

THE CORNERSTONE PLAN

YEAR ONE UPDATE



UNIVERSITY
of VIRGINIA



THE CORNERSTONE PLAN YEAR ONE UPDATE

CONTENTS

03 /	From the President
04 /	Cornerstone Plan Overview
05 /	Pillar I Progress & Metrics
10 /	Pillar II Progress & Metrics
14 /	Pillar III Progress & Metrics
19 /	Pillar IV Progress & Metrics
23 /	Pillar V Progress & Metrics
28 /	2015-16 Priorities

An online version of this report is available at
planning.virginia.edu/cornerstone/

© 2015 by the Rector and Visitors of the University of Virginia

The University of Virginia is committed to equal employment opportunity and affirmative action. To fulfill this commitment, the University administers its programs, procedures and practices without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information and operates both affirmative action and equal opportunity programs, consistent with resolutions of the Board of Visitors and with federal and state requirements, including the Governor's Executive Order Number One (2014).

The University's policies on "Preventing and Addressing Discrimination and Harassment" and "Preventing and Addressing Retaliation" implement this statement.

The Office of Equal Opportunity Programs has complaint procedures available to address alleged violations of these policies.

The ADA Coordinator and the Section 504 Coordinator is Melvin Mallory, Office of Equal Opportunity Programs, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22904-4219, (434) 924-3295. The Title IX Coordinator is Darlene Scott-Scurry, Director, Office of Equal Opportunity Programs, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22904-4219, (434) 924-3200.

A portrait of Teresa A. Sullivan, the President of the University of Virginia. She is a woman with short, light-colored hair, wearing glasses, a pearl necklace, and a dark top. The portrait is positioned on the left side of the page, partially overlapping the title area.

FROM THE PRESIDENT

THE CORNERSTONE PLAN YEAR ONE UPDATE

This annual report on the Cornerstone Plan shows that the vision and aspirations set forth in our plan are coming to life at the University of Virginia.

Just as the 1817 laying of the University's cornerstone signified a defining moment in higher education, the Cornerstone Plan is defining the University's future as we prepare for its third century as one of the nation's greatest universities. Our faculty, staff, students, parents, alumni, Board members, and others are working with a shared vision and with great enthusiasm as we implement the plan's strategies.

We have launched new advising and leadership programs for students, new degree programs, and one new research institute, with more to come. We have developed new, collaborative ways of conducting the work of the University at many

levels. And in the process, we have continued to identify new ways to serve and support the Commonwealth, nation, and world. All the while, our principles and values guide the range of activities and programs we are creating.

In all these undertakings, we are aiming for excellence. As we stand on the brink of the University's third century, with the Cornerstone Plan guiding our way, I look forward to our continued progress in the years ahead.

A handwritten signature in black ink, reading "Teresa A. Sullivan".

Teresa A. Sullivan
President

OVERVIEW

THE CORNERSTONE PLAN YEAR ONE UPDATE

MISSION STATEMENT

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

We are defined by:

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

PRINCIPLES FOR IMPLEMENTATION

- We will ensure that our actions conform to our values of honor, diversity, self-governance, and public service.
- We will maintain our commitment to access and affordability.
- We will welcome opportunities to serve the Commonwealth.
- We will leverage technology for maximum gain.
- We will pursue continuous improvement as the source of ongoing excellence.
- We will make collaboration an institutional hallmark.
- We will seek opportunities to enhance our global perspective and presence.
- We will align resources with aspirations.

UNCOMMON LEADERSHIP FOR THE COMMON GOOD

- Make ethical leadership and the cultivation of leadership skills among students, faculty, and staff the focal point of our University's culture.
- Assemble a faculty dedicated to leadership in the classroom, in its research, and in its professional and institutional communities.
- Lead in higher education as a pacesetter in select areas such as student advising, faculty recruitment, and assessment.
- Lead by sharing our discoveries for the benefit of the Commonwealth and the nation.





EXTEND AND STRENGTHEN THE UNIVERSITY'S DISTINCTIVE RESIDENTIAL CULTURE

- Student Leadership Development
- Total Advising
- Lifelong Alumni Engagement

STRATEGIES

1 Student Leadership Development

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

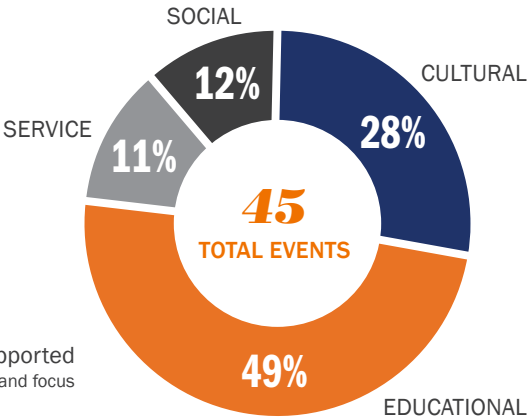


ACCOMPLISHMENTS IN PROGRESS

■ The Office of Admissions began **tracking leadership involvement among applicants** to the University.

522 students' in the class of 2019 outstanding and extensive leadership talents contributed to their admission to the University.

■ Provided support for student events associated with enhancing group identity and **fostering cross-cultural engagement**.



Student Events Supported by event type and focus

■ Launched the **Tri-Sector Leadership Fellowship** program that brings together students and professors from the Darden School of Business, the Batten School of Leadership and Public Policy, and the School of Law.

The program presents an opportunity for Fellows to practice cross-sector collaboration by investigating a real-world problem, thinking critically about current practices and proposing new solutions.

■ Created **Meriwether Lewis Institute for Citizen Leadership**, incorporating academic, experiential, and applied learning elements.

25 students accepted into the first year of the program.

THE MERIWETHER LEWIS INSTITUTE FOR CITIZEN LEADERSHIP TAKES FLIGHT

Supported by private funding, the institute incorporates academic, experiential, and applied learning elements



Twenty-five second-year students representing agency organizations, special status groups, CIOs, and the student body at large were selected to serve as the inaugural Meriwether Lewis Fellows. The Fellowship program began in January 2015 and continues throughout the Fellow's 3rd and 4th years. The program includes three major components:

Enrolling in the course "Leadership across the Disciplines," that examines leadership from different disciplinary perspectives. Class discussion topics include: historical perspectives; transformational leadership; followership; problem solving and decision making; personal factors; power and influence; visionary leadership; ethics; and Presidential leadership.

