

THE CORNERSTONE PLAN

**A STRATEGIC PLAN FOR THE ACADEMIC DIVISION OF THE
UNIVERSITY OF VIRGINIA**

DECEMBER 19, 2013

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LETTER TO THE BOARD OF VISITORS

Dear Members of the Board of Visitors:

The Cornerstone Plan is the work of thousands of stakeholders in the University of Virginia, and it crystallizes a vision and set of strategic directions that will equip the University to move boldly into its third century. This plan captures many of the aspirations of our students, faculty, and staff, organized around the theme of leadership. This plan focuses on the development of leadership among students, faculty, and staff; leadership in pedagogy, clinical care, and research; and leadership in higher education. In the process, it will bring national and international recognition to the University and to the Commonwealth.

In a nutshell, our aspirations are:

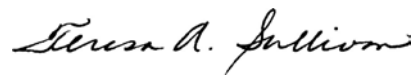
- for a public university that takes its place once again among the consensus top 20 academic institutions in the United States
- for a research university that is counted among the top 40 university recipients of competitive federal research funding
- for a learning community that offers an unparalleled educational experience, enriched by the latest technologies and engaging students deeply in their learning
- for a residential university that is known for providing the best comprehensive advising for students
- for a prudent and efficient university that is recognized for its stewardship of resources

There is an important strategic initiative that both precedes and parallels those described in this plan, which is the generational replacement of our faculty over the next decade.¹ Most of the strategic investment made during this period will be devoted to locating, hiring, equipping, and supporting an outstanding faculty and establishing conditions that will contribute to their success. The five pillars of this plan and their associated strategies are designed to promote the success of our faculty and our students. In the absence of robust academic hiring, however, our aspirations are unlikely to be fulfilled.

Though we cannot foresee the future, we can prepare for it. Accordingly, we have created a strategic plan that lays out clear directions but is flexible enough to adjust to changes in the economy, technological innovation, and advances in knowledge. The consensus and sense of purpose generated during the plan's formulation demonstrate our determination to

¹ The Board of Visitors recognized this imperative in its February 22, 2013, resolution that set a goal of improving faculty salaries for the next five years. This goal is important because successful hiring presupposes that the University is willing and able to pay salaries at the market rate.

move the University forward even in the face of uncertainty. I am confident that we have the faith and courage to seize the opportunities it creates.

A handwritten signature in cursive script that reads "Teresa A. Sullivan".

Teresa A. Sullivan
President
University of Virginia

November 1, 2013

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INTRODUCTION

In August 1818, Thomas Jefferson and several prominent colleagues gathered in a Rockfish Gap tavern atop the Blue Ridge Mountains to produce a comprehensive plan for the University of Virginia. Among the more hotly debated subjects was its location. Mr. Jefferson both anticipated this discussion and preempted it, having laid the cornerstone of what would be Pavilion VII in October 1817. The lesson is clear. Like Mr. Jefferson, the University's current leadership must anticipate events if it is to secure the University's future. This plan is the cornerstone of this effort.

The University of Virginia has reached a defining moment in its history. As members of the National Research Council's Committee on Research Universities wrote, "The study committee has taken stock of the health of our nation's research universities today and envisioned the role we would like them to play in our nation's life 10 to 20 years from now. They have found that without reservation, our research universities are, today, the best in the world, yet they face critical threats and challenges that may seriously erode their quality."³ The University must address these challenges, especially as the cohort of faculty that has sustained the University for almost a half century retires, federal funding for research declines, and advances in technology redefine the classroom experience.

If the University is to sustain its place as one of the preeminent public institutions in the nation, its response to these challenges must be bold, decisive, and transformative. The effectiveness of its response depends on the University's success in assessing its strengths and weaknesses and determining its differentiating qualities and advantages. As the Streamlining Working Group insisted, the University must also articulate its aspirations and the value of those aspirations forcefully, both to the University community and to the greater public.⁴ The University's success in safeguarding its future depends on its capacity to translate this vision into action. This requires it to set priorities that boldly advance this vision, establish specific targets for implementation, and develop metrics to assess its progress. This Cornerstone Plan will enable the University to achieve these ends.

² This plan is for the University's Academic Division. The Health System has its own strategic plan, which was approved by the Board of Visitors in 2012. The University of Virginia's College at Wise also is developing a new strategic plan, "Envision 2020" (<http://www.uvawise.edu/strategic/2012>).

³ *Research Universities and the Future of America*, pg. xi, Committee on Research Universities, National Research Council, National Academies Press, Washington, D.C., 2012.

⁴ Streamlining Working Group Emergent Ideas, pg. 3, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Emergent_ideas_streamlinin_g_0.pdf.

CONVENING THE UNIVERSITY COMMUNITY

With the guidance of the Board of Visitors Special Committee on Strategic Planning, more than 10,000 students, alumni, staff, faculty, donors, parents, and community members provided their insights and ideas about directions the University might pursue. Seven working groups conducted their own research and distilled these contributions into a series of reports that were reviewed by the deans and vice presidents. Progress on the plan was shared with Student Council, the Faculty Senate, and the Council on Foundations, among other organizations.

The University also commissioned the Art & Science Group (Art & Science) to assess its competitive position relative to its institutional purposes and goals as well as to the environment in which it operates. As part of this work, Art & Science examined internal and external data and documents; interviewed members of the Board of Visitors and more than 90 University deans, department chairs, and senior administrators; examined strategic priorities at nine comparison universities; and interviewed more than 30 higher education thought leaders who serve at prominent national and international universities, academic associations, and think tanks.

Its conclusions helped put the University's strengths and weaknesses in sharp relief.⁵ Art & Science found that the University is uniformly recognized among Research 1 universities⁶ for its superior undergraduate experience and its emphasis on the liberal arts. The University has many complementary advantages as well: a distinctive shared culture among faculty and students, leadership in areas of the humanities and social sciences, outstanding professional schools that notably value the student experience, several top-tier science and engineering research programs, and an unusual residential scale among research universities.

Art & Science also noted the University does exceptionally well in major surveys—a level of performance that has only been reconfirmed in recent months. In September 2013, *U.S. News & World Report* once again named the University the nation's #2 public university. The University is also seen as an outstanding value. Anticipating the new government ranking system, Affordable Colleges Online ranked the University of Virginia a decisive first in its Obama Scorecard: Top Colleges for Value and Affordability.⁷ *Kiplinger's* put U.Va. at #2 in its most recent list of "100 Best Values in Public Colleges," *Princeton Review* named U.Va. the #1 Best Value College among public institutions, and *Investor's Business Daily* ranked U.Va. #3 on return on investment, measured in student earnings during the first 30 years after graduation.

⁵ Art & Science Group, University of Virginia Strategic Assessment, pp. 2–3, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Final_A%26S_Strategic_Assessment_Report.pdf.

⁶ Although the Carnegie Foundation, which developed this classification, has since replaced it with the RU/VH category, many universities continue to use the term "Research 1 university" to denote an institution with a very high level of research activity.

⁷ <http://www.affordablecollegesonline.org/spotlight/obama-affordable-college-scorecard/>.

At the same time, Art & Science uncovered the perception in some quarters that the University has shown some complacency about its direction at a time when other universities have aggressively pursued institution building. To these observers, research funding has not kept pace, faculty quality is less than it should be, political pressures have meant tuition revenues are less than optimal, and fundraising, while robust, has left essential issues unaddressed.

Art & Science concluded that the University would be at a competitive disadvantage were it to pursue a course that merely emulates the largest research-driven universities or the institutions that teach, or seek to teach, the largest number of students. Art & Science urged that, whatever strategic direction it chose, the University build on its unique identity as a *collegiate research university*. This it defined as a Research 1 university that is residential in culture⁸ and “focused on students’ academic-residential experience, extensive interaction with faculty, and the development of leadership qualities, skills, and motivation.”⁹ Size is the determining characteristic. The University is smaller than most Research 1 universities yet larger than the typical liberal arts college.

LEADERSHIP IN SERVICE OF THE PUBLIC

The Art & Science Group concluded that, as a collegiate research university, U.Va. could legitimately claim “leadership development—notably, the preparation of imaginative, scientifically literate, globally educated, public-service-oriented future leaders—as a major institutional focus and reason for continued investment in residential education.”¹⁰ This view coincided with recommendations of several of the working groups¹¹ and the members of the Steering Committee ***that the University should make leadership the central focus of the Cornerstone Plan.***

Leadership is used in this plan in very specific ways:

- The University will make ethical leadership and the cultivation of leadership skills among students, faculty, and staff the focal point of its residential culture.

⁸ A residential experience concentrates faculty and student learners in space and time. Students participate in learning activities beyond formal courses for much of their week. The term does not imply that all students live in residence halls, nor does it imply that there is no use of online (asynchronous) resources. By contrast, a nonresidential experience does not require faculty and learners to be together either in space or time. Students are not expected to participate in additional activities, and such activities might not be available.

⁹ Art & Science Group, University of Virginia Strategic Assessment, p. 2, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Final_A%26S_Strategic_Assessment_Report.pdf.

¹⁰ Art & Science Group, University of Virginia Strategic Assessment, p. 39, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Final_A%26S_Strategic_Assessment_Report.pdf.

¹¹ For example, Synergy Work Group report, January 28, 2013, p. 7, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Emergent_ideas_Synergy.pdf.

- The University will assemble a faculty dedicated to leadership in the classroom, in its research, and in its professional and institutional communities.
- The University will target leadership in higher education, positioning itself as a pacesetter in select areas such as student advising, faculty recruitment, and assessment that have been difficult for other institutions to achieve.
- The University will lead in sharing its discoveries for the benefit of the Commonwealth and the nation.

This focus on leadership will set a course for the University's third century that is consistent with its founding ideals. To an exceptional degree, the University of Virginia has been shaped by the purposes of its founder. Jefferson understood that our democracy would flourish only if its brightest and most talented young people received an education equal to the responsibilities of citizenship. With this mission in mind, he devised a new curriculum, a new academic architecture, and a new model for active and engaged learning. In the University community's regard for its founder, however, there is always the temptation to enshrine the past. By taking the next step and making leadership its central purpose, this plan will help the University redefine and reinvigorate Jefferson's ideals for our time.

