<td>Incremental: $0 $0 $0 $0</td>
<td>Research &amp; Economic Development: Innovation Ecosystem</td>
<td>Research &amp; Economic Development: Innovation Ecosystem</td>
<td>Research &amp; Economic Development: Innovation Ecosystem</td>
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<tr>
<td>10</td>
<td>Quality Enhancement: Self-Supporting Programs</td>
<td>4</td>
<td>Incremental: $1,804,000 $1,804,000 $4,511,000 $4,511,000</td>
<td>Incremental: $1,804,000 $1,804,000 $4,511,000 $4,511,000</td>
<td>Quality Enhancement: Self-Supporting Programs</td>
<td>Quality Enhancement: Self-Supporting Programs</td>
<td>Quality Enhancement: Self-Supporting Programs</td>
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<tr>
<td>11</td>
<td>Student Success: High-Impact Educational Experiences (see Note B)</td>
<td>3</td>
<td>Incremental: $251,000 $0 $299,000 $0</td>
<td>Incremental: $251,000 $0 $299,000 $0</td>
<td>Student Success: Student-Faculty Engagement</td>
<td>Student Success: Student-Faculty Engagement</td>
<td>Student Success: Student-Faculty Engagement</td>
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### ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)

#### Biennium 2016-2018 (7/1/16-6/30/18)

<table>
<thead>
<tr>
<th>Strategies (Short Title)</th>
<th>SSP Goal</th>
<th>Cost: Incremental, Savings, Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2016-2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Amount</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incremental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocation</td>
</tr>
<tr>
<td>Institutional Collaboration: The Virginia Community College System (VCCS)</td>
<td>1, 2, 3, 4</td>
<td>Incremental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocation</td>
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</table>

#### Biennium 2018-2020 (7/1/18-6/30/20)

<table>
<thead>
<tr>
<th>Strategies (Short Title)</th>
<th>SSP Goal</th>
<th>Cost: Incremental, Savings, Reallocation</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>2017-2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Amount</td>
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<tr>
<td></td>
<td></td>
<td>Incremental</td>
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<tr>
<td></td>
<td></td>
<td>Savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocation</td>
</tr>
<tr>
<td>Institutional Collaboration: The Virginia Community College System (VCCS)</td>
<td>1, 2, 3, 4</td>
<td>Incremental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocation</td>
</tr>
</tbody>
</table>

#### Biennium 2020-2022 (7/1/20-6/30/22)

<table>
<thead>
<tr>
<th>Strategies (Short Title)</th>
<th>SSP Goal</th>
<th>Cost: Incremental, Savings, Reallocation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>2020-2022</td>
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<td>Incremental</td>
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<td></td>
<td></td>
<td>Savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocation</td>
</tr>
<tr>
<td>Institutional Collaboration: The Virginia Community College System (VCCS)</td>
<td>1, 2, 3, 4</td>
<td>Incremental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocation</td>
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</tbody>
</table>

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### Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need

#### Biennium 2016-2018 (Assuming No Additional General Fund)

<table>
<thead>
<tr>
<th>Items</th>
<th>2016-2017 Total Amount</th>
<th>Amount From Tuition Revenue</th>
<th>2017-2018 Total Amount</th>
<th>Amount From Tuition Revenue</th>
<th>2015-16 Total Amount</th>
<th>Amount From Tuition Revenue (See Note C)</th>
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</thead>
<tbody>
<tr>
<td>Increase T&amp;R Faculty Salaries</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>T&amp;R Faculty Salary Increase Rate</td>
<td>4.75%</td>
<td>4.75%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>4.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Increase Admin. Faculty Salaries</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$743,000</td>
<td>$445,800</td>
</tr>
<tr>
<td>Admin. Faculty Salary Increase Rate</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>2.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Increase Classified Staff Salaries</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$2,146,000</td>
<td>$1,287,600</td>
</tr>
<tr>
<td>Classified Salary Increase Rate</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>2%+Compression Adjustment</td>
<td>0.00%</td>
</tr>
<tr>
<td>Increase University Staff Salaries</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$2,043,000</td>
<td>$1,225,800</td>
</tr>
<tr>
<td>University Staff Salary Increase Rate</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>2.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Increase Number of Full-Time T&amp;R Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Increase Number of Full-Time T&amp;R Faculty</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>2.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Increase Number of Full-Time Admin. Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Increase Number of Full-Time Admin. Faculty</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>2.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Increase Number of Part-Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Increase Number of Part-Time Faculty</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>3.00%</td>
<td>2.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

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**Note:** The financial plan details are provided in the table format, including incremental costs and savings for various strategies related to the Virginia Community College System and the University Community. The plan outlines financial needs and budget strategies for the three biennia of the six-year period, with specific emphasis on academic and support services. The plan also includes details on the increase in salaries for university staff and faculty, considering the increase in tuition and revenue. The financial plan is crucial for ensuring that the university can sustain its educational and general programs effectively.
## ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)

### Biennium 2016-2018 (7/1/16-6/30/18)

<table>
<thead>
<tr>
<th>Strategies (Short Title)</th>
<th>SSP Goal</th>
<th>Cost: Incremental, Savings, Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td>Total Amount</td>
<td>Amount From Tuition Revenue</td>
</tr>
<tr>
<td>Increase Number of Classified Staff ($)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Increase Number of Classified Staff (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Increase Number of University Staff ($)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Increase Number of University Staff (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Enhancement ($)</td>
<td>$1,300,000</td>
<td>$1,300,000</td>
</tr>
<tr>
<td>Library Enhancement (FTE)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Technology Enhancement ($)</td>
<td>$1,850,000</td>
<td>$0</td>
</tr>
<tr>
<td>Technology Enhancement (FTE)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>O&amp;M for New Facilities ($)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>O&amp;M for New Facilities (FTE)</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Utility Cost Increase</td>
<td>$1,267,000</td>
<td>$1,267,000</td>
</tr>
<tr>
<td>NGF share of state authorized salary increase/bonus</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Fringe/health insurance benefits increase</td>
<td>$4,630,000</td>
<td>$2,778,000</td>
</tr>
<tr>
<td>VRS increase</td>
<td>$500,000</td>
<td>$300,000</td>
</tr>
<tr>
<td>Additional In-State Student Financial Aid From Tuition Revenue</td>
<td>$2,328,000</td>
<td>$2,328,000</td>
</tr>
<tr>
<td>Others (Specify, insert lines below)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Additional Funding Need</strong></td>
<td><strong>$66,346,500</strong></td>
<td><strong>$23,665,000</strong></td>
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</tbody>
</table>

### SCHEV Notes

1. Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
2. If planned, enter the cost of any institution-wide increase.
3. Enter planned annual faculty salary increase rate. Any salary increase entered here will be counted when calculating the gap to reach the 60th percentile in the future.
4. Enter number of FTE change over the FY2016 level in appropriate columns.

### UVa Notes

- Note A: Faculty Recruitment and Retention includes salary increases for existing faculty and estimated costs of generational turnover (i.e., new faculty)
- Note B: Amounts listed as "Reallocation" are funded, in-whole or in-part, from private sources.
- Note C: Dollar amounts reflect estimated portion of state-authorized salary increases funded from tuition. Percentage reflects increase above state-authorized 2% increase (2.5% for T&R faculty to be funded from reallocated funds).
- Note D: Classified staff increase for FY2015-16 includes 2% base pay increase and compression adjustment ($1.34 million).