A six-week intensive summer program where Fellows build upon the academic foundation from the spring semester and learn various leadership skills including public speaking, situational leadership, budgeting, presentation skills, interpersonal dynamics, and negotiation. In addition to skill-building, the Fellows meet with deans and other leaders from across the University to discuss how the deans see their schools within the broader University context, challenges

the University faces, and how student leaders can make a difference at U.Va. In summer 2015, the Fellows also worked in small groups to develop proposals for how the University should use the newly acquired Lloyd Building on the Corner. The summer program concluded with each group presenting their proposal to a broad University audience.

The 2014-15 activities serve as the foundation for Fellows' 3rd and 4th years, during which they will be given opportunities to apply their learning to key University issues. With the help of assigned mentors, Lewis Fellows will participate in independent and small group projects to continue their summer work on improving the University. This will be followed by a leadership seminar in the spring of their 3rd year and ongoing enrichment events through their 4th year, including sessions with guest speakers and faculty and alumni mentorships

In January 2015, the University received a gift commitment of \$600,000 to fully support the Institute for three years. The next class of Fellows will be recruited in the Fall of 2015.



EXTEND AND STRENGTHEN THE UNIVERSITY'S DISTINCTIVE RESIDENTIAL CULTURE

- Student Leadership Development
- Total Advising
- Lifelong Alumni Engagement

STRATEGIES

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.

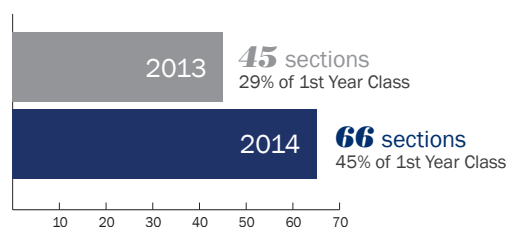


ACCOMPLISHMENTS

IN PROGRESS

- Expanded **First-Year Advising Seminars**, small for-credit seminars that include rigorous academics and dedicated discussion of advising issues.

Total Advising Seminar Sections
Year-Over-Year Growth



- Established **ULINK Peer Advising Program**, a student-run program that pairs First-Years with upperclassman advisors.

100 Advisors selected from 300 applicants
400 First-Year student advisees served

- Established **Virginia Alumni Mentoring Program**, pairing students with Alumni mentors.

350+ students matched with alumni mentors

- Grew **First- and Second-Year student satisfaction** with faculty advising.

Total Satisfaction Level
Year-Over-Year Growth



- Completed preliminary work for creating a **Total Advising Center** in Clemons Library

My mentor has been so incredibly helpful. Prior to meeting with her, I was all over the place and overwhelmed by career options. She has helped me narrow down options that suit my interests and skills and is providing me with excellent resources to prepare myself for the industry.

– Student participant in Alumni Mentoring Program

THE VIRGINIA ALUMNI MENTORING PROGRAM

Alumni Mentors Offer Students the Inside Scoop on Fulfilling Careers After Graduation



When University of Virginia alumnus Jack Steinberg, a longtime veteran of the film industry, was approached to become a mentor to a current U.Va. student, he found the choice to be an easy one. “I can’t think of a more rewarding way to serve this great University than by sharing my own journey with students of like mind and ambition,” he said. “And if in doing so, you help them make those choices with confidence and conviction, then I’d very much consider it an important mission accomplished.”

Steinberg is one of the alumni mentors participating in the Virginia Alumni Mentoring program. It provides students a unique opportunity to connect with U.Va. alumni in their fields of interest to explore and develop career possibilities. With guidance from the Virginia Alumni Mentoring program coordinator, students request a mentor through an online database and are matched for two semesters, during which time they discuss topics such as networking, interview skill development, work-life balance, industry-specific résumé and portfolio review, graduate school attendance, workplace practices and career paths.

Steinberg was paired with Alistair Wilson, a third-year student majoring in history and media studies interested in exploring a career in filmmaking and journalism. They hit it off quickly, Wilson said. “Jack and I share a passion for film that’s necessary to make it through the stress and the long hours associated with this kind of work, and it’s been easy to connect knowing that we have that in common.” The two have connected frequently and met at the College of Arts & Sciences Alumni Mentoring Dinner held in January 2015.

Connecting with alumni gives students an opportunity to visualize their future careers, determine their level of preparation and form meaningful professional relationships with someone they can share personal and professional successes with as they navigate their entry into the professional world.



Alumni gain a unique connection back to the University through their work with current students. “My favorite part of the program, so far, has been meeting Alistair and discovering how much he reminds me of myself at his age,” Steinberg said. “Alistair’s a bright young man, well on his way already to developing the skills and contacts he’ll need to make his mark in the film industry.”

Wilson and Steinberg have worked together to formulate a production résumé and a professional development plan. “We’ve talked about what steps I should be taking to best prepare myself for entry into the professional world, and how I can utilize my time to get the best production experiences possible both inside and outside of the school year,” Wilson said. Steinberg has reviewed samples of Wilson’s producing, directing and editing work. Wilson said Steinberg’s input has been invaluable.



EXTEND AND STRENGTHEN THE UNIVERSITY'S DISTINCTIVE RESIDENTIAL CULTURE

- Student Leadership Development
- Total Advising
- Lifelong Alumni Engagement

STRATEGIES

3 Lifelong Alumni Engagement

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

ACCOMPLISHMENTS

IN PROGRESS

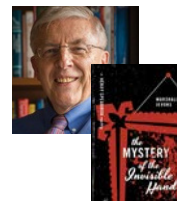
- Increased **alumni events sponsored by Alumni Association**, Advancement, School, and Units.

Alumni Event Attendance
Year-Over-Year Growth



- Established **Hoo Reads Interactive Reading Program**, focused on a recent U.Va. faculty book, including lectures, readings, book signings, webinars, blogs and discussions.

2 faculty authors participate in first year of program



The Mystery of the Invisible Hand
Ken Elzinga



Belligerent Muse
Stephen Cushman

- Grew user base for the **Online Library for alumni**, featuring free access to five databases and over 10,000 journals and articles.

45% increase in alumni users

My engagement with my mentee has been overwhelmingly positive. In only a few sessions, I believe we've struck a rapport and have already discussed and are working toward concrete steps to aid in the identification of opportunities for career development and building a strong foundation for entry into the post-graduation professional space.