The emphasis on leadership also captures many of the University's unique advantages as a collegiate research university. Leadership cannot be taught at a distance; it must be experienced. The University's residential culture—with its emphasis on the values of honor, diversity, service, and self-governance and on close faculty-student interaction—makes it the ideal incubator for student leadership. Another distinguishing feature of the collegiate research university—its size—also reinforces the University's decision to make leadership the central theme of this plan. The University is large enough to support excellence in research and teaching, yet small enough to promote the collegiality and the interplay of ideas that are critical for academic leadership and innovation.

By stressing leadership, the University capitalizes on existing leadership initiatives and provides continuity with previous strategic planning efforts. There are a number of initiatives on Grounds that promote leadership, some dedicated to leadership in specific areas of research and learning. Most obviously, leadership is a central focus of the Frank Batten School of Leadership and Public Policy, but there are leadership initiatives at every school of the University as well as such pan-University initiatives as Leadership in Academic Matters and the U.Va. ADVANCE program for women in science, technology, engineering, or math (STEM) fields. By specifically emphasizing leadership, the University will raise the profile of these programs, encourage greater coordination among them, and encourage additional initiatives. In addition, this strategic plan will extend or amplify initiatives, such as the Center for Advanced Study of Teaching and Learning in Higher Education (CASTL-HE) and the Jefferson Public Citizens program, established to address recommendations from the Commission on the Future of the University, the University's last strategic plan.¹²

¹² The Board of Visitors accepted the recommendations of the Commission on the Future of the University at its October 2008 meeting. For more information, see www.virginia.edu/planningdocuments/commission/.

The focus on leadership will also provide a competitive advantage in recruiting the most talented students, faculty, and staff. Its emphasis on cultivating leadership skills and its aspirations for leading as an institution will differentiate the University, helping it attract highly talented individuals who might otherwise choose to study or work at other institutions.

Finally, the focus on leadership will help the University address several pressing public needs. The University's decision to make leadership a core element in its vision for the future is not simply a question of capitalizing on its strengths. It represents a recommitment to its mission as a public university to serve the common good.

At a moment when challenges in such areas as public health, security, the environment, and the economy are unprecedented in their complexity and scale, the Commonwealth and the world need University graduates with the expertise and perspectives to lead effectively, make wise decisions, and contribute productively to society. With corporate research and development on the wane, the nation depends more than ever on University faculty playing an active role in discovery and the dissemination of discoveries that can help society meet these challenges. Finally, at a time when higher education is in crisis, society needs universities committed not simply to survival but to leading through innovation. In meeting its public trust, the University will commit to leadership in each of these areas.

THE UNIVERSITY ON THE EVE OF ITS THIRD CENTURY

In coordination with the strategic planning process, the Faculty Senate developed and voted to approve a new draft mission statement for the University as a whole. The Board of Visitors considered the Faculty Senate recommendation and approved a new mission statement for the University. The Cornerstone Plan intersects with this statement at a number of points, both thematically and in terms of individual strategies (see Appendix E). Most importantly, the plan furthers the University's mission of "developing responsible citizen leaders" and reinforces its defining values.

MISSION STATEMENT¹³

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.

¹³ Board of Visitors, Docket Regular Meeting, November 15, 2013, pp. 2-3, <http://www.virginia.edu/bov/meetings/13nov/REVISED%20-%202013%20NOV%20DOCKET.pdf>

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.

A VISION FOR THE UNIVERSITY'S FUTURE

Five years represent a short span in the life of an institution approaching its 200th anniversary, but all indications suggest that the next five years will be critical ones in the University's history. If the University is successful in establishing leadership as a core theme and implementing the initiatives described in the Cornerstone Plan, the University will emerge as a vital and energized institution, with a differentiating vision.

As the University approaches its third century, it will have consolidated its strengths as a collegiate research university and focused them on promoting the expertise and perspectives required to develop leadership across many dimensions. Among other indices of leadership, the University will have completed the following goals:

- Established leadership development as the cornerstone of the residential experience
- Assembled a faculty of extraordinary achievement and exceptional promise, more evenly distributed by rank, gender, and ethnicity
- Created a more robust research infrastructure for our faculty and students
- Established a vibrant global presence that fosters global knowledge, inquiry, and cross-cultural understanding among all faculty and students
- Achieved national recognition for innovations in assessment, recruitment, and advising
- Created several interdisciplinary centers attracting significant recognition in the form of external support and conducted a comprehensive review of existing centers and institutes
- Increased its total research portfolio to be among the top 40 in the annual tabulations by the National Science Foundation
- Realized significant gains in organizational performance while enlarging the pool of resources available for academic excellence and affordable access
- Increased overall university ranking to the top 20 by reinvigorating and increasing the quality of the liberal arts and selected STEM and professional fields

If the University is successful in achieving these and other goals, it will be well placed to secure its position as one of the preeminent universities in the nation. By nurturing thought leaders and stimulating innovation and entrepreneurial activity, the University also will have promoted economic development in the Commonwealth and contributed to the

quality of life its citizens enjoy. And, if it is equally successful in communicating both its commitment to leadership and the value of that commitment, it will clarify the public's perception and greatly enhance its ability to attract public support.

In fundamental ways, however, the Cornerstone Plan will leave the University unchanged. It will remain an institution where the shared activities of learning and discovery continue to occur within a residential community shaped by the values of honor, diversity, service, and self-governance.

MOVING FORWARD

COORDINATION WITH THE SCHOOLS AND OTHER PLANNING INITIATIVES

As a disaggregated set of schools, the University lacks the critical mass of its peers. Only when the University acts in a unified way can it realize its strengths as a collegiate research university. Accordingly, strategic planning at the University level is essential. This is particularly important because the changing environment for higher education suggests the need for greater institutional capacity to act as a unit, to become more adaptable, more efficient, more collaborative, and more connected.

At the same time, the academic strengths of the University are grounded in the schools, each of which has achieved excellence and a position of distinction in its own right. By pursuing University-wide goals and actions that cut across or transcend the boundaries of colleges, schools, and administrative units, the University will be positioned to take even greater advantage of its distributed strengths while also reinforcing those strengths and facilitating the bottom-up blossoming of innovation and creativity.

Seen in this light, the Cornerstone Plan offers a common framework and guide to decision makers across the University and, as such, it should foster greater coherence, coordination, and unity. At the same time, it is adaptable enough to leave significant room for individual academic units to pursue academic excellence in ways important to them. It is not meant to preempt planning in the schools and departments, but to ensure coordination—a change from the past.

The Cornerstone Plan is a living document. As the University implements the plan, the provost will work closely with the deans to find points of alignment and promote cooperative action. In addition, the provost will collaborate with other members of the administration to coordinate the initiatives specified in the Cornerstone Plan with the Financing Academic Excellence (the four-year financial plan now being extended to six years) and to ensure that the new internal financial model reinforces the goals of the plan.

Finally, it is important to note that President Sullivan has stated that strategic planning should be continuous and has created a senior vice provost position to oversee planning on

a continuous basis. This means that strategies not contained in this edition of the strategic plan may be inserted in the future, as the University “regularly review(s) and update(s) the plan as circumstances evolve over the months and years ahead.”¹⁴

PRINCIPLES FOR IMPLEMENTATION

As it implements strategies in this plan, the University will observe the following principles:

- **We will ensure that our actions conform to our values.** Every decision and strategic initiative should align with such fundamental University values as honor, diversity, self-governance, and public service. If we succeed in rankings but fail to sustain our values, we will have failed to advance the University.
- **We will maintain our commitment to access and affordability.** As a public university, the University has a responsibility to ensure that all qualified students have the opportunity to benefit from a U.Va. education, regardless of racial, ethnic, or social background. We believe that access and excellence, far from being mutually exclusive, are complementary.
- **We will welcome opportunities to serve the Commonwealth.** Starting with the Virginia Higher Education Opportunity Act of 2011 (Top Jobs 21),¹⁵ we will take steps that advance economic development and quality of life in the Commonwealth.
- **We will leverage technology for maximum gain.** We will lead in applying technology to improve learning, advance knowledge, and make learning accessible to the public.
- **We will pursue continuous improvement as the source of ongoing excellence.** We will rethink how we undertake important processes that guide our operations to make them less episodic and to ensure that we learn from experience. We commit to measuring our results to provide evidence of our progress.
- **We will make collaboration an institutional hallmark.** We will view collaboration not only as a technique to leverage our size to maximum advantage but also as a critical source of innovation. We will cross boundaries, real or perceived, to work together.

¹⁴ Teresa Sullivan, *The Way Forward*, <http://strategicplanning.virginia.edu>.

¹⁵ This act provides a framework for increasing the number of Virginians who receive college degrees, stimulating economic growth, and diversifying research in the Commonwealth. In addition, the legislation requires that every two years each higher education institution submit a six-year plan addressing its academic, financial, and enrollment objectives. By establishing a long-term link between higher education and job creation, the Higher Education Opportunity Act is designed to prepare Virginians for the top jobs of the 21st century .

- **We will seek opportunities to enhance our global perspective and presence.** To fulfill its aspirations, the University must operate on a global stage. The ability to place knowledge in its global, regional, and local contexts will define our graduates.
- **We will align resources with aspirations.** As we implement a new activity-based budget model, we will create incentives for faculty collaborations, provide the right blend of central services, and empower deans and faculty to innovate while taking responsibility for controlling costs.

PLAN ORGANIZATION

For a plan to be strategic, it must of necessity be selective. While the process has generated many worthy ideas, the University has identified five pillars to serve as goals over the next five years:

- 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**

In the following section, the reader will find summary descriptions of these five pillars, their related strategies, and initiatives for implementation.

A strategic plan may target areas of institutional weakness; however, it would be a fundamental error to dismiss our significant strengths. The University continues to rank at the very top of every national survey that assesses academic quality and value. The Cornerstone Plan is not a plan to solve a problem or to fix a failure. It is a plan to fortify and further distinguish what is already one of the academically strongest, best managed, most financially stable, and most affordable universities in the nation.