**University of Virginia**

**Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates**

<table>
<thead>
<tr>
<th>Items</th>
<th>2014-2015 (Estimated)</th>
<th>2015-2016 (Estimated)</th>
<th>2016-2017 (Planned)</th>
<th>2017-2018 (Planned)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Charge</td>
<td>Total Revenue</td>
<td>Student Charge</td>
<td>Total Revenue</td>
</tr>
<tr>
<td>E&amp;G Programs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Undergraduate, In-State</td>
<td>$16,932</td>
<td>$122,134,315</td>
<td>$11,577</td>
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</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$40,118</td>
<td>$196,871,260</td>
<td>$41,643</td>
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</tr>
<tr>
<td>Graduate, In-State</td>
<td>$14,692</td>
<td>$32,531,222</td>
<td>$15,847</td>
<td>3.5%</td>
</tr>
<tr>
<td>Graduate, Out-of-State</td>
<td>$24,698</td>
<td>$70,193,933</td>
<td>$25,425</td>
<td>2.9%</td>
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<tr>
<td>Law, In-State</td>
<td>$49,694</td>
<td>$13,968,392</td>
<td>$51,839</td>
<td>4.3%</td>
</tr>
<tr>
<td>Law, Out-of-State</td>
<td>$52,694</td>
<td>$38,823,760</td>
<td>$54,839</td>
<td>4.1%</td>
</tr>
<tr>
<td>Medicine, In-State</td>
<td>$43,416</td>
<td>$15,381,917</td>
<td>$44,330</td>
<td>2.0%</td>
</tr>
<tr>
<td>Medicine, Out-of-State</td>
<td>$54,024</td>
<td>$17,569,856</td>
<td>$55,089</td>
<td>2.0%</td>
</tr>
<tr>
<td>Dentistry, In-State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Dentistry, Out-of-State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>PharmD, In-State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>PharmD, Out-of-State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Veterinary Medicine, In-State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Veterinary Medicine, Out-of-State</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
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<tr>
<td>Other NGF</td>
<td>$34,932,000</td>
<td>$36,303,000</td>
<td>$37,210,575</td>
<td>$38,140,839</td>
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<tr>
<td>Total E&amp;G Revenue - Gross</td>
<td>$542,406,655</td>
<td>$572,164,733</td>
<td>$596,197,057</td>
<td>$621,201,671</td>
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<tr>
<td>Total E&amp;G Revenue - Net of Financial Aid</td>
<td>$450,857,667</td>
<td>$469,799,638</td>
<td>$488,126,456</td>
<td>$507,083,082</td>
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<tr>
<td>E&amp;G Revenue Used for Faculty Salary Increases</td>
<td>$3,041,343</td>
<td>$6,707,343</td>
<td>$11,074,343</td>
<td>$13,963,343</td>
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<tr>
<td>Average T&amp;R Faculty Salary Increase Rate</td>
<td>4.75%</td>
<td>4.50%</td>
<td>4.75%</td>
<td>3.00%</td>
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</table>

**Student Financial Aid (Program 108)**

<table>
<thead>
<tr>
<th>Items</th>
<th>2014-2015 (Estimated)</th>
<th>2015-2016 (Estimated)</th>
<th>2016-2017 (Planned)</th>
<th>2017-2018 (Planned)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Charge</td>
<td>Total Revenue</td>
<td>Student Charge</td>
<td>Total Revenue</td>
</tr>
<tr>
<td>Undergraduate, In-State</td>
<td>$12,998</td>
<td>$13,698</td>
<td>5.4%</td>
<td>$14,594</td>
</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$42,184</td>
<td>$43,764</td>
<td>3.7%</td>
<td>$45,262</td>
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<tr>
<td>Graduate, In-State</td>
<td>$16,756</td>
<td>$17,432</td>
<td>4.0%</td>
<td>$18,630</td>
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<tr>
<td>Graduate, Out-of-State</td>
<td>$26,764</td>
<td>$27,546</td>
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<td>$28,489</td>
</tr>
<tr>
<td>Law, In-State</td>
<td>$51,760</td>
<td>$53,960</td>
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<tr>
<td>Law, Out-of-State</td>
<td>$54,760</td>
<td>$56,960</td>
<td>4.0%</td>
<td>$58,932</td>
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<tr>
<td>Medicine, In-State</td>
<td>$45,482</td>
<td>$46,404</td>
<td>2.0%</td>
<td>$47,343</td>
</tr>
<tr>
<td>Medicine, Out-of-State</td>
<td>$56,090</td>
<td>$57,210</td>
<td>2.0%</td>
<td>$59,542</td>
</tr>
<tr>
<td>Dentistry, In-State</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Dentistry, Out-of-State</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>PharmD, In-State</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>PharmD, Out-of-State</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Veterinary Medicine, In-State</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Veterinary Medicine, Out-of-State</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Total Auxiliary Revenue (ALL including room and board)</td>
<td>$124,864,000</td>
<td>$127,475,777</td>
<td>$131,976,353</td>
<td>$137,025,761</td>
</tr>
<tr>
<td>Total Tuition and Fees</td>
<td>$542,406,655</td>
<td>$572,164,733</td>
<td>$596,197,057</td>
<td>$621,201,671</td>
</tr>
</tbody>
</table>

**Last Revised: 9/3/15**
### Allocation of Tuition Revenue Used for Student Financial Aid

#### 2013-14 (Actual)

<table>
<thead>
<tr>
<th>T&amp;F Used for Financial Aid</th>
<th>Gross Tuition Revenue</th>
<th>Tuition Revenue for Financial Aid (Program 108)</th>
<th>% Revenue for Financial Aid</th>
<th>Distribution of Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, In-State</td>
<td>$109,816,710</td>
<td>$14,770,521</td>
<td>13.5%</td>
<td>$14,770,521</td>
</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$178,964,567</td>
<td>$27,592,432</td>
<td>15.6%</td>
<td>$27,592,432</td>
</tr>
<tr>
<td>Graduate, In-State</td>
<td>$52,921,633</td>
<td>$5,495,431</td>
<td>10.3%</td>
<td>$5,495,431</td>
</tr>
<tr>
<td>Graduate, Out-of-State</td>
<td>$63,722,724</td>
<td>$26,731,921</td>
<td>40.2%</td>
<td>$26,731,921</td>
</tr>
<tr>
<td>First Professional, In-State</td>
<td>$30,347,982</td>
<td>$1,763,630</td>
<td>5.8%</td>
<td>$1,763,630</td>
</tr>
<tr>
<td>First Professional, Out-of-State</td>
<td>$36,177,340</td>
<td>$4,876,551</td>
<td>8.3%</td>
<td>$4,876,551</td>
</tr>
<tr>
<td>Total</td>
<td>$465,650,951</td>
<td>$81,030,486</td>
<td>17.4%</td>
<td>$81,030,486</td>
</tr>
<tr>
<td>In-State Sub-Total</td>
<td>$170,786,330</td>
<td>$22,029,582</td>
<td>12.9%</td>
<td>$22,029,582</td>
</tr>
</tbody>
</table>

#### 2014-15 (Estimated)

<table>
<thead>
<tr>
<th>T&amp;F Used for Financial Aid</th>
<th>Gross Tuition Revenue</th>
<th>Tuition Revenue for Financial Aid (Program 108)</th>
<th>% Revenue for Financial Aid</th>
<th>Distribution of Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, In-State</td>
<td>$122,134,315</td>
<td>$16,452,360</td>
<td>13.5%</td>
<td>$16,452,360</td>
</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$196,871,260</td>
<td>$31,272,687</td>
<td>15.9%</td>
<td>$31,272,687</td>
</tr>
<tr>
<td>Graduate, In-State</td>
<td>$32,531,222</td>
<td>$5,789,150</td>
<td>17.8%</td>
<td>$5,789,150</td>
</tr>
<tr>
<td>Graduate, Out-of-State</td>
<td>$70,193,933</td>
<td>$30,341,359</td>
<td>43.2%</td>
<td>$30,341,359</td>
</tr>
<tr>
<td>First Professional, In-State</td>
<td>$29,350,309</td>
<td>$1,872,752</td>
<td>6.4%</td>
<td>$1,872,752</td>
</tr>
<tr>
<td>First Professional, Out-of-State</td>
<td>$56,393,616</td>
<td>$5,820,780</td>
<td>10.3%</td>
<td>$5,820,780</td>
</tr>
<tr>
<td>Total</td>
<td>$507,474,655</td>
<td>$91,549,088</td>
<td>18.0%</td>
<td>$91,549,088</td>
</tr>
<tr>
<td>Total from Finance-T&amp;F worksheet</td>
<td>$542,406,655</td>
<td>$91,549,088</td>
<td>16.9%</td>
<td></td>
</tr>
</tbody>
</table>