– Alumni participant in Alumni Mentoring Program





STRENGTHEN THE UNIVERSITY'S CAPACITY TO ADVANCE KNOWLEDGE AND SERVE THE COMMONWEALTH, THE NATION, AND THE WORLD THROUGH RESEARCH, SCHOLARSHIP, CREATIVE ARTS, AND INNOVATION

- Pan-University Research
- Research Infrastructure and Services

STRATEGIES

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.

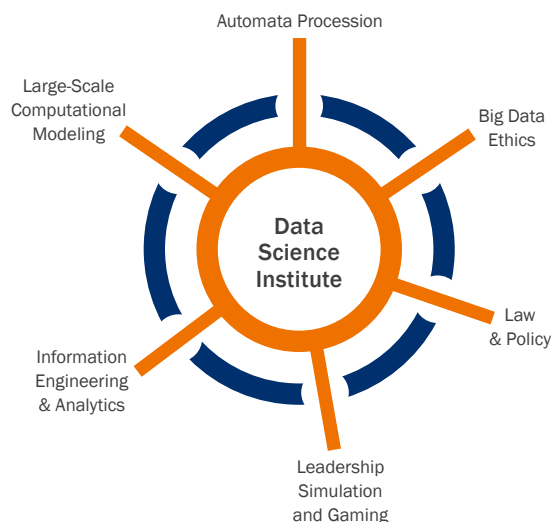


ACCOMPLISHMENTS

IN PROGRESS

- Created the **Data Science Institute**, and hired the founding staff while building infrastructure and services.

6 affiliated centers



- Established the **Masters of Science in Data Science** degree program.

175 applicants to the program in initial year.

Students received employment offers from 31 different companies/agencies with an average starting salary of \$76,244 and average bonus of \$5,553.

- Partnered with University Advancement to secure **Endowment Gifts** supporting data science.

\$10m gift to support Data Science Institute

\$3m gift to create endowed chair in Data Science

\$1m gift to support post-doc and graduate interdisciplinary research

THE DATA SCIENCE INSTITUTE

A Q&A with Don Brown, Director of the Data Science Institute and Professor of Systems and Information Engineering

Q. The University has hired several new faculty members in the past year, some with “Big Data” expertise. Is DSI part of that effort?

A. Yes, we helped hire 11 new faculty members who have come to the University in various departments of the College of Arts & Sciences, in the Engineering School, in the McIntire School of Commerce, the Darden School of Business and elsewhere, bringing big data skills to help transform research at our University. And Joan Bienvenue, director of the Applied Research Institute, has brought in a large big data-related multidisciplinary grant from the Navy that is bringing ongoing research opportunities to our faculty.

Q. How does DSI attract these faculty?

A. We draw them because we are creating a collaborative environment in which people can do a range of data science projects, often in concert with others who are doing related or even not obviously related work. This is very appealing to researchers who are competing nationally for multidisciplinary grants. We also are offering ever-improving infrastructure, such as greater bandwidth, our new high-performance computing cluster, Rivanna, and in partnership with the UVA Health System, a new \$2.25 million secure cluster, that has a virtual machine environment for computational flexibility and almost 2.75 petabytes of storage and enables authorized

users to use protected data for research to better understand disease trends and patterns while ensuring privacy. The same system can also be used by researchers in other domains, such as education, to find patterns and associations in large collections of student records.

Q. One of the hallmarks of the Master of Data Science degree is that students conduct major research as a capstone to all they’ve learned in their coursework. You’ve also obtained sponsorship for some of these projects. Please tell us about that.

A. These are projects for real clients in industry and government. The students are organized in teams and each team must apply the principles and techniques of data science to address an important problem for their client. In this first year, we had 15 sponsored projects from a wonderfully diverse set of domains that included health care, education, finance, social media, safety and security, energy and emergency response. Two project teams won best paper awards from the IEEE Systems and Information Engineering Design Symposium (SIEDS 2015). The first, for developing new approaches to predicting energy use for individual buildings at U.Va., and the second for its work developing models to predict severe sepsis in adult intensive care unit patients.

Q. What sets DSI apart from similar organizations at other universities?

A. We are unique in that our programs, including our master’s, are designed to be interdisciplinary, bringing together experts and students from across Grounds to share, collaborate and find connections that otherwise might not be obvious. Companies and funding agencies like this feature, and as we get the word out about what we’re doing here – that it’s not just in a single discipline – we will continue to prove to be highly competitive at placing graduates, winning grants and conducting needed research of importance to the state and nation.

Q. So how do you rate the institute’s first year?

A. Overall it’s been a very good year. We graduated all of our students, and some have chosen to stay on for more academic training and additional experience. Over the next year, we will be offering new courses leading to a minor in data science that will be open to undergraduate students from all schools and majors at U.Va. We also are looking at possibly working with the School of Continuing and Professional Studies to offer online courses leading to certificates in data science.



STRENGTHEN THE UNIVERSITY'S CAPACITY TO ADVANCE KNOWLEDGE AND SERVE THE COMMONWEALTH, THE NATION, AND THE WORLD THROUGH RESEARCH, SCHOLARSHIP, CREATIVE ARTS, AND INNOVATION

- Pan-University Research
- Research Infrastructure and Services

STRATEGIES

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.

ACCOMPLISHMENTS

IN PROGRESS

Supporting & Facilitating Inquiry

- Developed solutions to ensure **power supply continuity** to research labs.
- Developed new protocols to address **lab safety** issues surrounding use, storage, and disposal of hazardous materials
- Acquired **two state-of-the-art 3-D printers** (only 4 in U.S.) for scientists to use in "printing" tissues for treatment of illnesses and injuries.



3-D "bio-printing" of tissues

- Expanded access to **online scholarly material**, including a new online library of video training, online datasets with high-impact data, and a new access model for datasets containing restricted, sensitive data.

58k new e-books and e-journals

35k titles added to local digital collections

4.7m downloads of library digital content

Creating Research Partnerships

- Explored collaboration possibilities with **U.S. Library of Congress** related to dynamic access to audio-visual collections
- Initiated establishment of the **Academic Preservation Trust**, enabling universities to build a sustainable digital preservation environment for academic content. Increased paying members from 12 to 17 institutions.
- Established **Applied Research Institute** to create research opportunities, encourage and facilitate pan-University research initiatives, serve as a liaison between University researchers and industry and government managers, and provide unique research opportunities for students



ARI has signed agreements with both the US Navy's Naval Air Warfare Center Aircraft Division and the US Army Research Laboratory that enable research collaboration with UVA faculty in multiple fields including cyber security, big data analytics, executive education, robotics, traumatic brain injury, coatings and corrosion, and military decision-making.