PILLAR 1: EXTEND AND STRENGTHEN THE UNIVERSITY'S DISTINCTIVE RESIDENTIAL CULTURE

Art & Science found that the University is universally acclaimed for the quality of its residential culture—in the minds of many, its hallmark. A cohesive yet increasingly diverse community; shared values that in addition to diversity include honor, service, and self-governance; extensive student-faculty interactions; an emphasis on undergraduate research and experiential learning; and a unique setting all contribute to the University's residential culture. They found that potential students find this culture so compelling that it often is the decisive factor in their decision to enroll at the University.

The University, however, is not alone in this emphasis on its residential culture. Art & Science reports that other top universities are making significant new investments, for instance, to expand the educational options they offer outside the classroom. It is vitally important, therefore, that the University rededicate itself to the residential experience, focusing on its quality as well as increasing its intensity and scope. One way it will accomplish this goal is by making the development of ethical leaders a signature outcome of the University experience. The University also will seek to become a national leader in such areas as advising and lifelong alumni engagement that remain a challenge for higher education generally.

STRATEGY 1: STUDENT LEADERSHIP DEVELOPMENT

The University will make the development of ethical leaders a central theme of its curricular, cocurricular, and extracurricular programs.

In its report, the Art & Science Group stated, “U.Va. could claim leadership development—notably the preparation of imaginative, globally educated, public-service-oriented future leaders—as a major institutional focus and reason for continued investment in residential education.”¹⁶

What is the big idea?

Because of its Jeffersonian mission, its tradition of self-governance, and its residential culture, the University is ideally positioned to emerge as a world-renowned center for developing ethical citizen leaders.

¹⁶ Art & Science Group, University of Virginia Strategic Assessment, p. 2, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Final_A%26S_Strategic_Assessment_Report.pdf.

Why does the University need to do this?

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

Why does this make us distinctive?

A signature leadership program would extend the University's reputation as an institution dedicated to public service and is consistent with its strengths.

How will the University do it?

The University will pursue this objective by combining curricular, cocurricular, and extracurricular means. It will take the following actions:

- Expand current curricular offerings from the schools and the College, including the existing leadership minor, to make formal leadership studies available to more undergraduates
- Establish the Meriwether Lewis Leadership Program to generate curricular and extracurricular leadership experiences for undergraduates beginning their second year
- Investigate ways to integrate student leadership potential into the admissions process

What is the University's schedule?

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

How will the University know it has succeeded?

The University will track the following metrics: enrollment in leadership minor and in leadership courses; the leadership progress of students who have been trained in the Lewis

Leadership Program; posting of student leadership experiences to their online portfolios (see Strategy 2); and number of admissions applications stressing leadership.

Who will be responsible?

Carl Zeithaml, Dean, McIntire School; Patricia Lampkin, Vice President, Student Affairs; Gregory Roberts, Dean, Admissions

STRATEGY 2: TOTAL ADVISING

The University will pioneer “total advising,” a multidimensional process that combines high-quality academic advising, career advising, and coaching, includes an online portfolio, and capitalizes on relationships with U.Va. alumni.

Undergraduate advising serves a number of purposes. Students receive *academic advising* both before and after declaring a major, *career advising* as they pursue internships and postgraduation employment, and *cocurricular and extracurricular advising* as they seek to complement classroom experiences through undergraduate research, public service, and student organizations.

Undergraduates have consistently voiced dissatisfaction with many components of advising at the University, especially advising during the second year.¹⁷ Not surprisingly, at a strategic planning student open forum, held on April 11, 2013, restructuring the advising program for undergraduates emerged as the top student priority. A comprehensive approach to student advising—or “total advising”—is an area in which the student experience can be measurably improved.

Advising is also an issue for graduate students. According to the Executive Board of the Graduate School of Arts and Sciences Council, “In speaking with fellow graduate students the single most important issue, and frustration, that emerges concerns mentoring. Far too many graduate students feel isolated and stymied by a lack of faculty advising, which undermines the quality of their training, slows their time to completion, and reduces their career prospects.”¹⁸

Regardless of how the University organizes advising, its goal will be to further the goals of individual students. Effective advising and empowerment (both cocurricular and academic) should not assume an ‘ideal’ type of University undergraduate experience. While uniform

¹⁷ The 2013 *Student Experience in the Research University* (SERU) survey reveals that more than 40 percent of U.Va. respondents are dissatisfied (29.7 percent) or very dissatisfied (10.6 percent) with the quality of advising prior to declaring a major. Conversely, almost 85 percent of U.Va. respondents are satisfied (53.7 percent) or very satisfied (31.2 percent) with the quality of advising within the major.

¹⁸ Executive Board of the Graduate School of Arts and Sciences Council, Recommendations for Improving Graduate Student Welfare and Achievement, Letter to Provost John Simon.

structures can certainly be established for student support and empowerment, they should encourage a dynamic, flexible experience based upon each student's needs.

What is the big idea?

The University will develop an integrated and inclusive approach to advising—harnessing the insight of all members of the University community including other students and alumni, and eliminating any constraints caused by organizationally driven silos—that allows students to make meaningful and intentional connections between and among the wealth of opportunities that exist at the University to advance their personal and professional goals.

Why does the University need to do this?

More coherent, focused academic, career, and personal counseling will help a diverse student body reach its fullest potential.

How will this make the University distinctive?

Few universities have succeeded in coordinating and unifying the advising they offer students. If the University can achieve this goal, it can create a model that other universities might emulate.

How will the University do it?

Faculty members will continue to play a central role in the advising process, and the University will strengthen their interactions with students in these ways:

- Adding more first-year advising seminars (COLAs) and strengthening the network of other advisors and mentors
- Building new relationships and establishing more efficient coordination between the school deans and University Career Services
- Introducing an online portfolio
- Finding ways to more systematically involve alumni in the advising process

What is the University's schedule?

- *Year 1:* Assign an associate provost to oversee work groups to develop plans for expansion of academic advising. Work to develop a shared vision for academic and career advising that has buy-in from the multiple institutional stakeholders. Build a system to engage alumni mentors. Strengthen peer advising.

- *Year 2:* Implement recommendations of the academic advising work group and build programs that better integrate peer, academic, and career advising and that capitalize on relationships with U.Va. alumni. Develop additional student support services, including peer tutoring and advising. Assess need for further mentoring among graduate and professional students. Test online portfolio.
- *Years 3–5:* Continue to enact recommendations from work groups and implement student feedback that emerges from assessment. Introduce online portfolio.

How will the University know it has succeeded?

The University will measure student participation and student satisfaction with advising through the national Student Experience in the Research University (SERU) student survey. Additionally, the University will survey its students and its alumni to gauge the impact of these programs on their personal and professional development.

Who will be responsible?

Maurie McInnis, Vice Provost, Academic Affairs; Patricia Lampkin, Vice President, Student Affairs

STRATEGY 3: LIFELONG ALUMNI ENGAGEMENT

The University will develop training, teaching, and counseling programs for alumni that enable it to serve as their lifelong university.

A significant challenge for the University of Virginia, distinguished as it is by its residential culture, is to find ways to serve alumni who no longer live in Charlottesville. The goal is not simply to connect with alumni, but to provide opportunities for them to participate in the University community (albeit at a distance), to update and upgrade their skills, and to renew intellectual interests begun while they were students.

What is the big idea?

The University will create a lifelong university to provide its alumni with a comprehensive yet focused program of insight, knowledge, skills, and support to meet pivotal challenges in their professional, public, and personal lives. This program would build on the powerful bond that the University already enjoys with its alumni.

Why does the University need to do this?

The pace of technological, demographic, and economic change in the 21st century will require the University's graduates to constantly refresh and renew their skills, knowledge

base, and perspectives over the course of their lifetimes. Lifelong engagement is the natural fulfillment of the unique bond the University already enjoys with its alumni.

How will this make the University distinctive?

Most universities, including U.Va., offer a disparate range of educational programming for alumni. Different schools, alumni engagement offices, and units provide these programs in a relatively uncoordinated manner. A comprehensive vision for a lifelong university will position the University as a leader in creating a new and innovative approach to serving alumni.

How will the University do it?

- The University will develop a vision of the lifelong university and an understanding of the types of lifelong learning that would best meet alumni needs.
- The University will produce a complete inventory of the University's current educational programs and services that can be adapted to address these needs and then fill gaps.
- The University will publicize the lifelong university strategically to alumni as well as to students in their fourth year.

What is the University's schedule?

- *Year 1:* Work with stakeholders around Grounds and with alumni to develop a coherent, achievable vision of the lifelong university. Populate this framework with currently offered programs and services and identify next-generation programs and services to create.
- *Year 2:* Promote the lifelong university to alumni, develop a lifelong university website, and introduce initial programs.
- *Years 3–5:* Expand face-to-face educational offerings and begin to bring the University to alumni through online and traveling programs.

How will the University know it has succeeded?

Participation in courses, programs, and services can be measured in terms of cumulative participation and on a course-by-course, program-by-program basis. Near-immediate feedback is generally available, which will allow the University to adjust resources and staffing accordingly.

Who will be responsible?

Thomas Faulders, President, Alumni Association; Cindy Fredrick, Associate Vice President, Alumni and Parent Engagement; Billy Cannaday, Dean, School of Continuing and Professional Studies

PILLAR 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**

The quality of research, scholarship, creative arts, and innovation at the University of Virginia is particularly important because of the dual mission inherent in its identity as a collegiate research university. While smaller colleges and universities focus on disseminating knowledge to students, the University's charge—as a public Research 1 university—is broader and more exacting. Its scope encompasses discovery as well as dissemination—and the dissemination of these discoveries not just to its students but also to the general public, who can help translate them into practical applications.

Research, scholarship, creative arts, and innovation are also crucial to the University's distinctive residential culture. Jefferson's advance as an educator was to have students live side by side with faculty chosen not only for their character but also for their intellectual leadership. During their stay at the University, students not only acquire a body of knowledge but also begin to understand, by working closely with faculty, what it means to be discoverers, creators, and innovators themselves.

It is for these two vital reasons that systematically strengthening the University's capacity to achieve excellence in these four areas is a critical element of the Cornerstone Plan. The University will reinforce its capacity to pursue important intellectual and social challenges wherever they may lead, forming cross-disciplinary partnerships in some instances while deepening disciplinary expertise in others. As part of this effort, the University will strengthen its administrative and technological infrastructure to support researchers with services that enhance their success and productivity.