#### 2015-16 (Planned)

<table>
<thead>
<tr>
<th>T&amp;F Used for Financial Aid</th>
<th>Gross Tuition Revenue</th>
<th>Tuition Revenue for Financial Aid (Program 108)</th>
<th>% Revenue for Financial Aid</th>
<th>Distribution of Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, In-State</td>
<td>$130,762,991</td>
<td>$25,021,316</td>
<td>19.1%</td>
<td>$25,021,316</td>
</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$207,287,898</td>
<td>$31,813,773</td>
<td>15.3%</td>
<td>$31,813,773</td>
</tr>
<tr>
<td>Graduate, In-State</td>
<td>$35,198,622</td>
<td>$5,989,013</td>
<td>17.0%</td>
<td>$5,989,013</td>
</tr>
<tr>
<td>Graduate, Out-of-State</td>
<td>$75,985,868</td>
<td>$31,388,854</td>
<td>41.3%</td>
<td>$31,388,854</td>
</tr>
<tr>
<td>First Professional, In-State</td>
<td>$29,048,650</td>
<td>$1,937,406</td>
<td>6.7%</td>
<td>$1,937,406</td>
</tr>
<tr>
<td>First Professional, Out-of-State</td>
<td>$57,577,704</td>
<td>$6,021,735</td>
<td>10.5%</td>
<td>$6,021,735</td>
</tr>
<tr>
<td>Total</td>
<td>$535,861,733</td>
<td>$102,172,097</td>
<td>19.1%</td>
<td>$102,172,097</td>
</tr>
<tr>
<td>Total from Finance-T&amp;F worksheet</td>
<td>$572,164,733</td>
<td>$102,172,097</td>
<td>17.9%</td>
<td></td>
</tr>
<tr>
<td>In-State Sub-Total</td>
<td>$195,010,263</td>
<td>$32,947,735</td>
<td>16.9%</td>
<td>$32,947,735</td>
</tr>
<tr>
<td>Additional In-State</td>
<td>$10,994,417</td>
<td>$8,833,473</td>
<td>80.3%</td>
<td>$8,833,473</td>
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</tbody>
</table>

#### 2016-17 (Planned)

<table>
<thead>
<tr>
<th>T&amp;F Used for Financial Aid</th>
<th>Gross Tuition Revenue</th>
<th>Tuition Revenue for Financial Aid (Program 108)</th>
<th>% Revenue for Financial Aid</th>
<th>Distribution of Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, In-State</td>
<td>$140,288,968</td>
<td>$27,287,005</td>
<td>19.5%</td>
<td>$27,287,005</td>
</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$214,484,733</td>
<td>$33,979,181</td>
<td>15.8%</td>
<td>$33,979,181</td>
</tr>
<tr>
<td>Graduate, In-State</td>
<td>$36,430,574</td>
<td>$6,198,628</td>
<td>17.0%</td>
<td>$6,198,628</td>
</tr>
<tr>
<td>Graduate, Out-of-State</td>
<td>$78,645,374</td>
<td>$3,247,464</td>
<td>41.3%</td>
<td>$3,247,464</td>
</tr>
<tr>
<td>First Professional, In-State</td>
<td>$29,833,426</td>
<td>$1,976,154</td>
<td>6.6%</td>
<td>$1,976,154</td>
</tr>
<tr>
<td>First Professional, Out-of-State</td>
<td>$59,303,408</td>
<td>$6,142,169</td>
<td>10.4%</td>
<td>$6,142,169</td>
</tr>
<tr>
<td>Total</td>
<td>$558,986,482</td>
<td>$108,070,601</td>
<td>19.3%</td>
<td>$108,070,601</td>
</tr>
<tr>
<td>Total from Finance-T&amp;F worksheet</td>
<td>$596,197,057</td>
<td>$108,070,601</td>
<td>18.1%</td>
<td></td>
</tr>
<tr>
<td>In-State Sub-Total</td>
<td>$206,552,968</td>
<td>$35,461,787</td>
<td>17.2%</td>
<td>$35,461,787</td>
</tr>
<tr>
<td>Additional In-State</td>
<td>$11,542,705</td>
<td>$2,514,052</td>
<td>22.8%</td>
<td>$2,514,052</td>
</tr>
</tbody>
</table>

#### 2017-18 (Planned)

<table>
<thead>
<tr>
<th>T&amp;F Used for Financial Aid</th>
<th>Gross Tuition Revenue</th>
<th>Tuition Revenue for Financial Aid (Program 108)</th>
<th>% Revenue for Financial Aid</th>
<th>Distribution of Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, In-State</td>
<td>$150,303,845</td>
<td>$30,531,653</td>
<td>20.3%</td>
<td>$30,531,653</td>
</tr>
<tr>
<td>Undergraduate, Out-of-State</td>
<td>$221,928,630</td>
<td>$33,144,366</td>
<td>15.0%</td>
<td>$33,144,366</td>
</tr>
<tr>
<td>Graduate, In-State</td>
<td>$37,705,043</td>
<td>$6,145,560</td>
<td>17.0%</td>
<td>$6,145,560</td>
</tr>
<tr>
<td>Graduate, Out-of-State</td>
<td>$78,645,374</td>
<td>$3,247,464</td>
<td>41.3%</td>
<td>$3,247,464</td>
</tr>
<tr>
<td>First Professional, In-State</td>
<td>$29,350,309</td>
<td>$2,045,320</td>
<td>6.9%</td>
<td>$2,045,320</td>
</tr>
<tr>
<td>First Professional, Out-of-State</td>
<td>$58,083,722</td>
<td>$3,357,145</td>
<td>5.9%</td>
<td>$3,357,145</td>
</tr>
<tr>
<td>Total</td>
<td>$583,060,832</td>
<td>$114,118,589</td>
<td>19.6%</td>
<td>$114,118,589</td>
</tr>
<tr>
<td>Total from Finance-T&amp;F worksheet</td>
<td>$621,201,671</td>
<td>$114,118,589</td>
<td>18.4%</td>
<td></td>
</tr>
<tr>
<td>In-State Sub-Total</td>
<td>$218,650,519</td>
<td>$38,992,553</td>
<td>17.8%</td>
<td>$38,992,553</td>
</tr>
<tr>
<td>Additional In-State</td>
<td>$12,097,551</td>
<td>$3,530,766</td>
<td>29.2%</td>
<td>$3,530,766</td>
</tr>
<tr>
<td>Additional In-State from Financial Plan</td>
<td>$2,328,000</td>
<td>$2,328,000</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
University of Virginia
INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23-4.4 (B) of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of funds from persons or nongovernmental entities to support IP research are captured by the worksheet. Information is sought on research that yields IP regardless of the project’s intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

Special Note: The information requested below pertains to the institution as well as any affiliated entity.

<table>
<thead>
<tr>
<th>FY 2014-2015</th>
<th>Principal Place of Business in VA</th>
<th>Principal Place of Business outside VA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assignments of intellectual property interests to persons or nongovernmental entities</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>Value of funds from persons or nongovernmental entities to support intellectual property research</td>
<td>$6,430,745</td>
<td>$61,614,778</td>
</tr>
<tr>
<td>Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patent Type - Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patent Type - Plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patent Type - Utility</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Definitions

Assignment: A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

Design Patent: A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

Intellectual Property: Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

Nongovernmental Entities: An entity not associated with any federal, national or local government.

Patent: A property right granted by the Government of the United States of America to an inventor “to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States” for a limited time in exchange for public disclosure of the invention when the patent is granted.

Plant Patent: A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

Sponsored Research: Research that is supported and compensated by a sponsoring agency.

Utility Patent: A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

Value of Funds: Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.
A. Institutional Mission

The University of Virginia’s mission is reflected in its Mission Statement that was revised in 2013. SCHEV approved the mission statement on January 24, 2014, to be effective 30 days following adjournment of the 2014 General Assembly.

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.
B. 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 worked to align various planning efforts into a multi-year planning process that will be updated regularly. The 16 key strategies/priorities outlined in the Six-Year Plan align directly with the University’s Cornerstone Plan and multi-year financial plan; advance the priorities of the Commonwealth, primarily the objectives of the Virginia Higher Education Opportunity Act and the goals and strategies of the Statewide Strategic Plan; 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 200 in 2016-17 (over 2015-16) and 88 in 2017-18 (over 2016-17) for a total growth of 288 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 159 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 PILLS: 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. 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. Total incremental costs assume no state-authorized salary increase for classified staff since instructions direct institutions to assume no incremental general funds. 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.
- 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 Essentials — Program designed to give new managers the basic knowledge, skills, and abilities needed to succeed at U.Va.
- Leadership Strategies — Explores a variety of topical issues relating to both the mission of the University and the leadership competence of its managers.
- 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.
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 in over the 2016-18 biennium. The projected payouts are $32.87 in FY2016-17 and $47.12 in FY2017-18. Start-up packages are normally paid out over three years.

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.