STRENGTHEN THE UNIVERSITY'S CAPACITY TO ADVANCE KNOWLEDGE AND SERVE THE COMMONWEALTH, THE NATION, AND THE WORLD THROUGH RESEARCH, SCHOLARSHIP, CREATIVE ARTS, AND INNOVATION

- Pan-University Research
- Research Infrastructure and Services

STRATEGIES

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.



ACCOMPLISHMENTS

IN PROGRESS

■ Encouraging Cross-Fertilization of Ideas & Partnerships

- UVA selected as the only U.S. member to join MAXNET Energy, a partnership with the **Max Planck Society**, Germany's most recognized and acclaimed research organization. This new partnership will enable UVA faculty and students to conduct collaborative research on new, renewable, environmentally friendly and economical energy sources.
- The **Virginia Film Festival** increased participation by 45%, including participation in discussions between artists, students, academics, and audiences, about the films and how they relate to the world in which we live, and showcased a film made in Virginia, by a Virginian, about Virginia.



- Increased activity of the **UVA Licensing Ventures Group** to some of its highest historical levels.



- Expanded **Open Grounds** to create more opportunity for cross-disciplinary networking.

250 events held since expansion in spring 2015

opengrounds
connect. collaborate. create | uva



PROVIDE EDUCATIONAL EXPERIENCES THAT DELIVER NEW LEVELS OF STUDENT ENGAGEMENT

- High-Impact Educational Experiences
- Global Experiences
- Evidence-Based Teaching and Learning

STRATEGIES

- 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.

ACCOMPLISHMENTS

IN PROGRESS

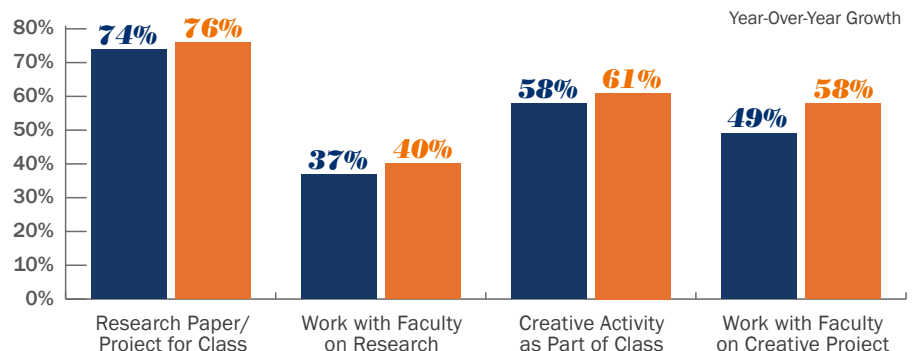
- Supported students in their application to prestigious **National Scholarships and Fellowships.**
- 2** Truman Scholars **2** Rhodes Finalists
- 2** Marshall Finalists **1** Udall Finalist
- 14** Fulbright Student Awards



Increased Support for Entrepreneurial Activities

- Created a new **entrepreneurship minor** available to all undergraduate students with collaboration from the College, McIntire, Engineering, Curry, Architecture, and Batten schools.
- iLab**—for coaching and incubation support.
- Entrepreneurship Cup** (E-Cup) an annual competition that encourages interdisciplinary ventures with potential to address unmet needs and solve social and economic problems

Increased Student Engagement in Research Activity



Source: Institutional Assessment – SERU

2013-14 2014-15



PROVIDE EDUCATIONAL EXPERIENCES THAT DELIVER NEW LEVELS OF STUDENT ENGAGEMENT

- High-Impact Educational Experiences
- Global Experiences
- Evidence-Based Teaching and Learning

STRATEGIES

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.

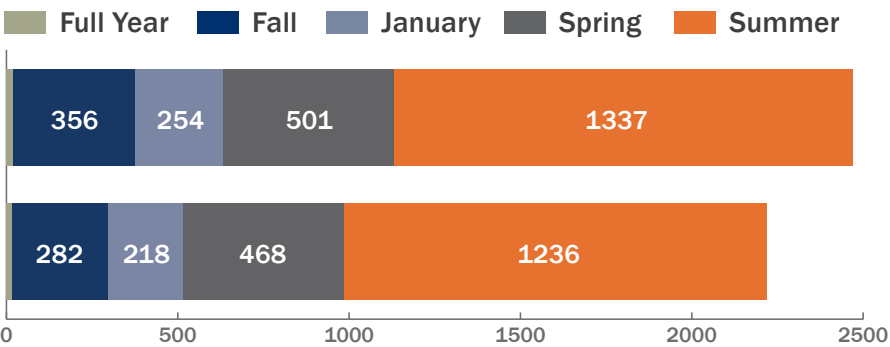


ACCOMPLISHMENTS **IN PROGRESS**

■ Launched a new **Internship Center** within the UVA Career Center to assist students in researching and securing internships and other experiential learning activities.

■ **Increased Student Participation in Education Abroad**

Number of Undergraduate Student Participants



(see map on following page)

■ Held the **Berlin Wall Symposium**, bringing together experts and artists to highlight cultural, political and historical implications around one of the watershed moments of the 20th Century.





PROVIDE EDUCATIONAL EXPERIENCES THAT DELIVER NEW LEVELS OF STUDENT ENGAGEMENT

- High-Impact Educational Experiences
- Global Experiences
- Evidence-Based Teaching and Learning

STRATEGIES

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.



ACCOMPLISHMENTS

IN PROGRESS

- Set goal developing UVA as a **leading global university** by catalyzing international research, learning and outreach.



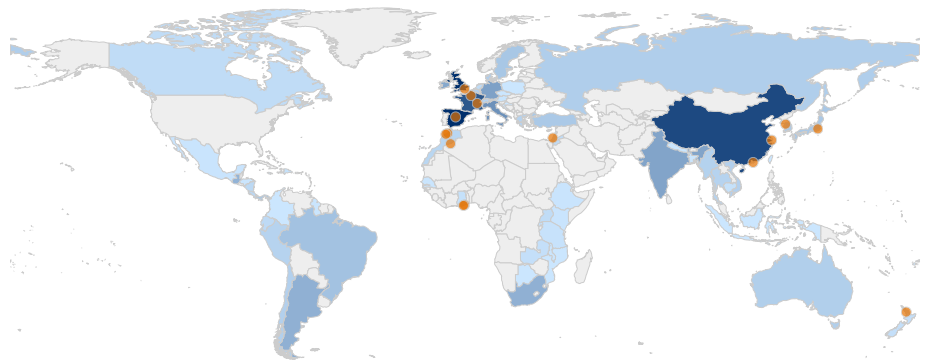
2015 Winner

Senator Paul Simon
Award for Campus
Internationalization

- Increased **Global Internships** with student participants interning in 15 cities across 10 countries.