STRATEGY 4: PAN-UNIVERSITY RESEARCH

The University will leverage current talent and new faculty hiring opportunities to focus research on those intellectual and social challenges where it can have the most impact. As part of this effort, the University will develop several cross-Grounds institutes that address key issues and provide valuable educational opportunities.

One of the strengths of the research university model is that it draws on the collective intellectual curiosity, ambition, and energy of its faculty. It is a bottom-up process where research areas emerge and grow as the insights of individual faculty members or groups of faculty members attract attention and gain currency. This experimental approach to discovery, however, can be undermined by fluctuations in available resources, support, and funding and by competing demands on faculty members' time.

The goal of the Cornerstone Plan is not to replace this system with a top-down approach, but to remove barriers that prevent researchers from pursuing promising research. The University will continue to support disciplinary research, especially in areas where its faculty have leading programs or have the potential to develop leading programs. It also will engage in the more difficult task of promoting interdisciplinary research in areas where the University's strengths intersect with new disciplines and technologies. To foster this sort of interdisciplinary work, the University will establish a set of pan-University research institutes.

What is the big idea?

The University can leverage its size and resources by promoting a discrete set of evolving pan-University research institutes that focus on cutting-edge, cross-disciplinary opportunities.

Why does the University need to do this?

These institutes will have a reinvigorating effect on the University as a whole by directly strengthening interdisciplinary research and, in many instances, indirectly providing incentives for disciplinary work. Each institute will also support the University's educational mission. Each will generate new curricula, certificates, minors, and degree programs for students, while attracting superior faculty.

How will this make the University distinctive?

The goal is to focus on those specialties that build on the University's unique strengths, facilities, and partnerships.

How will the University do it and what is its schedule?

- *Year 1:* Appoint a director for the first institute (data science) and develop curricular and degree programs. Hire faculty collaboratively as needed and begin to acquire needed information technology (IT) infrastructure. Establish the U.Va. Census Research Data Center. Plan a national symposium and develop a fundraising plan. Work with corporate partners and draft working agreements. Create a process to evaluate proposals for the next research institute as well as to sunset institutes.
- *Year 2:* Select the next institute and plan for possible additional institutes in later years. The data science institute will launch new graduate and undergraduate courses and curricula, and continue collaborative faculty hiring and building IT infrastructure. New faculty hires will drive direction for both curricula and infrastructure. The University will submit research grant and center proposals and work with corporate partners.
- *Years 3–5:* Certificates, minors, and degrees will be available and enrollment will grow as new classes are offered. New faculty will have been hired across schools. The University will hire for the second and third institutes. Institutes will attract significant partnerships. The University will conduct sunset reviews of existing institutes.

How will the University know it has succeeded?

These new research centers will bring national recognition, new peer-reviewed funding, and new partnerships with corporations. Students will find new opportunities to advance their intellectual development and prepare for employment after graduation. The University will see greater internal and external collaboration, as well as new classes and curricula.

Who will be responsible?

John Simon, Executive Vice President and Provost; Donald Brown, Director of Data Science Institute; Rick Horwitz, Associate Vice President for Research

STRATEGY 5: RESEARCH INFRASTRUCTURE AND SERVICES

The University will enhance institution-wide infrastructure and services to encourage and support research, scholarship, creative arts, and innovation by faculty and students.

The University's ability to sustain excellence in research, attract a distinguishing faculty, and increase grant support in the face of intense competition for external research funding depends crucially on the quality and responsiveness of its research infrastructure and services. These include everything from administration and support for research grants and library collections and services to computational resources and core laboratory capacity.

In recent years, research infrastructure has been subject to unprecedented regulatory, financial, and technological pressure. Grant-reporting requirements have grown more onerous, the cost of digital collections has skyrocketed, and the pace of technological change requires constant renewal of the University's computational infrastructure. Addressing these challenges in ways that are consistent with furthering the University's academic standing will require not only additional funding but also careful prioritization.

What is the big idea?

To enhance its scholarly programs, the University will develop a proactive research infrastructure designed to support inquiry and encourage the cross-fertilization of ideas and partnerships, backed by digital collections and a cutting-edge communications and computational infrastructure.

Why does the University need to do this?

The University must provide the services and infrastructure to support research that advances the frontiers of knowledge and to provide an education that is built around the experience of moving boundaries.

How will this make the University distinctive?

This research infrastructure is uniquely designed to support the constant evolution of knowledge and its dissemination through high-quality research, scholarship, collaboration, professional practice, and innovation.

How will the University do it?

- The University will conduct a comprehensive examination of its current research infrastructure, assessing everything from its capacity to deliver the most fundamental services, such as continuity of electrical power, to its ability to provide advanced computational resources.
- The University will focus on providing information technology and computing resources to meet its academic needs.
- The Library will provide data services for acquisition, management, and preservation of massive amounts of data, complemented by growing staff and faculty expertise in digital research across disciplines and increased access to digital content in all formats.
- The University will expand its highly successful catalytic seed funding programs for early-stage research and increase the intensity and scope of graduate fellowship, research equipment acquisition, grant development, and innovation programs.

- The University will expand its signature OpenGrounds collaboration spaces and ideation programs to enable a nationally unique culture of interaction at U.Va. that generates new insights and builds creative networks.

What is the University's schedule?

Year 1: Provide new research data and statistical services through efforts such as the Quantitative Collaborative, which serves the individual investigator as well as interdisciplinary centers. Expand OpenGrounds space at the Corner Studio. Support catalytic early-stage research programs, increase the numbers of first-year doctoral fellowships for top-tier candidates, and enhance the translation of discoveries to innovation programs.

Year 2: Add software applications for management and analysis of large data sets and augment expertise in nonstatistical data analysis. Continue digitizing top-priority collections of unique materials. Increase OpenGrounds participation to 2,000 students and 1,000 faculty and staff. Enhance grant development capacity and support early-stage research. Expand experiential research learning by students and total research advising. Connect emerging research themes to philanthropic priorities.

Years 3–5: Expand OpenGrounds interior and exterior spaces, upgrade research equipment, launch the innovation accelerator, support catalytic early-stage research, and transition selected catalytic research to pan-University initiatives.

How will the University know it has succeeded?

A culture of excellence will grow, as measured by enhanced quality of research and scholarship, increased overall rank of the University, faculty and student engagement with Library staff experts and digital collections, collaborations fostered by OpenGrounds, and return on investment in terms of increases in overall faculty/student funding. In addition, the percentage of students engaged in research-based high-impact experiential learning will increase, along with enhanced involvement of active researchers in total advising, and enhanced percentages of total philanthropy aligned with research themes and priorities.

Who will be responsible?

John Simon, Executive Vice President and Provost; Thomas Skalak, Vice President for Research; Karin Wittenborg, Dean, Libraries; Michael McPherson, Associate Vice President

PILLAR 3: PROVIDE EDUCATIONAL EXPERIENCES THAT DELIVER NEW LEVELS OF STUDENT ENGAGEMENT

The University of Virginia is distinguished by the exceptional quality of its students and the commitment of its faculty to their education. This combination, coupled with its advantages as a collegiate research university, makes it possible to meld the curricular, the cocurricular, and the extracurricular into a coherent and powerful educational experience.

Accordingly, the Cornerstone Plan calls for innovations that tap the full range of educational experiences to encourage students to internalize knowledge and make it their own, whether by taking on a research project, starting a company, or learning to see the world through a global lens. Equally important, it calls on the University not simply to develop innovative programs but to measure their effectiveness. This process sets the stage for continuous improvement in the residential experience while establishing the University as a center for assessing and disseminating new models of teaching and learning to other universities.

STRATEGY 6: HIGH-IMPACT EDUCATIONAL EXPERIENCES

The University will enhance its ability to deliver a broad range of high-impact educational experiences for undergraduate, graduate, and professional students, including meaningful research with faculty members, service learning, entrepreneurial experiences, and internships.

The overwhelming majority of undergraduates participate in experiential learning that complements and enhances classroom learning and prepares them for life after graduation. Despite such participation, students indicate that identifying high-impact educational experiences can be challenging and that the University could be more effective in helping them locate and take full advantage of such opportunities. At a strategic planning student open forum, held on April 11, 2013, learning outside the classroom emerged as a top student priority.¹⁹ The University will develop a systematic framework for both enriching and publicizing its experiential offerings.²⁰

What is the big idea?

¹⁹ The written report of the student open forum states, “The University should make it easier for students to identify research and externship opportunities and to collaborate across schools in pursuing those opportunities,” p. 2.

²⁰ The Art & Science Group believes that better publicizing the University’s experiential initiatives could improve the yield of admitted students. Art & Science Group, University of Virginia Strategic Assessment, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Final_A%26S_Strategic_Assessment_Report.pdf.

The University will deliver a broad range of high-impact educational experiences for undergraduate, graduate, and professional students, including meaningful research with faculty members, community engagement, entrepreneurial experiences, and internships.

Why does the University need to do this?

Engagement in research with faculty, service in their communities, and participation in partnerships in new and different cultures further students' cognitive and personal development and strengthen their ability to apply new knowledge.

How will this make the University distinctive?

By aspiring to have every student engage in deepened learning, whether by conducting research with faculty or through other activities, the University will distinguish itself from other institutions in which teaching faculty have less time to engage in research and research faculty have little inclination to work with undergraduates.

How will the University do it?

- The University will become a leader in applying instructional technology to deepen learning in the residential setting.
- It will strengthen the Center for Undergraduate Excellence (CUE) to connect students to research opportunities and increase the number of courses that connect to community engagement opportunities. CUE will regularly collaborate with the schools to evaluate opportunities for high-impact experiences and together they will develop plans to introduce them.
- It will build support for entrepreneurial activities by students and increase access to external internships.
- It will explore ways to expand the preparation of graduate and professional students for careers.
- It will publicize these opportunities to students and to their advisors (see Strategy 2— Total Advising).

What is the University's schedule?

- *Year 1:* Assign an associate provost to oversee implementation. Develop implementation teams and communication plans for students. Assess needs of graduate and professional students in different schools for cocurricular activities. Start an entrepreneurship center on central Grounds and implement career work group plans to grow internships. Assess gaps in learning technology.