In 2014-15, the University’s Board of Visitors charged a subcommittee to recommend strategies to further improve affordability and predictability for Virginians with financial need. As a result, in March 2015, the Board of Visitors approved a plan that will reduce the maximum need-based indebtedness for Virginians by $10,000: maximum loans will decrease from $14,000 to $4,000 for low-income Virginians and from $28,000 to $18,000 for all other Virginians who demonstrate financial need. In addition, the University will offer to Virginia students who enroll in Fall 2015 or later, the option of a four-year, fixed-price base tuition at a reasonable premium. In the initial offering 170 students have selected the guaranteed option.
Section C includes additional information on the structure of AccessUVa and how aid is distributed to families of different income levels.

*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.
- Continuing development of a total advising center designed to enhance student access to and awareness of academically-related curricular and co-curricular interests.
- Expanding support to assist students in securing national and international scholarships and fellowships.
- 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;
  - 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 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.
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.

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 support for undergraduate research opportunities.

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 21 degree programs that meet the distance education definition of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In 36 of these 40 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 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 through a course-sharing initiative using Cisco TelePresence technology. Expansion of the partnership to Vanderbilt University in fall 2015.
- Developing new online certificate programs (such as federal acquisition) and 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.
- 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.
• Continuing implementation of the RN to BSN distance learning initiative with Germanna Community College (GCC).

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 $20.4 million and for FY2017-18 are $21.6 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:
• Begin year one implementation of redesigned high-performing and efficient human resources service model across the enterprise, including academic division and medical center, to advance the University’s goals and aspirations.
• Consolidate servers and data centers for more efficient maintenance, higher quality services, cost-savings, and increased data security.
• Consolidate email systems to reduce infrastructure costs and enable faculty and staff to engage and communicate more efficiently, a savings of time and effort.
• Complete voice over IP deployment of 26,000 phone lines across the Medical Center and Academic Division.
• Implementation of 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.
• Restructure gift processing to consolidate operations, resulting in expedited, timely and accurate gift recording and receipting.
• Develop and implement a formal administrative review program 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 phase of research administration technology support, including an on-line proposal form and budget tool to manage expenditures. Implement other identified research administration improvements.
• Continue strategic sourcing of additional commodities and services (e.g., in-bound freight, promotional products, lab supplies, computer hardware and peripherals).
• Implement an institutional-wide scholarship management system to reduce redundancies in process and enhance tracking.
• 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.
• Continue to improve space optimization in both owned and leased space

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 (approximately 800 staff are eligible).
• 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.
• Reduction in administrative staff in some areas as a result of discontinuing activities or redistribution of work among staff.

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.
• 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 regional centers of excellence for advanced manufacturing workforce training, U.Va.’s Cancer Center Without Walls program, town planning assistance, creating new economic development opportunities related to the Clinch River, 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 will continue to implement the Veterans Access, Choice and Accountability Act of 2014 (“Choice Act”). At this time, the costs associated with implementation are not known.

STATE GOALS: 2, 3, 4
TJ21 OBJECTIVES: E1, E2, E3, E6, E7, E10, E13
CORNERSTONE PLAN PILLARS: 1, 3, 5
C. Financial Aid

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.

In 2014-15, the University’s Board of Visitors charged a subcommittee to recommend strategies to further improve affordability and predictability for Virginians with financial need. As a result, in March 2015, the Board of Visitors approved a plan that will reduce the maximum need-based indebtedness for Virginians by $10,000: maximum loans will decrease from $14,000 to $4,000 for low-income Virginians and from $28,000 to $18,000 for all other Virginians who demonstrate financial need. In addition, the University will offer to Virginia students who enroll in Fall 2015 or later, the option of a four-year, fixed-price base tuition at a reasonable premium. In the initial offering 170 students have selected the guaranteed option.

The following table highlights examples of how aid will be awarded to students in Fall 2016 through the AccessUVa program to students from families of different income levels (low = less than 200 percent of federal poverty guidelines; all others = greater than 200 percent of federal poverty guidelines):

<table>
<thead>
<tr>
<th>In-State Total Cost of Attendance</th>
<th>Low Income Family Income &lt; $47k 200% of Poverty or Less Example Income: $0k</th>
<th>Other Students with Need Family Income &gt; $47k 200% of Poverty or Greater Example Income: $70k</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Family Contribution</td>
<td>$1,600</td>
<td>$13,600</td>
</tr>
<tr>
<td>Subsidized Loans</td>
<td>$1,000</td>
<td>$3,500</td>
</tr>
<tr>
<td>Work Study</td>
<td>$3,000</td>
<td>$0</td>
</tr>
<tr>
<td>Grants (state, federal, private sources)</td>
<td>$17,175</td>
<td>$0</td>
</tr>
<tr>
<td>Grants from tuition</td>
<td>$6,157</td>
<td>$11,832</td>
</tr>
<tr>
<td>Unmet Need</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

1 Subsidized loans for students with need from families with income greater than $47,000 range from $3,500 to $5,000 based on year and cap at $18,000 over four years.
2 Fund sources: Federal Pell Grant, $5,775; Federal Supplemental Educational Opportunity Grant (SEOG), $600; Virginia Guaranteed Assistance Program (VGAP), $10,800.

University of Virginia
October 1, 2015
The following chart shows the various sources of funding that comprise the AccessUVa budget, which reached approximately $105.5 million in 2014-15. Institutional grants comprise approximately $47 million of the budget and are taken from unrestricted institutional funds. The remainder of the funding comes from state, federal, and private funds, as well as athletics grants-in-aid.
D. Evaluation of Previous Six-Year Plan

Priority 1 – Enrollment Growth
The previous plan called for undergraduate enrollment growth of 256 in 2014-15 (over 2013-14). Due to an unexpectedly high yield rate for the first-year entering class in fall 2014 and slightly higher than normal retention rates, the actual growth was 512. The previous plan also called for additional growth of 280 undergraduates in fall 2015. The current plan calls for an additional 200 undergraduate students in fall 2015, on top of the growth of 512 the previous year. So the University’s current undergraduate enrollment growth plan, originally scheduled to reach completion in 2018-19, will be fulfilled one year early (in 2017-18).

For graduate and first-professional students, the improving economy has kept more students in the workforce and had a somewhat negative effect on our plans for very modest growth. The previous plan called for growth of 199 students in the 2014-16 biennium. Fall 2014 resulted in growth of only 36 such students and little growth is expected in fall 2015.

Priority 2 – Faculty Compensation
Beginning in 2013-14, the University began increasing faculty compensation in alignment with the Board of Visitors-approved four-year plan to address faculty salary competitiveness with the goal of being ranked at the 20th position among its Association of American University (AAU) peers. Average salary increases of 4.75% were awarded in both 2013-14 and 2014-15. Consequently, the University’s average faculty salary ranking increased from 32nd to 27th in 2013-2014. In 2014-2015, the University’s average faculty salary rank fell slightly to 28th and is $6,500 below the 20th ranked institution. The Board has asked the administration to re-examine how to achieve this goal in a timely manner.

Priority 3 – Staff Compensation
The University has an overall goal for staff salaries of reaching the median paid by our peer group (a combination of AAU institutions as well as private sector organizations). Classified staff are bound by state-authorized salary increases while the Board of Visitors has greater flexibility with regard to University staff salaries. In 2014-15 we distributed a three percent merit-based salary pool to University staff. U.Va.’s University staff salaries currently lag the median by 7% (classified staff are at 99% of the median). In 2015-16, the operating budget includes the two percent across-the-board salary increase for classified staff who “meet expectations” and the $65 per year of service compression adjustment. The budget includes an average two percent salary increase for University staff that will be awarded based on merit. As of June 2015 the University’s staff is 70 percent University staff and 30 percent classified staff.

Priority 4 – Faculty Start-Up Packages
The University is implementing its plan to provide sufficient start-up packages and space to accommodate new STEM-H faculty associated with enrollment growth and retirement turnover. 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. In March of 2015, the Board of Visitors approved a multi-year financial plan as part of the Affordable Excellence model that relies on a number of fund sources (e.g. state, private, F&A, Equipment Trust Fund) to address the cost of faculty start-up packages. In addition, the University is utilizing the $4 million general fund appropriation received in 2014 to renovate eleven labs in the College of Arts and Sciences, School of Engineering and Applied Science, and the School of Medicine.