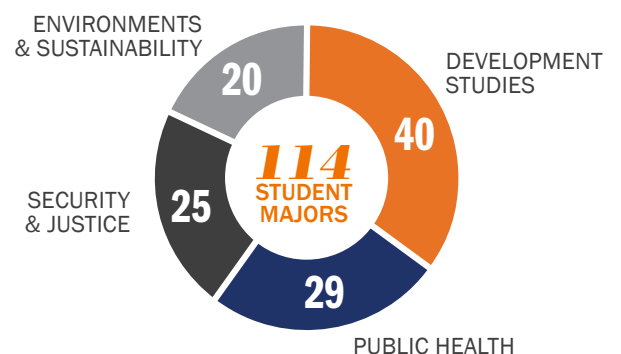
UVA Students Abroad, 2014-2015

No data 1-24 students 200+ students Internship Site



- Implemented new **Global Studies Major** with 114 new student majors.

Student Majors
by concentration



THE UVA DIPLOMACY LAB

The University launches a pilot with the State Department to address diplomat challenges

The University of Virginia and the State Department are partners in a national pilot program to help address what State has called “the extraordinary proliferation of complex challenges” facing U.S. diplomats in the 21st century. The goal of Diplomacy Lab is to create opportunities for faculty and globally-minded students to participate together on research projects with the potential for immediate impact on foreign-policy thinking and decision-making.

With impulse from Open Grounds and the Presidential Precinct, UVA began its association with Diplomacy

Lab only weeks after the State Department’s launch of the concept in 2013. Secretary of State John Kerry publicly announced the initiative at a University Town Hall meeting in Washington, D.C. on March 19, 2014. Currently, Diplomacy Lab is a partnership of the Center for Global Inquiry + Innovation, Open Grounds and the Presidential Precinct.

Each semester, the State Department issues a list of projects requested by its various offices and UVA project coordinators choose a topic. Each project results in a report or other concrete product for the State Department.





PROVIDE EDUCATIONAL EXPERIENCES THAT DELIVER NEW LEVELS OF STUDENT ENGAGEMENT

- High-Impact Educational Experiences
- Global Experiences
- Evidence-Based Teaching and Learning

STRATEGIES

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.

ACCOMPLISHMENTS

IN PROGRESS

- Hosted **Innovation in Pedagogy Summit** for UVA faculty and faculty from across the Commonwealth and beyond, including:



Appalachian State



Eastern Mennonite



Longwood University



Purdue University



Regent University



Roanoke College



University of Guelph



University of Richmond



University of Virginia



VCU



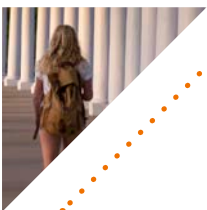
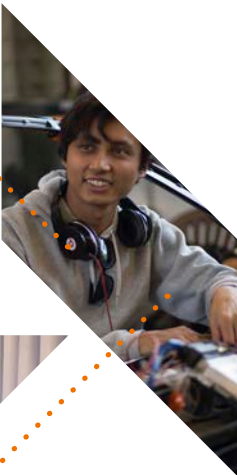
Virginia Tech



Washington & Lee

- The **Center for Teaching Excellence** built workshops and training events to explore how faculty and students can work together to create learning environments in which engagement and enthusiasm flourish. These workshops and events include:

- Student-Faculty Collaboration in Teaching and Learning: Design Thinking workshop for faculty and students.
- Impact of trauma on students' social and cognitive functioning and academic learning.
- Co-hosted with Student Council: Co-creating powerful learning environments.
- Designing assessments that help students overcome bottlenecks of understanding.



IV



ASSEMBLE AND SUPPORT A DISTINGUISHING FACULTY

- Faculty Leadership Development
- Continuous Active Recruiting to Secure Leading Faculty
- Interdisciplinary Hiring

STRATEGIES

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.



ACCOMPLISHMENTS

IN PROGRESS

- UVA Faculty recognized for **National & International Awards**
 - **1** elected into American Academy of Arts and Sciences
 - **3** Fulbright Specialist awards (Finland, Morocco, UK)
 - **12** National Endowment for the Humanities awards for faculty from: French; Media Studies; Spanish, Italian & Portuguese; Virginia Foundation for the Humanities; English; Architectural History; History; Religious Studies; Papers of George Washington; and Papers of James Madison
 - **2** National Science Foundation Early Career Development Awards
 - **1** Alfred P Sloan Research Fellowship
 - **2** National Academy of Inventors Fellows
 - **1** Modern Language Association Prize
 - **1** American Association for the Advancement of Science
 - **1** Christianity Today Book Award in Biography/History
 - **1** Bradley Prize
 - **1** American Political Science Gladys Kammerer Award

- In conjunction with the Data Science Institute, **faculty won six research proposals** including from NIH, NSF, DHS, US Navy

- Pilot programs of several **new faculty leadership development programs** were conducted in an effort to identify how best to support the professional and leadership development of faculty across all stages of their career:
 - Mid-career **Faculty Mentoring Program** for newly tenured faculty members to receive peer mentoring.
 - **Faculty Guides**—faculty who will help fellow faculty members understand school and provost level policies, and how those policies might be relevant to them.
 - Multi-session **change leadership program** for cohort of faculty and staff: 28 participants in first pilot.

- Continuation of the successful Leadership in Academic Matters (LAM) program.

50

faculty and administrators participated, representing seven schools, the library and four academic units.

All participants for every session indicated that they “agreed” or “strongly agreed” that they left the workshops with increased understanding and/or knowledge.

FACULTY DIVERSITY AWARD

New Minority Support Group Recognizes Two University Leaders



A new group formed to support African-American faculty and staff at the University of Virginia has honored two members of the University community.

The Black Faculty and Staff Employee Resource Group describes its mission as “to actively engage in the recruitment, mentorship, collegiality, professional development, retention and promotion of an inclusive environment that will benefit all U.Va. faculty, administrators, staff, students and the Charlottesville community.”

In May, 2015, it held a luncheon to honor one faculty member and one staff member for their contributions to increasing diversity at the University.