- *Year 2:* Move CUE to Clemons Library and fill vacant director position. Implement communications plan with students and increase work-study research opportunities. Introduce programs for graduate students. Assess and make midcourse corrections for internships and entrepreneurship.
- *Years 3–5:* Work with schools in expanding research and service opportunities. Implement entrepreneurship minor. Assess success and redirect where needed for increasing internships.

How will the University know it has succeeded?

The University will measure student participation, aspiring for all students to participate in one or more of these opportunities by year 5. The University will track progress externally through the national SERU student survey and assess impact on student learning.

Who will be responsible?

Maurie McInnis, Vice Provost, Academic Affairs

STRATEGY 7: GLOBAL EXPERIENCES

The University will strengthen its global presence and systematically foster international knowledge and cross-cultural understanding among all its students: undergraduate, graduate, and professional.

The University has become significantly more global in outlook during the last decade. Such programs as the Center for Global Health, the Institute of the Humanities and Global Cultures, and the Darden Center for Global Initiatives are well established, and more than 35 percent of the University's students have some experience overseas. Nonetheless, more work must be done to prepare students for leadership in a global context.

What is the big idea?

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

Why does the University need to do this?

To an unprecedented degree, University graduates will work, live, and lead in actual or virtual international settings. Employer surveys put international understanding and cross-

cultural experience among the top four valued employee traits.²¹ Even if they remain in Virginia, many University graduates will work for foreign employers. From 2004 to 2009, international companies made 49 percent of all new investment in the state. The aim is to ensure that every U.Va. graduate will thrive in an interconnected world of diverse cultures.

How will this make the University distinctive?

This effort places us in the company of other great global universities, but it will be pursued in ways that draw on the cosmopolitan aspects of Thomas Jefferson's worldview.

How will the University do it?

- The cornerstone of this effort will be a Center for Global Inquiry and Innovation (CGI²) to serve as a seedbed of new University-wide research and education programs that distinguish it on the national and international stage.
- The University will create a global studies curriculum that allows students to address pressing local and international challenges such as health, security, development, sustainability, and intercultural understanding.
- It will introduce an international internship program that promotes deep experiential learning.
- It will establish a U.Va. representative office in China as a prototype for creating synergies among University activities abroad in regions of comparative strength and emerging importance.

What is the University's schedule?

This will be a multiyear effort building on initiatives under way. Some results will be possible immediately (internships and new office in China), others will take up to two years to be fully launched (global studies curriculum), and some will go beyond that (establishing an endowed center with world-class research programs).

How will the University know it has succeeded?

Measures of success will include the quality and quantity of international content in the curriculum; the number of international internships; the percentage of students studying abroad and studying a new language; the growth in overseas activity; U.Va.'s reputation abroad (as indicated by research partnerships, alumni events, admissions, and development successes); and the formation of new global research efforts on Grounds with productive output (publications, activities, grants, visibility).

²¹ Based on a 2003 RAND study of 135 human resources managers from 75 companies, 73 percent of employers find study abroad important when assessing candidates for junior-level positions.

Who will be responsible?

Jeffrey Legro, Vice Provost, Global Affairs

STRATEGY 8: EVIDENCE-BASED TEACHING AND LEARNING

The University will utilize evidence-based practices to enhance its ability to document and understand the impact of curricular, cocurricular, and extracurricular experiences and apply that knowledge to improve faculty teaching and undergraduate, graduate, and professional student learning.

In virtually every field, the growth of knowledge is accelerating at an unprecedented rate, creating vast challenges for universities. They must determine how best to prepare students for a world that will be radically different from the current one. By combining assessment with Strategy 1 (Student Leadership Development), Strategy 2 (Total Advising), Strategy 6 (High-Impact Educational Experiences), and Strategy 7 (Global Experiences), the University will lead in creating an evidence-based, residential educational experience that deepens student engagement and learning. In doing so, it will capitalize on world-class research being conducted at the University in assessing the relationship between education experiences and student learning outcomes.

What is the big idea?

At a time when many universities are introducing high-impact educational experiences (see Strategy 6—High-Impact Student Experiences), and learning technology is rapidly changing, U.Va. can attain institutional leadership by capitalizing on existing on-Grounds expertise to develop assessment methods—many dependent on integration and analysis of large diverse data sets (see Strategy 4—Pan-University Research)—across the learning experience.

Why does the University need to do this?

Currently, not enough is known about what students gain through their cocurricular and extracurricular experiences or how this engagement complements their academic learning and their success after graduation. In addition to improving the residential experience, such knowledge will enable the University to better articulate the value of the University's residential model of education and its benefit in preparing students for success.

How will this make the University distinctive?

This strategy will place the University at the forefront of those institutions attempting to assess the comprehensive student learning experience. The findings will guide design of a residential experience that significantly deepens student engagement and learning.

How will the University do it?

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

What is the University's schedule?

- *Year 1:* Gather evidence to support best practices in instruction and student services. Develop an integrated and comprehensive set of learning outcomes and assessment plans.
- *Year 2:* Create a large-scale data system that incorporates relevant data sources from across the University. Conduct assessments based on the comprehensive plan. Disseminate and apply that knowledge to guide improvements in the student experience.
- *Years 3–5:* Communicate the distinct benefits of U.Va.'s assessment process and findings on evidence-based practices through our internal faculty leadership program (see Strategy 9—Faculty Leadership Development), professional publications, and national meetings.

How will the University know it has succeeded?

Implementation of evidence-based practices at U.Va., increased participation in Teaching Resource Center programming, and increased research/grant funding to study innovative evidence-based assessment.

Who will be responsible?

Maurie McInnis, Vice Provost, Academic Affairs; Robert Pianta, Dean, Curry School of Education

PILLAR 4: ASSEMBLE AND SUPPORT A DISTINGUISHING FACULTY

A high-quality, diverse faculty characterizes dynamic institutions. It is the starting point for a virtuous cycle, fueled by innovation and dissemination, that leads to better undergraduate and graduate students, higher research funding, and more engaged and committed alumni. Accordingly, the generational turnover in faculty, while providing a remarkable opportunity to sustain and advance the University, must be managed with utmost care.

The Cornerstone Plan provides a framework for assembling a distinctive faculty best suited to fulfill the University's aspirations as a collegiate research university and equipped to use its scale for advantage. The University will retain existing faculty members by investing in their professional development and recruit outstanding new faculty members by adopting and refining best practices in recruitment and removing obstacles to interdisciplinary hiring.

STRATEGY 9: FACULTY LEADERSHIP DEVELOPMENT

The University will invest in, mentor, and support current faculty members to further their careers, assisting them in gaining the knowledge and skills needed to enhance their effectiveness as teachers, researchers, and leaders in the University community.

The power of the collegiate research university derives from the close interaction of faculty and students, an interaction exemplified at the University by the arrangement of student and faculty accommodations on the Lawn. The success of this arrangement depends, therefore, on a diverse faculty who are mentors and models as well as leaders in education and research. It is through their example that the University hopes to inspire students to lead a life guided by intellectual curiosity and social responsibility. Accordingly, the University invests in the professional development of faculty members not simply to advance their careers and strengthen the institution, but to heighten their impact on its students.

What is the big idea?

The University will develop a comprehensive program to support the leadership skills of faculty, enabling them to become effective and highly regarded leaders on Grounds and nationally among their colleagues.

Why does the University need to do this?

If U.Va. is known for providing a supportive and nurturing environment for a diverse faculty to grow to their fullest potential, it will increase its ability to attract outstanding faculty.

How will this make the University distinctive?

It will enable the University to recruit the faculty required to achieve U.Va.'s academic aspirations and culture of engagement with students.

How will the University do it?

The University of Virginia will strengthen investment in best-in-class faculty development programs and initiatives and will provide access to appropriate resources and expertise.

What is the University's schedule?

- *Year 1:* Create and staff the Center for Faculty Excellence that would, among other responsibilities, focus on disseminating new high-impact educational programs (see Strategy 6—High-Impact Student Experiences) and assessment results (see Strategy 8—Evidence-Based Teaching and Learning), establish an advisory committee, and advance strategic programs (e.g., the Teaching Resource Center's Course Design Institute). Update chair development programs. Develop a research web portal to support faculty scholarship and policies to facilitate collaboration. Review faculty career-life balance policies and practices.
- *Year 2:* Launch new programs/initiatives such as the Faculty Mentoring Initiative and grant-writing workshop/coaching and refine research web portal. Collaborate with University development to find donors who support faculty development initiatives, including the creation of termed chairs.
- *Years 3–5:* Center and web portal fully functional and programming expanded. Offer first regional deans' academy. Award first round of faculty fellowships/developmental sabbaticals. Put new work-life policies and practices in place. Track and measure outcomes of faculty who use career-life balance policies, practices, and benefits.

How will the University know it has succeeded?

Increased faculty job satisfaction as measured by the Collaborative on Academic Careers in Higher Education (COACHE) Survey; increased rates of retention; individuals accepting faculty positions at U.Va. citing its reputation as a high-quality place to work as instrumental in their decision making; increased collaborative grant proposal submissions; and increased successful grant applications.

Who will be responsible?

Sharon Hostler, M.D., Vice Provost, Faculty Development, and academic deans

STRATEGY 10: CONTINUOUS ACTIVE RECRUITING TO SECURE LEADING FACULTY

The University will develop a continuous recruiting process to more accurately identify high-potential faculty, build stronger relationships with targeted candidates, and close recruitment efforts successfully.

U.Va. will become the premier institution in higher education in the practice of continuous active recruitment.²² Continuous active recruiting is an approach to faculty recruitment based on the long-term cultivation of relationships and connections with those who may become applicants for a position in the future, especially those from underrepresented groups. This necessitates focus at all times on what departments will need, both short and long term, as well as the strategic use of leaders' time, often assisted by technology, to develop and maintain these contacts.

What is the big idea?

Continuous active recruiting is based on the long-term cultivation of relationships with potential faculty applicants and necessitates integrated and strategic recruitment efforts across the University. It will enable the University to broaden the pool of diverse high-potential faculty prospects and to close recruitment efforts successfully.

Why does the University need to do this?