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

In 2014-15, the University’s Board of Visitors charged a subcommittee to recommend strategies to further improve affordability and predictability for Virginians with financial need. As a result, in March 2015, the Board of Visitors approved a plan that will reduce the maximum need-based indebtedness for Virginians by $10,000 over four years: from $14,000 to $4,000 for low-income Virginians and from $28,000 to $18,000 for all other Virginians who demonstrate financial need. In order to fund the additional grant aid required to reduce indebtedness the University raised 2015-16 tuition for entering undergraduate Virginians by $1,000 above the base tuition level. The plan calls for another increase of $1,000 for those Virginian students entering in the Fall of 2016. The plan will be fully implemented with all in-state students paying the same tuition rate after five years. The University has a goal to raise $1 billion in endowment for need-based financial aid which would fully fund the amount of grants funded by tuition today.

In addition, the University will offer to Virginia students who enroll in Fall 2015 or later, the option of a four-year, fixed-price base tuition at a reasonable premium. The price for students entering in the Fall of 2015 is $12,950. We have received applications from 162 students who selected the guaranteed option.

**Priority 6 – Student Success: Total Advising**

The University has retained BrightSpot, a consultancy that specializes in creating “strategies for spaces, services, organizations, and experiences.” BrightSpot is assisting the University with needs assessment to develop a total advising center in Clemons Library (renovation scheduled to begin in fall 2016). By working with the University’s undergraduate schools and students, the University has identified the following characteristics of total advising and the services provided in a total advising center:

- Consist of a blend of physical and digital resources and services.
- Both direct students to resources and actively help students address their needs and make informed decisions.
- Integrate across advising services to create connections, establish a network of advising services and providers, and increase convenience.
- Advisors will act as guides, helping students interact with services and make choices throughout their time at the University.
- Be flexible to support a variety of activities and needs, and provide students with choices in how they would like to receive support.
• Engage and empower students to design and follow their paths.

In fall 2013, the University completed a comprehensive review of undergraduate career services to better meet the career development needs of students. As part of its strategic plan, the University has focused on implementing the recommendations emerging from this review. Recent accomplishments include:
• Development of “career communities” focused on building networks between students and University alumni.
• Launching biannual “Fourth-Year Career Summit,” an intensive two-day program focused on career development and providing students with the skills to conduct a successful employment search.
• Launching Virginia Alumni Mentoring, a program that connects third-year students with alumni who have volunteered to provide insights about the process of choosing and starting a career in a specific field.
• Offering coursework focused on connecting the liberal arts with the world of work.

The University continues to support the expansion of College Advising Seminars (COLAs). COLAs are one-credit, graded seminars open to first-year students in the College of Arts and Sciences. Approximately 80 percent of course content is academic in nature with 20 percent of course content devoted to group advising. COLA instructors continue to serve as a student’s advisor until the selection of a major.
• The University increased COLA sections from 45 to more than 60 in 2014-15, with 83 planned for 2015-16.
• University Career Services (UCS) participated in 40 of these COLAs.
• The School of Engineering and Applied Science (SEAS) piloted a COLA-like course and plans to expand such offerings in subsequent academic years.

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) bioscience and engineering; (2) computational systems science and modeling (Data Science and Automata Computing); (3) environment, sustainability and resilience; and (4) energy systems prototyping, research, innovation and technology (ESPRIT). 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.

Bioscience
• Developing new interdisciplinary, cross-Grounds Neuro and Cognitive Science collaborative effort.
• Appointed new faculty leadership to oversee initiative.
• Organized meetings of faculty interested in cognitive science where threads have emerged.
• Youth-Nex in the education school is being expanded to be more interdisciplinary and have a broader participant group and focus.
• A core cognitive science group from Psychology, Biology, Education, and School of Medicine has emerged.

Data Science Institute
• Developed a plan for the Data Sciences Institute which gained approval from the Board of Visitors.
• Identified an inaugural director and developed academic curricula for the Institute.
• Developed a suite of facilities and services for data science that include Analytics and modeling; Data management; and Visualization.
• Designed and implemented Center for Data Ethics, Policy and Law.
• Catalyzed data science across the University through workshops and informative discussions.
• Raised $15M endowment gift plus an additional endowed professorship.
• Inaugural class of Master of Data Science conferred 40 M.S. degrees in May 2015.

Automata Computing
• U.Va. and Micron Technology, Inc. co-founded the Center for Automata Processing to catalyze the growth of an ecosystem around automata processing.
• Established projects through the Center in a variety of areas such as data analytics, natural language processing, bioinformatics, neuromorphic computing, and programming languages.
• Research resulted in two peer-reviewed publications with three manuscripts accepted for publication.
• Center received $525,000 in external funding, including grant from the CIT to develop new software tools. Another $100,000 award from the NSF is expected soon.

Energy Systems (ESPRIT): Max Planck
• Selected to join MAXNET Energy, a new initiative of Germany’s Max Planck Society (MPS). MAXNET Energy is comprised of seven Max Planck Institutes, and U.Va. joins Cardiff University as only external members.
• Partnership allows faculty/students to conduct collaborative research on new energy processes.
• Initially funded seed projects include solar process heat, photo electrocatalysis (sunlight to hydrogen and other fuels), and natural gas to liquid fuels.
• U.Va. and the MPS have committed ~$4M ($2M each) in seed funding over 5 years.
• Preparing externally-supported proposals based upon data gained from seed projects.

Revolutionary Chip Cooling Technology
• University funded groundbreaking research exploring thermal management as it impacts the microprocessor industry.
• Research has the potential to revolutionize the microprocessor industry and the University has a patent-pending for the cooling design of these high-performance computer chips.

• BluTherm is a spinout company based upon U.Va. intellectual property created through this research, which was sponsored by ESPRIT, CRCF and i6 award from Department of Commerce.

Resilience

• Appointed inaugural associate vice president for research, sustainability and the environment.

• Developed initial cross-Grounds inventory of strengths and opportunities.

• Established new collaborations on sustainability with external partners including the Brookings Institution and the Security and Sustainability Forum.

• Facilitated pan-University events on Global Water Day, Earth Day and faculty/staff forum.

• Secured $2.0 million multi-university NSF grant in Coastal Sustainability (U.Va. lead) and $1.5 million from U.S. Department of the Interior in multi-sector partnership to address Coastal Resilience in Virginia (Nature Conservancy lead, U.Va. co-lead).

• Created new Jefferson Trust graduate fellowships to develop future leaders in the major research area of environmental sustainability and resilience ($72,500).

Increasing research support from large corporations, small businesses, NGOs, foundations, venture capitalists, state government, local government, and non-traditional federal agencies.

• Formed partnership with MAXNET Energy, a new initiative of Germany’s Max Planck Society to advance research on new, renewable, environmentally friendly and economical energy sources on an exclusive $4 Million Partnership

• Joined Rolls-Royce University Technology Centers Network comprising research groups in world-class universities to develop long-term research and technology programs.

• Renewed corporate partnership with AstraZeneca for $4.5 million to greatly speed up the development of novel drugs to treat diseases in several targeted areas.

• Won five state CIT CRCF awards totaling $550,000 to advance science and technology-based research, development, and commercialization to drive economic growth in Virginia.

Continuing and expanding partnerships with major companies through U.Va.’s Strategic Corporate Partner program.

• Worked with partners to sign two additional industry organizing members to the Commonwealth Center for Advanced Manufacturing (CCAM) – Airbus and Alcoa. Each of these companies will fund a minimum of $400,000 per year in research to be conducted at CCAM and member universities (U.Va., VT, VCU, VSU and ODU).

• Altria’s support of University efforts expanded to include funding for need-based scholarships and for high school-based career/college counselors to be based in Richmond area schools through the Virginia college advising corps.
• Named a top university partner school by Northrop Grumman; increased offers for engineering interns and tripled the number of full-time offers.
• Successfully engaged international partners in Asia and identified opportunities for global student experiences, international internships, executive education, and research.

Continuing and expanding partnerships with national defense and intelligence communities through U.Va.’s Applied Research Institute
• Hired a dedicated project team.
• Constructed a Sensitive Compartmented Information Facility (SCIF).
• Hosting second annual conference on national defense and intelligence, bringing together academic, government, and industry partners to discuss topics of interest to the intelligence community.
• Signed an agreement with the Navy Air Warfare Center Aircraft Division to support a variety of research efforts, including work in the area of cyber security and big data analytics, and to provide executive education to military and civilian leaders working with the agency. The first project under the agreement provides $1 million to fund research in the laboratory of chemistry professor James Landers.