Dr. Maurice Apprey, dean of African-American Affairs and a professor of psychiatry and neurobehavioral sciences, received the group’s Armstead Robinson Faculty Recognition Award “for his 31 years of stellar academic record and research, teaching accomplishments, and creating professional and academic advancement opportunities for countless students.” The group noted that under Apprey’s leadership, the School of Medicine has retained 100 percent of minority and disadvantaged students for 13 consecutive years, and that Apprey recruited the first three African-American M.D./Ph.D. students in the Medical Scientist Training Program.

The award’s namesake, the late Armstead Robinson, a former history professor, oversaw the initial development of the Carter G. Woodson Institute for Afro-American and African Studies, which helped identify, recruit and retain key African-American faculty at the University.

Morgan Davis, the purchasing coordinator for the Department of Psychology, received the Lincoln Lewis Staff Recognition Award. Davis, a more than 20-year veteran of the University, is a member of the University Staff Senate, the Black Faculty and Staff Employee Resource Group and the Procurement and Supplier Diversity Services Committee, and “plays a key role in supporting and enhancing the Department of Psychology Graduate Diversity Committee in graduate student recruiting efforts,” according to the award citation.

The award is named for the late Lincoln Lewis, the University’s first Equal Opportunity-Affirmative Action Officer, who initiated the Rev. Dr. Martin Luther King Jr. commemoration program linking the University and local communities.

IV



ASSEMBLE AND SUPPORT A DISTINGUISHING FACULTY

- Faculty Leadership Development
- Continuous Active Recruiting to Secure Leading Faculty
- Interdisciplinary Hiring

STRATEGIES

10 Continuous Active Recruiting
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.



ACCOMPLISHMENTS

IN PROGRESS

- Undertook efforts to **streamline the faculty search process**
 - Created a partnership between Offices of the Executive Vice President and Provost and Equal Opportunity Programs to **eliminate redundant training programs** and **implement best practices** for conducting an inclusive search.
 - Held a **Recruitment Summit** to increase coordination and leverage the efforts of multiple offices including Office of the Executive Vice President and Provost, Human Resources, University Communications, Executive Search Group, and Equal Opportunity Programs.
 - Revised and expanded **New Faculty Orientation program**.
 - Created specialized **Faculty Search Seminars** for department chairs.*
- Instituted several **pilot studies** of incoming and departing faculty to **enhance future faculty recruitment efforts** including an exit study of faculty who voluntarily leave the University, survey of faculty finalists who received offers for a tenure or tenure-track position, and a survey of all new faculty when they arrive.
- Hosted a **Tournament of Ideas** related to dual faculty hiring and hiring and retaining women in STEM/SBS. The top ideas will be further developed for implementation.*
- **Safer Grounds initiative:** a partnership with Facilities Management and the Office of the Architect to enhance lighting and access for women faculty and students who access labs after dark and inform future building renovation and design projects to positively impact the sense of place for women faculty and students.*
- Created an **Academic Search Portal** that provides information on effective recruitment practices to faculty search committee members and candidates:*
 - Provide best practice resources to enhance hiring and mitigate bias
 - Widely used by UVA faculty, across the U.S. and internationally
- Collaborated with the Charlottesville Regional Chamber of Commerce to produce a **Recruiting Video** about the Charlottesville/Albemarle area.

* These are projects conducted under UVA CHARGE and funded in whole, or in part, by the National Science Foundation under ADVANCE IT grant #1209197



ASSEMBLE AND SUPPORT A DISTINGUISHING FACULTY

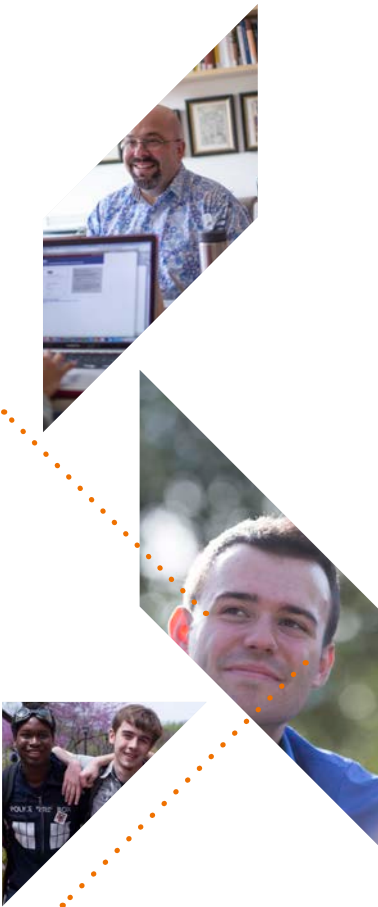
- Faculty Leadership Development
- Continuous Active Recruiting to Secure Leading Faculty
- Interdisciplinary Hiring

STRATEGIES

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.

ACCOMPLISHMENTS **IN PROGRESS**

- The **Data Science Institute** partnered both directly and indirectly in the hiring of seventeen faculty members and postdocs in departments housed in both the College and Graduate School of Arts & Sciences and the School of Engineering and Applied Science, including:
 - Astronomy
 - Chemistry
 - Environmental Science
 - Psychology
 - Economics
 - Statistics
 - Systems and Info. Engineering
 - Computer Science





STEWARD RESOURCES TO PROMOTE ACADEMIC EXCELLENCE AND AFFORDABLE ACCESS

- Affordable Excellence
- Leadership in Promoting Staff Excellence
- Organizational Excellence
- Philanthropy for Strategic Priorities

STRATEGIES

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.

ACCOMPLISHMENTS **IN PROGRESS**

- Launched the **Affordable Excellence Model**, a commitment to students and families that will continue to offer a world-class education that is accessible to all.

The model represents the culmination of the work of the **Board of Visitors’ Finance Subcommittee**, in developing a multi-year financial framework that benefits students and their families, supports the Commonwealth’s higher-education service to Virginians, and sustains AccessUVA.
- The University of Virginia is perennially **ranked among the best universities in the nation** for providing the best value to students and their families.



#1
“Best Value Public College”



#2
“Best College Value”



#1
“Best Deal to In-State Students”



#3
“Best Public University”



EXCELLENT EDUCATION.
AFFORDABLE TO ALL.

On March 24, the University of Virginia Board of Visitors adopted the *Affordable Excellence Model*, significantly reducing student indebtedness for qualifying Virginia residents and affirming U.Va.’s position as one of the best values in higher education. We achieved these results by committing to the following:

MEETING 100% OF NEED

The University of Virginia is one of only two public universities nationwide to meet full need for all in-state and out-of-state students. This commitment enables us to offer admission on a need-blind basis. A student’s family finances are considered only after an offer of admission has been extended.