In the face of increasing faculty retirements, U.Va. must be both highly competitive and highly strategic in its recruiting efforts. U.Va.'s success in achieving its long-term strategic goals will be directly linked to the excellence and diversity of its faculty.

How will this make the University distinctive?

Continuous active recruiting will enable us to recruit the best faculty—individuals who excel in their research and teaching, embrace U.Va.'s emphasis on student-faculty interactions, and can contribute to its institutional research capacity. No other university has created an institution-wide process to recruit faculty in this way, and it will help position U.Va. as a top choice for new faculty.

How will the University do it?

- The University will create a coordinating recruitment synergies group, develop a cadre of search committee coaches, and expand dual-career hiring services and support.
- It will expand the U.Va. ADVANCE search portal.

²² Continuous active recruitment is the norm in the corporate world, and is now recommended by academic search experts as one of the most effective ways to increase the diversity of the applicant pool.

- It will establish a postdoctoral fellowship program to attract top candidates by providing up to two years of professional development as they teach and advance their scholarship and creative work.

What is the University's schedule?

- *Year 1:* Reallocate or, if necessary, hire continuous active recruiting and dual-career support staff. Convene recruitment synergies group and hold first continuous active recruiting innovation summit. Recruit, select, and train search committee coaches. Incorporate continuous active recruiting practices in school-based planning and establish a postdoctoral fellowship planning committee.
- *Year 2:* Hold annual continuous active recruiting innovation summits and have search committee coaches actively advising search committees. Beta-test search portal expansion and candidate database. Post openings for and recruit first round of postdoctoral fellows. Provide funding for dual-career hires and support activities.
- *Years 3–5:* Fellows hired annually. Search portal expansion, candidate database, and dual-career services fully operational.

How will the University know it has succeeded?

The University will increase the diversity and excellence of the faculty, improve the yield rates for faculty offers and increase retention, and ensure that faculty recruitment and hiring is strategically aligned vertically and horizontally across the institution over the long term.

Who will be responsible?

Gertrude Fraser, Vice Provost, Faculty Recruitment and Retention; Margaret Harden, Director, Institute for Faculty Advancement; Catherine Brand, Director, Executive Recruitment and Strategic Sourcing

STRATEGY 11: INTERDISCIPLINARY HIRING

The University will identify its hiring priorities and, in those cases where they are interdisciplinary in nature, adjust institutional and professional incentives appropriately.

The University is highly regarded for the excellence of its teaching and research across a wide range of traditional disciplines. The schools and the departments will continue to build and sustain groups of faculty in well-focused specialty areas and encourage individual

research and scholarship. At the same time, many of the most pressing intellectual and social challenges of our age are defined by their complexity and often transcend traditional disciplines. If the University wishes to sustain its preeminence in research and education, it must assert leadership in select interdisciplinary areas.

As a collegiate research university, the University has an inherent advantage in pursuing interdisciplinary projects. Its smaller-than-usual size has the potential to make interdisciplinary collaboration more likely and to give it the flexibility to respond to opportunities more quickly. As part of the Cornerstone Plan, the University will realize this potential by promoting collaboration and greater communication among faculty (see Strategy 9—Faculty Leadership Development) and creating a framework for identifying interdisciplinary areas of interest (see Strategy 4—Strategic Research).

What is the big idea?

By recruiting faculty with interdisciplinary expertise and who are engaged in collaborative research and teaching, U.Va. will build the range of expertise needed to solve challenging, significant issues and will offer innovative and timely courses to its students. To succeed in this endeavor, the University will seek ongoing advice to eliminate institutional barriers to collaboration in research and teaching.

Why does the University need to do this?

Interdisciplinary hiring addresses the pending generational faculty turnover, uses the University's size and excellence for its strategic advantage, and allows it to identify cutting-edge opportunities at the interstices between disciplines where important discovery and innovation is occurring.

How will this make the University distinctive?

This strategy enables the University to intensify its institutional strengths and expertise in key areas of national and international importance. This collaboration will result in new teaching opportunities, new course offerings, certificates, minors, and degree programs. It will also produce new opportunities for undergraduates to participate in research.

How will the University do it and what is its schedule?

This strategy will require determined leadership as well as the cooperation and careful collaboration of all units across the University to understand the issues inherent in interdisciplinary hiring. In year one, the provost and deans will address necessary changes in University policy to accommodate potential joint hires and to provide for fair development and assessment of faculty careers. Annually, the provost will work with deans and faculty to develop hiring plans that are coordinated across schools. Interdisciplinary hiring will be coordinated as appropriate with the continuous active recruiting process (see Strategy 10—Continuous Active Recruiting to Secure Leading Faculty).

How will the University know it has succeeded?

Successful collaborative and interdisciplinary hiring of faculty will set the stage for a series of high-potential interdisciplinary institutes. U.Va. will be recognized as a national leader in key interdisciplinary areas, which will bring new peer-reviewed funding and new partnerships with corporations.

Who will be responsible?

John Simon, Executive Vice President and Provost, with deans

PILLAR 5: STEWARD THE UNIVERSITY'S RESOURCES TO PROMOTE ACADEMIC EXCELLENCE AND AFFORDABLE ACCESS

The first four pillars of this plan take as their starting point the University's advantages as a collegiate research university and build on them to further enrich the residential student experience and support faculty excellence. This last pillar of the plan is devoted to financial and organizational strategies required to achieve these goals. In the process, it will demonstrate that academic excellence and affordable access are not only compatible, but also complementary.

STRATEGY 12: AFFORDABLE EXCELLENCE

The University will develop and implement a financial model that generates adequate resources to sustain AccessUVA and additional measures envisioned in the Commonwealth of Virginia's recent higher education legislation, thus promoting academic excellence, diversity, and financial predictability and affordability.

The University adheres to the educational philosophy that has guided it since its inception, which specifies that close interaction between students and faculty is the most effective method of developing the citizen leaders required for a democracy. This model depends critically on the University's ability to attract the most exceptional students—and the University's status as a public university only reinforces this priority. U.Va. has a responsibility to offer a University education to the best students who apply, regardless of their circumstances. Accordingly, support for AccessUVA, the University's award-winning financial aid program, is a critical goal of the plan.

What is the big idea?

The University will maintain affordability for Virginia families and access for an academically accomplished and diverse student body, regardless of their ability to pay, while advancing excellence in all its academic missions, research, teaching, and service.

Why does the University need to do this?

Increasing public concern about rising tuition costs, coupled with the Commonwealth's limited ability to invest in higher education, has brought renewed focus on how to maintain access and affordability while delivering the best university education to Virginia's citizens.

How will this make the University distinctive?

U.Va. was the first and among the most successful in developing private support for a public university. It will continue to lead in innovative financing for public higher education while remaining affordable, accessible, efficient, and focused on providing academic excellence.

How will the University do it?

The University's administration will work together with the Board of Visitors to develop an appropriate plan. This process was initiated last year as part of the "Financing Academic Excellence" initiative.

What is the University's schedule?

The Board of Visitors and administration will develop a financial plan by the April 2014 meeting of the Board of Visitors. That plan will be updated annually.

How will the University know it has succeeded?

U.Va. will continue to be one of the best public research universities with a diverse and academically accomplished student body, an outstanding faculty with world-changing research, and affordable tuition and financial aid for the Commonwealth's families.

Who will be responsible?

President Sullivan with Board of Visitors

STRATEGY 13: LEADERSHIP IN PROMOTING STAFF EXCELLENCE

The University will foster a culture of excellence and achievement among its employees and will invest in, recognize, and promote those who assist it in fulfilling its academic mission.

Staff excellence is an absolute requirement if the University is to sustain its standing as one of the leading public institutions in the nation. With virtually every aspect of University operations growing in complexity, the need for employee leadership in forging a highly motivated, knowledgeable, and diverse staff is more important than ever. Excellent staff leadership is particularly critical at a collegiate research university where many staff members contribute significantly to the overall educational experience of students. In addition, a well-trained staff will yield more rapid improvement in productivity.

What is the big idea?

To advance a culture of institutional and individual leadership, the University will establish a center for leadership excellence to take a multifaceted approach to employee development. The center will offer programs for those who supervise the work of others, as well as for individuals.

Why does the University need to do this?

Staff leadership development at all levels is critical to the University's success. It will increase employee engagement, foster innovation, improve productivity, streamline processes, and generate operational efficiencies—all of which improve the University's ability to achieve its academic mission of excellence in teaching, research, and service.

How will this make the University distinctive?

The center for leadership excellence will help the University recruit, develop, and retain a diverse and talented staff and position itself as a leader in higher education in staff development. It will also ensure that U.Va. is an employer of choice, both regionally and nationally.

How will the University do it?

Coordinate leadership development opportunities in the form of assessments, experiential learning assignments, succession development, coaching, career advising, organization development services, and training for leaders across Grounds.

What is the University's schedule?

- *Year 1:* Appoint an advisory committee for the center and, with senior leaders, develop plans and support, create communication plan, and launch succession development.
- *Year 2:* Offer the first programs and begin assessment for early-stage participants.

- *Years 3–5:* Recruit successful participants for advisory committee, use assessments to improve programs, and increase numbers of participants. Move participants to positions of greater responsibility. Develop second-round programs for more experienced leaders.

How will the University know it has succeeded?

The University will be able to fill leadership positions more efficiently as staff members gain capacity. Employee engagement will be high, and the University will be more readily able to demonstrate staff contributions to its organizational mission. The University will be able to attract, develop, and retain people with excellent skills.

Who will be responsible?

Susan Carkeek, Vice President and Chief Human Resource Officer

STRATEGY 14: ORGANIZATIONAL EXCELLENCE

The University will enhance its organizational capacity through resource alignment and optimization to enable academic excellence and affordable access.

Given economic and political realities, the University can meet the goals of academic excellence, affordability, and access only if it maintains an intense focus on wise stewardship. Wise stewardship in this context should not be mistaken for cost cutting. Rather, it entails the most efficient allocation, investment, and cultivation of resources consistent with these goals. As the Streamlining Working Group points out, wise stewardship, among other activities, requires the University to analyze current operations scrupulously: identifying savings opportunities, adapting best practices to the academic setting, and setting goals and managing for complexity.²³

What is the big idea?