Continuing and expanding partnership with the Commonwealth Center for Advanced Logistics Systems (CCALS), whose members include Logistics Management Resources (LMR), Logistics Management Institute (LMI), U.S. Army Combined Arms Support Command (CASCOM) at Fort Lee, and The Port of Virginia
• Partnered with U.Va. Applied Research Institute (ARI) on the Naval Aviation Warfare Center Aircraft Division (NAWCAD) University Partnership contract award.
• CCALS with U.Va. SEAS as the lead, completed a cyber-physical attack research project for the LMI Research Institute
• CCALS with U.Va. School of Engineering and Applied Science (SEAS) as the lead, submitted two research projects for the Commonwealth Research Commercialization Fund (CRCF) FY 2015 Matching Funds Program.
• ORBIS America, Inc has signed a Letter of Intent (LOI) to join CCALS.
• Defense Logistics Agency Operations Research and Resource Analysis (DORRA) is reviewing a LOI to join CCALS as a Government Associate Member.
• Approved entering into a Cooperative Research and Development Agreement (CRADA) with the U.S. Army Research, Development and Engineering Command (RDECOM).

Increasing library support for collaborative research
• Developing new research opportunities in the mass digitization of the historical and cultural record.
• Exploring the growth in the ubiquity and scale of data and its potential to revolutionize the sciences, social sciences, humanities, and arts.
• Embracing cross-disciplinary collaboration to address complex problems; and emerging mandates and changing norms for publicly sharing the process and products of academic research.
• Creating new mechanisms to find and access information in all its forms, from literature and scholarship to data and specialized research materials.

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.

• The University of Virginia Foundation (UVAF) upgraded the U.Va. ARI SCIF space so that it can contract directly with NGIC/DIA and other related defense agencies.
• The Foundation and ARI work with tenants in the Park to develop new business/research opportunities for U.Va. students and faculty as well as for the tenants.
• Opportunity under way exploring the development of a consortium of universities interested in a $25M multi-year contract

Provide a transition zone for successful startup companies

• The UVAF has several small laboratories in its Emerging Technology Center at the U.Va. Research Park. Two small startups are currently growing in these spaces.
• Additionally, the UVAF recently converted two different spaces into executive suite spaces called Workspaces 1.0 and 2.0. These spaces offer single suites that are totally furnished and offer Wi-Fi and printing services.
• U.Va. Innovation will move to the renovated Coca-Cola building on Preston Avenue.
• The UVAF/U.Va. Research Park plans to provide casework for the creation of a small laboratory that could accommodate as many as 4 small companies.

Optimize space allocation for the University

• By the end of this summer, the University will occupy approximately 140,000 SF of space in the U.Va. Research Park.
• The UVAF is permitted as many as 3.7 million square feet of development rights. Currently, the total built SF in the Park is 500,000 SF.

Priority 8 – Research & Economic Development: Medical Translational Research

• During the past year, the Health System’s strategic clinical plan included funds for continuing clinical research grants and infrastructure funding for genomics and clinical effectiveness/outcomes research.
• Funded projects included a Focused Ultrasound trial for Parkinson’s disease, a genomics trial for relapsed pediatric cancers, and a trial evaluating incidence and effects of potential traumatic brain injury (TBI) in young athletes.
• The Health System currently is conducting a protocol to evaluate transcranial MR-guided focused ultrasound of the subthalamic nucleus for the treatment of Parkinson's Disease.
• The NIH has initiated a multi-center national study, led by the U.Va. Department of Neurology, to determine the comparative effectiveness of three drugs against established status epilepticus.
• Cancer center subjects on trials increased 19% over the past year.
• Successful faculty searches were completed for Cancer Center Deputy Director and Associate Director for Clinical Research, Leader, Cancer Prevention and Control
Program, and for outcomes researchers in cancer and in neurosciences. Additional faculty searches are underway for outcomes researchers, including cancer prevention and control.

- The U.Va. Cancer Center is also an inaugural partner in ORIEN (Oncology Research Information Exchange Network) a unique research partnership among North America’s top cancer centers to leverage multiple data sources, including genomic information to match specific patients to targeted treatments – the backbone of precision medicine.
- Extramural funding for clinical research at the School of Medicine increased over 12% from the past year, and the research portfolio has increased translational/clinical focus in neurosciences and cancer.
- The goal of the “Cancer Center Without Walls” is to increase access for the citizens of the Tobacco Region to the revolutionary advances in cancer care including clinical research that are available only at NCI-designated cancer centers such as the University of Virginia Cancer Center. This project is working to build a healthy citizenry by enhancing access to the full spectrum of cutting-edge cancer prevention, risk management and treatment; and also helped build a healthy economy by expanding the health and IT workforce, investing in local healthcare delivery, and retaining clinical expenditures in the Tobacco Region.
  - The $1M grant began January 1, 2013 and lasts 36 months. To date, we have launched efforts in telemedicine (mobile mammography and telemedicine video colposcopy); partnered with the College at Wise to develop and deliver education sessions about clinical research for nurses in Southwest Virginia; conducted a needs assessment that reports the resources available and gaps remaining to build functional cancer research infrastructure in Southwest Virginia; and developed and trained a lay navigator network.
  - Efforts are now expanding to the development of a survivor network and research projects using telemedicine to reduce the travel burden for stem cell transplant patients, provide geriatric assessments, and reduce the risk of cancer recurrence through exercise and diet.

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:

- Continued 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 fund.
- Developing new funding opportunities for U.Va.-affiliated new venture/technology opportunities.
- Partnering with U.S. Department of Commerce, U.Va. led the Virginia Innovation Partnership (i6 Challenge, http://www.virginia.edu/vpr/i6/) that awarded 18 seed projects statewide, designed to accelerate innovation and economic growth through establishing new licensing deals, publications, research proposals, collaborations, start-up companies, and patent applications. Five of the 18 funded projects were from U.Va.:
  - Scalable synthesis of nano-structured oxides for thermal barrier coatings
Improved Efficacy and Safety of Ischemic Stroke Therapy using Optimal tPA Delivery to Complement Mechanical Thrombectomy
- Effective Cooling Solutions for Very High Heat Flux Applications
- Laser Modification of Metallic Surfaces for Industrial Applications

- Continued implementation of a new relationship between U.Va. and the Licensing and Ventures Group to increase deal flow. Over the past two years, annual disclosures increased over 18% (148 to 176), patents over 40% (26 to 37), and start-up companies by 33% (6 to 8).
- Continued comprehensive outreach and networking efforts on Grounds designed to engage more faculty on subjects related to the commercialization process such as intellectual property, new venture creation and innovation.
- Executed first of its kind start-up funding and partnership with Pfizer Seed Fund for Neoantigenics.
- Supported Series A investment by New Enterprise Associates (NEA) in the U.Va. startup company PsiKick (Benton Calhoun, Ph.D. (SEAS)).
- Launched first “Entrepreneur-in-Residence” initiative, brought in a seasoned executive with experience in launching and securing funding for startup companies to work with high potential U.Va. projects and innovators to accelerate the development and launch of new companies to commercialize their discoveries.

**Priority 10 – Quality Enhancement: Self-Supporting Programs**
The University utilized incremental tuition revenue from self-supporting programs (graduate business, graduate commerce, and law) to maintain and enhance programmatic quality. Incremental tuition revenue was allocated to financial aid, utility and facilities maintenance, electronic library resources, and academic programs.

**Priority 11 – Student Success: Student-Faculty Engagement**
High-impact educational experiences are an important component of the University’s identity as a research-intensive institution with a strong residential culture focused on extensive interaction between faculty and students. High-impact educational experiences take many forms including, but not limited to, meaningful research with faculty, community engagement and public service, entrepreneurial experiences, and internships and externships. The following represent a sampling of programs that the University has launched, expanded, and/or continued to support as part of its strategic focus on high-impact educational experiences:

- **Harrison Undergraduate Research Awards:** This program funds outstanding undergraduate research projects to be carried out in the summer and subsequent academic year under the guidance of a faculty member.
- **Undergraduate Student Opportunities in Academic Research (USOAR):** This program provides rising first-year, second-year, and transfer students who do not have previous significant experience opportunities to participate in paid research opportunities with faculty members within their area of interest.
• **Community Based Undergraduate Research Grant (CBURG):** This program fosters collaborative partnerships between University researchers and the community by providing opportunities for students to develop research projects that apply their academic skills, experiences, and ideas to real world problems.

• **Double Hoo Award:** This program supports pairs of undergraduate and graduate scholars seeking to develop and pursue a research project with guidance from a faculty advisor.