FUNDING TO REDUCE
NEED-BASED STUDENT
INDEBTEDNESS

Under the *Affordable Excellence Model*, entering in-state students for the 2015-2016 academic year will have a \$1,000 step increase in addition to base tuition, and Virginians entering in fall of 2016 would have an additional \$1,000. Currently enrolled in-state students are exempt from the step increases.

TUITION
PREDICTABILITY

To create more tuition predictability for students and their families, the University will offer the option of a four-year, fixed-price base tuition at a reasonable premium. The fixed-price option will not include fees and school-specific tuition differentials.

REDUCING NEED-BASED LOANS

Under the *Affordable Excellence Model*, the maximum amount of need-based loans Virginia families would potentially accrue during a four-year undergraduate career will be substantially reduced.

	OLD MODEL	NEW MODEL
Low-income Virginians	\$14,000	\$4,000
All other Virginians with need	\$28,000	\$18,000

Under the new model, low-income Virginians who earn a degree from the University would have a **maximum monthly loan payment of \$50 per month** over a term period of 10 years, versus a payment of \$146 per month under the previous program (assuming rate of 4.7%).

BENEFITING VIRGINIANS

Under the *Affordable Excellence Model*, entering Virginians with need will see their net cost drop.

TOTAL ANNUAL COST OF ATTENDANCE, LOW-INCOME STUDENT*

	2014-2015	2015-2016
Est. Cost of Attendance	\$27,092	\$28,963
Work Study	\$3,000	\$3,000
Need-Based Grants	\$20,592	\$24,963
Need-Based Loans	\$3,500	\$1,000
NET COST TO STUDENT	\$3,500	\$1,000

*Based on a family of four with one child in college and an annual income of \$25,000.

TOTAL COST OF ATTENDANCE, OTHER VIRGINIANS WITH NEED*

	2014-2015	2015-2016
Est. Cost of Attendance	\$27,092	\$28,963
Exp. Family Contribution	\$9,000	\$9,000
Need-Based Grants	\$11,092	\$15,463
Need-Based Loans	\$7,000	\$4,500
NET COST TO STUDENT	\$16,000	\$13,500

*Based on a family of four with one child in college and an annual income of \$75,000.

“Lowering the net cost of attendance at U.Va. for Virginians by increasing grants and reducing student debt will make the University an increasingly exceptional and affordable option for families.”

– Greg Roberts, Dean of Admission



STEWARD RESOURCES TO PROMOTE ACADEMIC EXCELLENCE AND AFFORDABLE ACCESS

- Affordable Excellence
- Leadership in Promoting Staff Excellence
- Organizational Excellence
- Philanthropy for Strategic Priorities

STRATEGIES

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.



ACCOMPLISHMENTS **IN PROGRESS**

Established **Center for Leadership Excellence** to encourage and enable leadership at all levels through programs tailored for employees at every level of career development. The Center was established entirely through internal resource allocation.

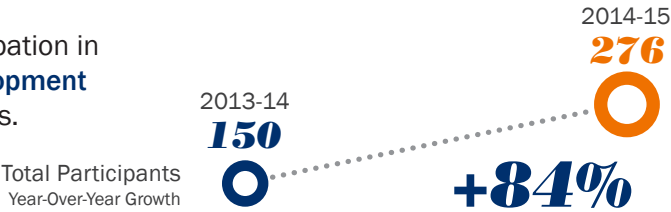
Launched **Succession Development Program** to identify and develop inherent talent of **high performing individuals** who may have the potential to fill key leadership positions at UVA

25 participants and mentors from 11 departments and 4 schools

Increased percentage of staff positions with associated **career development resources**.

10% year-over-year increase

Increased participation in **leadership development** “cohort” programs.



Increased **leadership development participation** in open enrollment programs across all professional skills classes.

21% year-over-year increase



STEWARD RESOURCES TO PROMOTE ACADEMIC EXCELLENCE AND AFFORDABLE ACCESS

- Affordable Excellence
- Leadership in Promoting Staff Excellence
- Organizational Excellence
- Philanthropy for Strategic Priorities