The University will pursue an organizational excellence program to achieve institutional strategic goals and priorities—excellence in education, research, scholarship, and affordable access—and leverage institutional core strengths and distinctions through resource alignment and optimization.

Why does the University need to do this?

²³ Report of the Streamlining Work Group: Proposals and Priorities, p. 3, http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Emergent_ideas_streamlinin_g_0.pdf.

This strategy enhances organizational capacity and quality across academic and administrative service areas, and supports institutional stewardship of all resources by aligning processes, technology, and people to support institutional priorities.

How will this make the University distinctive?

Organizational excellence blends components of prominent continuous improvement and operational excellence programs. Unique elements include its comprehensive scope, long-term focus, and linkage to strategic priorities.

How will the University do it?

- A leadership council composed of faculty, administrators, and staff will define and guide the process. Some opportunities will be identified through a comprehensive benchmarking study of processes in administrative functions (both centrally and school/unit-based).
- Redesign efforts will be based on data analysis and incorporation of best practices.
- Implementation and the deployment of change will be measured and monitored throughout the process.

What is the University's schedule?

- *Year 1:* Establish leadership council and encourage ownership in the University community by fostering communities of practice. Complete current state assessment, including benchmarking. Pursue quick wins and initiate longer-term efforts.
- *Year 2:* Prioritize portfolio for major transformation in services. Explore the feasibility of in-, out- or co-sourcing institutional functions or activities. Implement comprehensive space planning and continue to identify and prioritize opportunities. Design shared services in select areas.
- *Years 3–5:* Implement shared services and formalize outsourcing and co-sourcing opportunities. Continue to identify and prioritize opportunities.

How will the University know it has succeeded?

The University will establish a culture of excellence as measured by enhanced quality, stakeholder satisfaction, and strategic reinvestment of savings realized.

Who will be responsible?

Pat Hogan, Executive Vice President and COO

STRATEGY 15: PHILANTHROPY IN SERVICE TO STRATEGIC PRIORITIES

The University will more closely align fundraising with University and school strategic priorities and will restructure University advancement as a center of excellence, producing greater effectiveness and efficiency.

The University has been significantly successful in encouraging alumni and friends to invest in its future—but there is clearly more to be accomplished in such areas as AccessUVA, support for faculty excellence, and preservation of the Jeffersonian Grounds. The University will use the conclusion of the latest capital campaign as a moment to reorganize and revitalize fundraising efforts, while increasing the tempo of fundraising leading up to the bicentennial campaign.

What is the big idea?

Over the last decade, the University of Virginia has raised more money than almost all other public educational institutions, yet has done so with a development structure that is undermined by historical inefficiencies. Restructuring advancement as a center of excellence can help the University's fundraising efforts become significantly more strategic, productive, and efficient.

Why does the University need to do this?

Fundraising operations must be streamlined and coordinated if the University is to realize the full benefits of the bicentennial campaign, which has the potential to be among the largest ever attempted by an institution of higher learning.

How will this make the University distinctive?

Fundraising is the basis of U.Va.'s strategy of becoming the first privately financed public university that remains true to its public mandate.

How will the University do it?

- Change internal structures to better coordinate engagement, involvement, and solicitation of constituents.
- Introduce a new level of performance accountability that weighs return on investment.
- Strategically invest resources in major and principal gift officers and predictive modeling and analytics; create central service cores (fundraising administration and infrastructure) within the University.
- Rebuild, replenish, and rejuvenate the University's volunteer structure by engaging and educating a new generation of volunteer leaders.

What is the University's schedule?

- *Year 1:* Reorganize gift officers around a selected set of institutional priorities, enlist leadership volunteers in support of each, and begin training engagement officers in prospect identification/qualification. Determine formula for calculating return on investment and begin tracking, determining analytics, and central service core needs.
- *Year 2:* Deploy additional gift officers in support of pan-University initiatives. Assess and apply return-on-investment metrics, refine formula as needed, and apply analytics. Deploy pilot core services.
- *Years 3–5:* Assess return on investment, application of analytics and core services on strategic priorities and make adjustments as indicated. Expand core services beyond pilots. Continue to rebuild volunteer structure.

How will the University know it has succeeded?

We will measure success by acquiring gifts for priorities, securing planned gifts, increasing attendance at University and club events, building a growing and evolving portfolio of alumni education opportunities, evaluating the results of our assessment of core services, and by total amounts raised.

Who will be responsible?

Bob Sweeney, Senior Vice President, University Advancement

APPENDICES

APPENDIX A: FACILITIES NEEDS

The five-year Cornerstone Plan calls for focused investments in five areas:

- Pillar 1: Extend and strengthen the University's distinctive residential culture
- Pillar 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
- Pillar 3: Provide educational experiences that deliver new levels of student engagement
- Pillar 4: Assemble and support a distinguishing faculty
- Pillar 5: Steward the University's resources to promote academic excellence and affordable access

While the Cornerstone Plan lays out a bold vision for the University, it does so with the understanding that the University's resource base and residential character cannot support extensive growth in facilities. Instead, the plan calls for the use of existing facilities, modest renovations, and the use of technology, collaborative networks, "virtual institutes," and other strategies to support the investments to be made in the University.

It is important to note that a multiyear capital plan approved by the Board of Visitors and updated every two years exists separate from the strategic plan. The following facilities needs, summarized by pillar, pertain specifically to the strategies outlined in the plan:

Pillar 1: Extend and Strengthen the University's Distinctive Residential Culture.

Given that this pillar seeks to leverage the incredible asset of the University's Grounds to deepen the residential experiences of students, it is not surprising that the only need not met by existing facilities for this pillar is a central location for advising services for all undergraduates that will be housed in Clemons Library. The plan calls for a \$1.44 million renovation project to refit existing space to meet these needs.

Pillar 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.

This pillar calls for two renovations to expand existing space to support scientific and artistic collaborations. It calls for \$2.8 million in renovations to be made to OpenGrounds over the five-year term of the plan in order to support higher levels of collaboration among researchers, particularly among those affiliated with "virtual institutes," and to provide research support services to all faculty. The plan also calls for a \$400,000 renovation in the U.Va. Arts Grounds to support a "maker's space," where artists and designers can produce physical versions of their creative visions.

Pillar 3: Provide Educational Experiences that Deliver New Levels of Student Engagement. This pillar calls for \$2 million in additional renovations within Clemons Library not included above in Pillar 1. These renovations will create instructional space and learning labs to support additional cutting-edge educational experiences for undergraduate students, including increased opportunities for social entrepreneurship and other experiential learning.

Pillar 4: Assemble and Support a Distinguishing Faculty. Recognizing the inherent benefits of faculty working together to engage in curricular innovation, cross-disciplinary collaboration, and leadership development, this pillar calls for the renovation of a facility as part of the Jeffersonian Grounds Initiative to house a center for faculty leadership development and collaboration. While the location of this facility and the cost of any proposed renovations are not known at this time, the plan recommends that \$4 million be set aside within the Jeffersonian Grounds Initiative for this purpose.

Pillar 5: Steward the University's Resources to Promote Academic Excellence and Affordable Access. This pillar does not require any additional facilities, but instead pushes for the best use of existing space through the Organizational Excellence initiative. Indeed, it is believed that this initiative and the new internal financial model will lead to more efficient, effective, and collaborative use of existing space, which will allow the University to achieve the vision set out in the Cornerstone Plan with only the modest facilities needs outlined above.

APPENDIX B: STRATEGIC PLAN DASHBOARD

The University of Virginia's strategic plan dashboard: what will we do, how will we be better, and how will we measure our success?

We will extend and strengthen the University's distinctive residential culture (Pillar 1) and provide educational experiences that deliver new levels of student engagement (Pillar 3).

As a result:

- All students will have opportunities to develop their leadership skills.
 - *Participation in the leadership minor or Lewis leadership program, online portfolio documented leadership in student organizations*
- With a faculty advisor, all students will be immersed in creativity and innovation through active participation in the arts, entrepreneurship, research, or community engagement activities.
 - *Metric: Survey of Student Experience in the Research University (SERU) by the University of California, Berkeley, participation rate in high-impact experiences*
- At least half of undergraduate students will have an internship experience or employment opportunity before they graduate (currently 39 percent [SERU 2012]).
 - *SERU student survey; online portfolio documentation participation*
- At least half of students will have a transformative learning experience by studying, conducting research, living, or working in another culture (currently 43 percent [SERU 2012]).
 - *SERU experience in a different culture participation*
- All students have an opportunity to enroll in a first-year advising seminar.
 - *Enrollment in COLA seminars, SERU advising satisfaction*
- More alumni will participate in engagement opportunities offered by the University.
 - *Number of participants in alumni engagement activities and 5 percentage point growth in alumni who become donors*

We will assemble and support a distinguishing faculty (Pillar 4) and 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 (Pillar 2).

As a result:

- U.Va., a public university, will take its place among the consensus top 20 academic institutions in the United States

- *Consensus rankings of U.Va. among the top 20 research universities*
- U.Va. will be the vibrant center of creative new scholarship to address the burning questions and issues that arise at the global, national, and state level in the arts, humanities, sciences, and professions.
 - *Faculty national awards*
- Research funding will increase to a level that ranks U.Va. among the top 40 research universities in the country (as measured by federally sponsored research and development).
 - *Federal funding ranking compiled by the National Science Foundation*
- Two thirds of all new faculty hired each year will have an opportunity to participate in our leadership development program, Leadership in Academic Matters.
 - *LAM participation each year*

We will steward the University's resources to promote academic excellence and affordable access (Pillar 5).

As a result:

- U.Va. will be renowned for affordable excellence as a public university sustained by both public and private support that provides an education defined by values of academic rigor, diversity, honor, and student self-governance.
 - *Kiplinger and other national value rankings*
- All staff members will have a professional development plan and we will expand leadership development programs for staff.
 - *Professional development plans in the Human Resources system and growth in leadership program opportunities for staff*

APPENDIX C: PRICING THE PLAN

Development of the Cornerstone Plan included an estimate of resources required to accomplish the initiatives and priorities of the strategic plan. To develop this estimate, a budget review panel was created, co-chaired by the executive vice president and provost and the executive vice president and chief operating officer. Membership on the review panel included academic, financial, and operational leadership.