• **Kenan Fellowship:** This program provides students summer grants to conduct research projects that increase public understanding of the Academical Village. These research projects may include architectural or field internships; development of exhibitions and other educational opportunities to inform and engage the public (of all ages) in the history, evolution, and restoration of this World Heritage site; preparation of materials on historic preservation for publication and public distribution; and other educational outreach initiatives.

• **Library of Congress Internships:** The Internship Center in University Career Services organizes student participation in the Library of Congress Knowledge Navigators Program, which provides internships opportunities at the library’s Washington, D.C. and Culpeper, Virginia campuses.

• **University Internship Program:** This program combines academic instruction and work experience in an applied setting under the supervision of UIP liaisons, faculty members, and field supervisors which help students build on knowledge and skills learned from study in their major and in the social sciences generally.

• **Global Internship Program:** The Office of Global Internships works with alumni, university affiliates, and professional connections to offer a number of unique and exciting opportunities for students to participate in internships on four continents and in dozens of industries.

• **Center for Global Health Scholars:** The Center for Global Health organizes this program which allows students to conduct research projects in countries such as South Africa, Rwanda, Guatemala, Zambia and India, as well as the United States, Uganda, Tanzania, Peru and Nicaragua. This research can be conducted independently, on a team, or in partnership with external partners.

• **National Scholarships & Fellowships:** The Center for Undergraduate Excellence (CUE) supports the pursuit of nationally (and internationally) competitive awards that either support or provide high-impact educational experiences. Awards fund opportunities for domestic and international research, study, teaching, and community engagement.

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**Priority 12 – Student Success: Technology-Enhanced Learning**

The University continued expanding its distance education offerings, as well as integrating technology into the residential curriculum. During the period of the previous Six-Year Plan, the University:

• Launched the Bachelor of Professional Studies in Health Sciences Management, an online undergraduate degree program.
• Launched the M.S.N. (Clinical Nurse Leader) in Southwest Virginia, offered through distance education and at the Southwest Virginia Higher Education Center.
• Converted existing degree programs in administration and supervision, curriculum and instruction, and special education to distance delivery (while retaining the residential formats for appropriate student audiences).
• Continued graduate program offerings through the Commonwealth Graduate Engineering Program (CGEP).
• Expanded the course-sharing initiative with Duke University to include Vanderbilt University.
• Continued the 4-VA course-sharing initiative with George Mason University, James Madison University, and Virginia Tech.
• Continued the University’s partnership with Coursera to offer massive open online courses (MOOCs), including the development of Coursera “specializations.”
• Hosted an “Innovation in Pedagogy Summit” with representation from institutions across the Commonwealth.

**Priority 13 – Institutional Collaboration: The Virginia Community College System (VCCS)**
The University continues to collaborate with the Virginia Community College System (VCCS) on a number of initiatives designed to facilitate degree completion and provide access to high-quality academic programs. Accomplishments include:

• Securing approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to expand the Bachelor of Interdisciplinary Studies (BIS) program to Thomas Nelson Community College (TNCC). The program will launch at TNCC effective fall 2015 (current sites include Charlottesville, Tidewater Community College, Northern Virginia Community College, and the Richmond Center). Projected enrollments of 6 FTE in FY2016-17 and 12 FTE in FY2017-18.
• After securing SCHEV approval, initiating the Bachelor of Professional Studies in Health Sciences Management (BPHM), an online degree program developed in cooperation with the VCCS. Projected enrollments of 25 FTE in FY2016-17 and 40 FTE in FY2017-18.
  o Negotiating a guaranteed admission agreement (GAA) with VCCS for the BPHM program, effective fall 2015.
• Implementing the guaranteed admission agreement (GAA) with the VCCS for the RN to BSN program.
• Implementing the RN to BSN distance learning initiative with Germanna Community College (GCC).

**Priority 14 – Efficiency and Continuous Improvement**
Through a variety of efforts, the University achieved approximately $19 million in savings and improvements in 2014-15. Below are examples of these savings and reallocations:

*Process and Service Delivery Improvements*
- Implemented ResearchUVA, a web-based system to document and track research proposals and awards using an easy to use faculty dashboard with “at a glance” review of proposal and award status.
- Automated several research administration and technology process improvements (e.g., rounding error, close-out checklist, grants and award tracker).
- Completed comprehensive review and analysis of strategic sourcing opportunities. Identified nine key commodities and created a roadmap for implementation. Participating in the recently established Virginia Higher Education Procurement Cooperative.
- Implemented strategic sourcing of office supplies. Consolidated spend with one vendor for volume discounting.
- Negotiated contract savings.
- Developed departmental spend dashboards to increase school and unit analysis of spend trends and opportunities for savings.
- Pre-purchasing foreign currency in the US rather than destination country.
- Implemented collections module for student accounts, yielding improved processing, time savings and increased collections from debtors.
- Transforming voice communications from soon to be end-of-life telephone system to a voice over IP system.
- Completed year one of a multi-year Managerial Reporting Project that will enhance the ability to make effective, data-driven decisions. Implementation of the Hyperion Profitability and Cost Management (HPCM) software forms the platform for the University Financial Model, an activity-based model that begins its first year of full implementation in 2015-16. Launched five data and process improvement teams.
- Continued comprehensive water and energy conservation program. In-sourced building automation installations on construction projects and dedicated power and light team.
- Restructured the Student Financial Services contact center for increased responsiveness.
- Developed 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.
- Completed functional reviews in research administration, human resources, and internal communications to identify opportunities for greater effectiveness and efficiency.
- Participated in The Chronicle of Higher Education’s “Great Colleges To Work For” program to benchmark institutional workplace practices, policies, benefits, and culture.
- Completed process redesign of travel and expense management and began redesign of gift processing.
- Initiated server and email consolidation.
- Designed a future-state human resources model to better meet institutional needs and yield efficiencies.
- Improved safety in Facilities Management and reduced days out due to work-related accidents.

Organizational Restructure/Collaborations/Capacity
• Increased consolidation and sharing of positions. For example, consolidated two outreach and training positions in the area of finance administration; sharing a position across Student Affairs and School of Engineering.
• Completed first cohort of Cornerstone Succession Planning program.
• Building a culture of quality: hosted state-wide forum; established an internal community of practice and recognition program; piloted change leadership training.

Health Care
• Revisions to spousal coverage; dependent audit and plan design changes.

Priority 15 – Research & Economic Development: Southwest Virginia Economic Development Partnership (Appalachian Prosperity Project)
The Appalachian Prosperity Project (APP) is a collaborative partnership among the University, U.Va.’s College at Wise, the Virginia Coalfield Coalition, the private sector, and the Commonwealth. This partnership uses a systems approach to simultaneously advance the inextricably linked fields of education (Appalachians Building Capacity), health (Healthy Appalachia Institute), and prosperity (Appalachian Ventures). The AAP FY14 Annual Report is available online at http://tinyurl.com/FY14AAP.

Priority 16 – Student Success: Serving Virginia’s Veterans and Military through Collaboration
In the previous Six-Year Plan, the University proposed to create and pilot a veteran and military friendly consortium for earning certificates in high-demand, professional fields and/or completing a bachelor’s degree through cross-institutional collaboration. The consortium did not receive the requested state funding and therefore did not proceed.
E. Capital Outlay

On June 12, the Board of Visitors approved the University’s 2016-22 Major Capital Plan. The Capital Plan which includes projects expected through fiscal year 2022 will be used as a planning tool and as support for state capital project funding priorities. The Capital Plan categorizes the projects into the near term (expected to be initiated by 2018) and long term (expected to begin after 2018). The projects included below represent the highest priorities of the Academic Division that will be initiated over the next several years.

Maintenance Reserve
Maintenance Reserve Funding is critical for the repair and replacement of plant, property and equipment to maintain or extend the useful life of the Academic Division’s Educational & General (E&G) facilities. Fiscal year 2014-15 represents the conclusion of the Board of Visitors’ ten-year program to improve the condition of the University’s facilities and reduce the deferred maintenance backlog. One metric used is the Facilities Condition Index (FCI). An FCI of 5 percent means the facilities are in good condition while anything over 10 percent means the facilities are in poor condition. When we began the program the University’s FCI was 10.6 percent. As of June 30, 2014, the FCI was 5.4 percent and we expect to reach 5 percent by June 30, 2015. Achieving this goal has required allocation of additional resources to the annual operating maintenance budget, renewal of whole buildings through renovation, and the careful use of the maintenance reserve appropriation. In order for the University to maintain the FCI at 5 percent the maintenance reserve appropriation plays a critical role and should keep pace with inflation in building costs.

Gilmer Hall and Chemistry Building Renovations ($180.0 million)
Student success in the STEM fields requires shifting teaching and lab instruction toward active learning, experiential learning, and team-based discovery. Renovating facilities to provide effective space for teaching, learning, and research will have a positive impact on current and incoming undergraduate and graduate learning outcomes and will make their work much safer and more sustainable.

The University conducted a comprehensive analysis and planning study of STEM facilities that considered space and infrastructure supply and demand, projected space needs, curriculum innovations, and building renewal needs for the STEM facilities on Grounds through 2025. The STEM study identified several buildings as outdated with deteriorated infrastructure including Gilmer Hall, the Chemistry Building, the Physics Building, and several others. Gilmer Hall and the Chemistry Building have housed the Biology, Psychology, and Chemistry Departments for more than 50 years. They continue to house classrooms, teaching laboratories, and research space for these departments, and provide learning space for undergraduate and graduate instruction for the STEM disciplines.

To address the challenges facing instructional and research facilities in STEM, we need interdisciplinary solutions that are adaptable and flexible to changes in technology and teaching pedagogies. The classrooms, class laboratories, and research laboratories in Gilmer/Chemistry
suffer from a number of deficiencies. To address these deficiencies, the University is planning a comprehensive renewal of these buildings that will replace antiquated and inefficient systems with a modern, energy efficient, and adaptable infrastructure for each building. Renovation of over 350,000 GSF of instructional and research space will maximize space utilization through efficient and flexible teaching and research laboratory design. A new high performance exterior glazing and masonry system for Gilmer Hall will replace large portions of both north and south façades. This will provide a new watertight and energy efficient exterior envelope that is consistent with the building’s original design.

Preplanning authority of $1.8 million ($250,000 general funds, $1.55 million non-general funds) was authorized by the state in the 2012-2014 biennium with non-general funds advanced by the University to be reimbursed from general funds. Additional planning was authorized allowing the University to proceed to detailed planning with additional non-general funds to be reimbursed upon state approval of construction funding.

The University will submit its preliminary design package to the Bureau of Capital Outlay Management by August 2015. Timing of construction authorization is critical in order to maintain continuity with the architect and contractor teams already on board.

**Alderman Library Renewal ($160.5 million)**

Built in 1938 to relieve crowding in the University’s first library, the Rotunda, Alderman Library today holds 2.5 million volumes and hosts more than 750,000 public visits per year. While there have been cosmetic upgrades over 77 years, the building has original systems and significant health and safety issues. Half of its 300,000 square feet is devoted to book stacks that are non-code-compliant and are overly full and unsafe, especially in the event of fire. The HVAC system is 30 years old, costly to maintain, and produces fluctuating temperatures that accelerate the degradation of the books.

Project Drivers include:

- Heavy use, especially during exams (3,575 visits/day)
- Inadequate fire suppression and egress
- Poor “wayfinding” and security
- Lack of ADA compliance
- No filtration or humidity control in HVAC
- 34 mold and water-related incidents in last five years
- High energy and repair costs: AC and heating often running at the same time
- Opportunity to boost the University’s student experience and faculty recruiting/retention goals
- Chance to create iconic, sustainable centerpiece of learning

**Laboratory Renovations for New Faculty Hires ($8.0 million)**

As new faculty in STEM disciplines in Arts and Sciences, Engineering, and Medicine are hired over the next two year period it will be necessary to renovate lab space including lab
reconfigurations, new building systems distribution (HVAC, electrical, plumbing, telephone/data), finishes, and casework. An $8 million appropriation will provide funding to renovate nine wet labs and three dry labs. The ability to perform small lab renovations as new faculty are hired is critical to recruiting the high quality faculty we will need to replace those retiring.

**Physics Building Renewal ($35.0 million)**
This project was identified by the STEM study referenced above, and will renew nearly 135,000 GSF of research and instruction space in the Physics Building which is nearly 60 years old. Included in the proposed scope is renewing mechanical systems for improved energy performance; installing fire detection and suppression systems; repairing the exterior envelope and structure; and renewing interior systems, finishes, and furnishings.
F. Restructuring

**Background**

July 2015 marks the tenth anniversary of the enactment of the Restructuring Act. Restructuring has provided the University with important tools to assist institutions in managing the changing higher education environment, as well as the financial challenges presented by numerous economic downturns during the last decade which have resulted in a decline of 17.4% in the University of Virginia’s inflation adjusted unrestricted E&G appropriation per in-state student (from $10,590 in 2004-05 to $8,748 in 2014-15). In 2014-15 the general fund appropriation represents 9.4% of the operating budget for the Academic Division, compared to 13.4% in 2004-05.

Initiated during Governor Warner’s term in 2005, public institutions are now operating under the fourth gubernatorial administration since the passage of the Restructuring Act in 2005 and the Management Agreement in 2006 (for the first three Level 3 institutions). While there has been consistency among many staff in the executive and legislative branches throughout this ten-year period, leadership within the Administration among Cabinet Secretaries has changed with each gubernatorial election cycle. In addition, there are many new members in the legislature and new individuals in other key leadership positions. This has resulted in the need for continuous education by the institutions about the Restructuring Act, particularly around the additional authorities granted to Level 3 institutions, including the benefits realized over the years to both the various institutions and to the Commonwealth.

**Opportunity for Enhancing and Expanding Restructuring Authorities**

In the spring of 2014, institutional representatives met with several Cabinet Secretaries to review the principles of the Restructuring Act, the Virginia Higher Education Opportunity Act, and other related legislation. During this discussion, we shared four major areas in which we would like to collaborate with the Governor, the Administration, and the General Assembly to further the objectives of the Restructuring Act and the Management Agreements:

- Provide support to foster efficient business processes between higher education and central state agencies;
- Expand examination of efficiencies to include academic processes;
- Review Restructuring authority and explore options to expand; and
- Eliminate non-value added and duplicative reporting requirements.

We would like to engage in a conversation with appropriate representatives of the Administration and the General Assembly about not only options for expanding and enhancing the provisions of the Restructuring Act, but also more generally ways in which business and academic processes between central state agencies and institutions of higher education could be improved in order to enhance efficiency and effectiveness. We believe the outcome of these discussions would benefit both the institutions and the Commonwealth. Examples might include the following:
• Recognize the need for multi-year planning by developing a process for institutions to create operating and capital reserves in E&G, similar to auxiliary enterprises, that are not subject to reversion at the end of the fiscal year;
• Re-examine the applicability of state human resource policies (e.g. layoff, probation) to University staff;
• Simplify processes (e.g., data reporting, Equipment Trust Fund approvals, daily cash transfers, granting function between state agencies);
• Eliminate non-value added reports.

Faculty Compensation
In addition to these conversations, we would like to engage in a conversation about compensation practices for our faculty and our efforts to recruit and retain high-quality faculty. While we do not believe it was the intention of the 2015 General Assembly to restrict institutions’ ability to compete with their peers for top-rated faculty, especially given the looming generational turnover and intensifying competition for key faculty positions, U.Va.’s Board of Visitors recently reviewed data indicating that imposing a cap on faculty salary increases could impinge the University’s ability to achieve – using self-generated funds – the Board-approved goal of improving faculty salaries to the 20th position among AAU institutions (priority 2). Further, this may hamper the University’s ability to achieve this goal through merit-based awards that provide incentives for excellence in faculty performance and productivity. Again, we recognize that this was not the intent of the language included in the budget, and would like to work with the Administration and the General Assembly on the 2016-18 budget to include language providing the requisite flexibility for the University to meet the Board-established goal that is directly related to the quality, performance, and productivity of our faculty.

Clarification of Existing Authority
An area that warrants further conversation and/or clarification relates to instances when language included in the budget is inconsistent with authorities granted by the Restructuring Act and/or the Management Agreement. While we recognize that the budget supersedes both the Restructuring Act and the Management Agreement, language included in the budget often limits our ability to fully realize the benefits granted by Restructuring. It is sometimes unclear whether such actions are intended to address concerns about how institutions are operating, or whether they are intended to apply to other agencies and unintentionally include higher education. For example, on a number of occasions, the approved budget bill has included language limiting the ability of Level 3 institutions to take certain compensation actions approved by their respective Boards of Visitors in an effort to improve the competitive position in recruiting and retaining faculty and staff.