The responsible parties for each of the 15 strategies presented the budget review panel with a proposed five-year implementation budget. In addition, each dean was asked to submit a proposed budget for alignment and support of the strategies at the school level. This two-directional budget review approach ensured development of a comprehensive and accurate budget estimate.

The review panel scrutinized and reconciled the proposed budgets to eliminate redundancies and optimize synergies across the strategies. Further analysis identified opportunities for reinvesting existing resources, targeting cost savings, and generating new revenues.

APPENDIX D: MATRIX OF ART & SCIENCE GROUP RECOMMENDATIONS AND STRATEGIES

Strategic Plan	Noted in Art & Science Draft Strategic Assessment Report
Emphasis on excellence	p. 14: excellence should not be compromised or ceded
Leadership theme	pp. 46–47: claim leadership development as a major focus; leadership in teaching and learning, developing leaders, institutional leadership for Commonwealth and higher education at large p. 51: institutional leadership on value of higher education and become “the public intellectual’ of our time”
Pillar 1	p. 12: invest in residential experience; value of residential experience over online learning; cautionary about technology pp. 19–20: students’ perceptions—addressed in Pillars 1, 2, 3, 4 p. 21: student experience outside classroom—addressed in Pillars 1 & 3 pp. 23–24: total advising and high-impact experiences—addressed in Pillars 1 & 3 pp. 45–46: focus on students’ academic-residential experience—addressed in Pillars 1 & 3 Comparison study p. 3: recruit and support a diverse student body—addressed in Pillars 1 & 5 Comparison study p. 4: strengthening the undergraduate experience Comparison study p. 10: graduate student advising Internal interviews p. 11: focus on student research experience and advising—addressed in Pillars 1 & 3 Positioning study pp. 8–10: competitive positioning recommendations—addressed in Pillars 1, 2, 3, 5
Pillar 2	p. 9: faculty issues—addressed in Pillars 2 & 4 pp. 19–20: students’ perceptions—addressed in Pillars 1, 2, 3, 4 p. 48: position as research institution pp. 45, 48–49: strategic research, scholarship, and collaboration—addressed in Pillars 2 & 4 Comparison study p. 10: problem-driven approach to research Comparison study p. 14: “creation, management, and delivery of

Pillar 2	<p>scholarly resources in support of teaching and learning”</p> <p>Comparison study p. 24: issues-oriented research and service-learning opportunities—addressed in Pillars 2 & 3</p> <p>Internal interviews pp. 2–3: faculty recruiting and retention—addressed in Pillars 2 & 4</p> <p>Internal interviews p. 5: strategic research investment and support</p> <p>Positioning study pp. 8–10: competitive positioning recommendations—addressed in Pillars 1, 2, 3, 5</p>
Pillar 3	<p>p. 11: teaching and learning</p> <p>pp. 11–12: technology as means of “enhancing traditional classroom experience”</p> <p>p. 13: assessment and measuring outcomes to enhance learning</p> <p>pp. 19–20: students’ perceptions—addressed in Pillars 1, 2, 3, 4</p> <p>p. 21: student experience outside classroom—addressed in Pillars 1 & 3</p> <p>pp. 23–24: total advising and high-impact experiences—addressed in Pillars 1 & 3</p> <p>pp. 45–46: focus on students’ academic-residential experience—addressed in Pillars 1 & 3</p> <p>Comparison study p. 4: educational experiences for students to “directly engage with problems of the world”</p> <p>Comparison study p. 6: technology as a means of improving learning experience and increasing faculty-student interaction</p> <p>Comparison study p. 17: increased global orientation</p> <p>Comparison study p. 24: issues-oriented research and service-learning opportunities—addressed in Pillars 2 & 3</p> <p>Internal interviews pp. 9–10: design and lead in reinvigorating teaching</p> <p>Internal interviews p. 11: focus on student research experience and advising—addressed in Pillars 1 & 3</p> <p>Positioning study pp. 8–10: competitive positioning recommendations—addressed in Pillars 1, 2, 3, 5</p>
Pillar 4	<p>p. 9: faculty issues—addressed in Pillars 2 & 4</p> <p>pp. 19–20: students’ perceptions—addressed in Pillars 1, 2, 3, 4</p> <p>p. 40: faculty hiring, salary, and retention</p> <p>pp. 45, 48–49: strategic research, scholarship, and collaboration—addressed in Pillars 2 & 4</p> <p>Comparison study p. 22: investment in faculty recruitment and community</p> <p>Internal interviews pp. 2–3: faculty recruiting and retention—addressed in Pillars 2 & 4</p>

<p>Pillar 5</p>	<p>p. 8: “broken business plan” across higher education, vulnerable tuition, pricing, and financial aid model</p> <p>pp. 19–20: increase in-state tuition, financial aid, out-of-state enrollment</p> <p>p. 42: philanthropy in service to strategic priorities</p> <p>p. 47: set tuition based on market</p> <p>Comparison study p. 3: recruit and support a diverse student body—addressed in Pillars 1 & 5</p> <p>Comparison study p. 22: invest in faculty recruitment and community</p> <p>Comparison study p. 29: raising private funds for institution-wide priorities</p> <p>Internal interviews p. 6: strategic funding for academic priorities</p> <p>Positioning study pp. 6–7: develop new cost and financial aid model</p> <p>Positioning study pp. 8–10: competitive positioning recommendations—addressed in Pillars 1, 2, 3, 5</p> <p>Positioning study pp. 8–10: new business model, including increased tuition and financial aid</p>
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APPENDIX E: MATRIX OF MISSION ELEMENTS AND STRATEGIES

	Pillar 1			Pillar 2		Pillar 3			Pillar 4			Pillar 5			
	Student leadership development	Total advising	Lifelong alumni engagement	Strategic research	Research infrastructure and services	High-impact educational experiences	Global experiences	Assessing & enhancing the student experience	Faculty leadership development	Continuous active recruiting	Interdisciplinary hiring	Affordable excellence	Leadership in promoting staff excellence	Organizational excellence	Philanthropy in service to strategic priorities
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>Proposed Mission Statement</i>															
Discovery and innovation		X		X		X	X	X			X			X	X
Serves Commonwealth of Virginia	X		X	X				X	X			X	X	X	
Serves nation and the world	X		X	X		X	X		X			X	X		
Develop responsible citizen leaders & professionals	X	X	X			X	X	X	X	X	X		X		
Advance, preserve, disseminate knowledge		X	X	X	X	X		X			X				
World-class patient care	X	X		X	X	X	X		X	X	X		X	X	
Vibrant and unique residential learning environment	X	X			X	X	X	X	X	X		X			X
Free and collegial exchange of ideas		X	X	X	X	X	X		X	X			X		
Collaborative, diverse community, bound by honor, integrity, trust	X	X	X			X	X		X	X		X	X		

	Pillar 1			Pillar 2		Pillar 3			Pillar 4			Pillar 5			
	Student leadership development	Total advising	Lifelong alumni engagement	Strategic research	Research infrastructure and services	High-impact educational experiences	Global experiences	Assessing & enhancing the student experience	Faculty leadership development	Continuous active recruiting	Interdisciplinary hiring	Affordable excellence	Leadership in promoting staff excellence	Organizational excellence	Philanthropy in service to strategic priorities
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>Proposed Vision</i>															
Embody a powerful model for public higher education	X	X	X	X		X		X		X		X		X	X
Learning and discovery within a residential community	X	X			X	X	X	X	X				X		
Shaped by honor, inclusion, and public service	X					X				X		X			
Promote expertise and perspectives required for leadership in 21st century	X	X	X	X		X	X	X				X			
<i>Principles of Implementation</i>															
Actions conform to values (honor, integrity, diversity, responsibility, self-governance, public service)	X	X	X			X		X		X				X	X
Commitment to access and affordability		X	X			X	X	X				X		X	X
Advance economic development and quality of life in the Commonwealth	X		X	X	X	X						X		X	
Leverage technology for maximum gain		X	X	X	X									X	
Pursue continuous improvement as source of ongoing excellence								X		X		X		X	
Make collaboration an institutional hallmark		X		X		X	X				X			X	X
Enhance global perspective and presence				X		X	X		X		X		X	X	
Align resources with aspirations				X	X					X	X	X		X	X

APPENDIX F: MATRIX OF INTERRELATIONSHIPS AMONG STRATEGIES

		Pillar 1			Pillar 2		Pillar 3			Pillar 4			Pillar 5			
		Student leadership development	Total advising	Lifelong alumni engagement	Strategic research	Research infrastructure and services	High-impact educational experiences	Global experiences	Assessing & enhancing the student experience	Faculty leadership development	Continuous active recruiting	Interdisciplinary hiring	Affordable excellence	Leadership in promoting staff excellence	Organizational excellence	Philanthropy in service to strategic priorities
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pillar 1	Student leadership development	1	X	X			X	X	X	X		X	X	X	X	X
	Total advising	2	X	X			X	X	X		X	X	X	X	X	X
	Lifelong alumni engagement	3	X	X	X		X	X		X				X	X	X
Pillar 2	Strategic research	4		X	X	X	X		X	X	X	X	X	X	X	X
	Research infrastructure and services	5				X	X		X	X	X	X	X	X	X	X
Pillar 3	High-impact educational experiences	6	X	X	X	X	X	X	X	X	X	X		X	X	X
	Global experiences	7	X	X	X		X	X	X	X	X	X	X	X	X	X
	Assessing & enhancing student experience	8	X	X		X	X	X	X	X	X	X		X	X	X
Pillar 4	Faculty leadership development	9	X		X	X	X	X	X	X	X	X	X	X	X	X
	Continuous active recruiting	10		X		X	X	X	X	X	X	X	X		X	X
	Interdisciplinary hiring	11	X	X		X	X	X	X	X	X	X	X		X	X
Pillar 5	Affordable excellence	12	X	X		X	X		X	X	X	X	X	X	X	X
	Leadership in promoting staff excellence	13	X	X	X	X	X	X	X	X			X	X	X	X
	Organizational excellence	14	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Philanthropy in service to strategic priorities	15	X	X	X	X	X	X	X	X	X	X	X	X	X	X