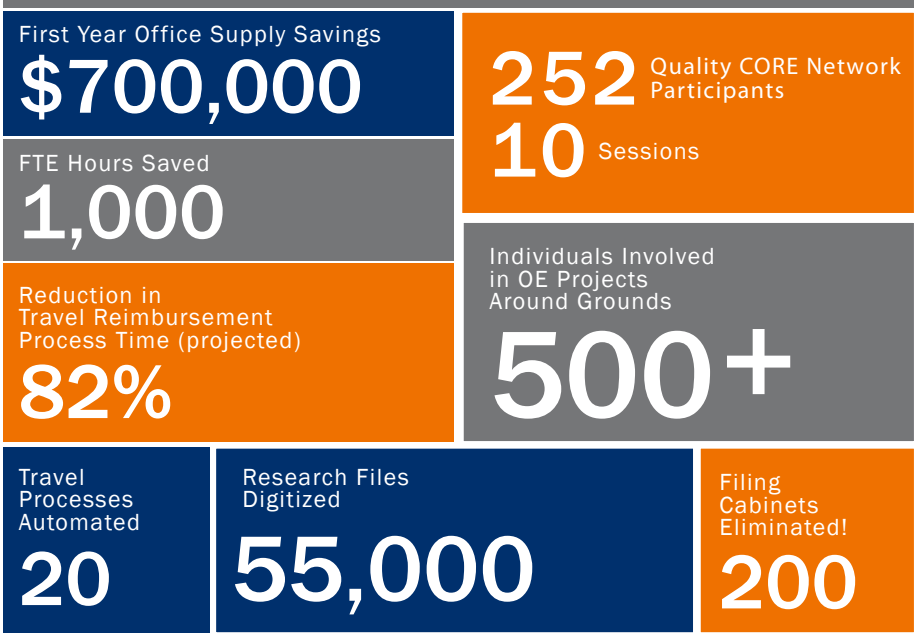
STRATEGIES

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

ACCOMPLISHMENTS **IN PROGRESS**

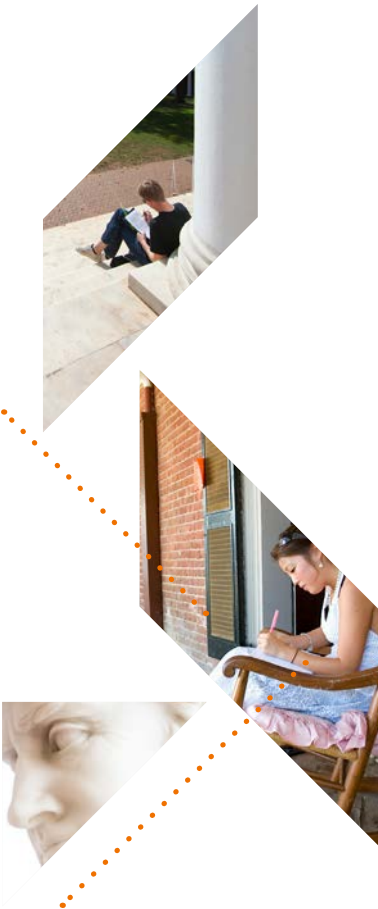
Established **Organizational Excellence**, a formal, pan-institutional program with academic-administrative oversight that partners with units across the University to better align and optimize resources in order to enable core mission and strategic priorities.

2014-2015 ORGANIZATIONAL EXCELLENCE AT-A-GLANCE



The Network for Change and Continuous Innovation awarded its **2015 Leader of Change Award** to Assistant Vice President for Organizational Excellence, Sarah Collie, in recognition of the successful establishment of the Organizational Excellence program.

Designed and hosted **Leading Change Through Innovation and Collaboration**— a state-wide forum for Virginia public colleges and universities to share institutional best practices.





STEWARDSHIP RESOURCES TO PROMOTE ACADEMIC EXCELLENCE AND AFFORDABLE ACCESS

- Affordable Excellence
- Organizational Excellence
- Leadership in Promoting Staff Excellence
- Philanthropy for Strategic Priorities

STRATEGIES

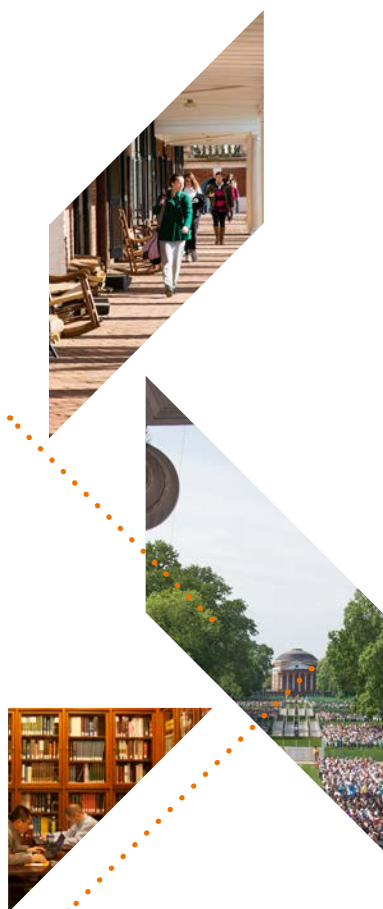
15 Philanthropy in Service to Strategic Priorities

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.

ACCOMPLISHMENTS

IN PROGRESS

- Re-aligned and re-deployed existing advancement staff using existing funds to **align fundraising efforts directly with institutional priorities.**
- Secured funding for **Cornerstone Plan initiatives**
 - President's Commission on Slavery at the University: **\$40k.**
 - Data Science Institute & Endowed Chair: **\$13m.**
 - Post-doc and graduate interdisciplinary research: **\$1m.**
 - External support for Global Internships.
 - Full-time global gifts officer.
 - Funding for need-based scholarships: **\$10m** in commitments in FY15.
 - Meriwether Lewis Leadership Institute: **\$600k.**
 - Established an Arts Endowment.
- **Restructuring and refining** internal policies, performance metrics and practices yielded:
 - 30% increase in **visit activity.**
 - Increased the number of **discovery visits** by 80%.
 - **Minimized duplication** of staff efforts in travel planning.
 - Reduced process time for filing **travel reports** by 10 days.
 - Restructured **corporate and foundation relations.**
 - Partnered with Provost Office, Global Affairs, and Batten School in **structuring and hiring development staff.**
 - Developed and implemented a unified **gift processing** operations plan.
- Began preparations for the upcoming **Bicentennial Campaign**
 - Completed phase I of **Bicentennial Campaign planning** including revising systems, screening, discovery team.
 - Created **fundraising leadership development** programs.
 - Forming **advisory groups** focused on leadership training, mentoring, and other professional development opportunities.



2015-2016 PRIORITIES

THE CORNERSTONE PLAN YEAR ONE UPDATE

Pillar I

EXTEND AND STRENGTHEN THE UNIVERSITY'S DISTINCTIVE RESIDENTIAL CULTURE

- Support for **student diversity-related activities**
- **Meriwether Lewis Institute** for Citizen Leadership
- Continue growing **University Career Center** programming and support
- Expansion and support for **national scholarships/fellowships**
- Expand **COLA classes**
- Support creation of UVA **Lifelong University**

Pillar II

STRENGTHEN THE UNIVERSITY'S CAPACITY TO ADVANCE KNOWLEDGE AND SERVE THE COMMONWEALTH OF VIRGINIA, THE NATION, AND THE WORLD

- Create new **Data Science** faculty fellowships, short courses, and graduate degree programs
- Identify and select **new research institute(s)**
- **Technology** commercialization
- Seed fund to support **new start-ups**
- Expand **access to digital content**, especially datasets and media
- **Academic Preservation Trust** focus on preserving multiple types of content
- Continue partnership with **Library of Congress**

Pillar III

PROVIDE EDUCATIONAL OPPORTUNITIES THE DELIVER NEW LEVELS OF STUDENT ENGAGEMENT

- Begin work on creation of **Total Advising center** in Clemons library
- Expand undergraduate **student research** opportunities
- Build out curriculum of **Global Studies** program
- Expand the **Global Internship program**
- Develop **new grants program** and initiatives to support global research
- Develop **new academic partnerships**, and study abroad support through UVA's China office
- Expand **Curriculum Design Institute**
- Pilot **new technology** to improve student engagement
- Innovation in **pedagogy**
- **Studio Rethink**
- **Big data and cyber security** academic programs

Pillar IV

ASSEMBLE AND SUPPORT A DISTINGUISHING FACULTY

- Expand **leadership programs** for faculty
- Pursue BOV approved **incremental faculty salary increase** to achieve "Top 20" goal
- Establish postdoc **Teaching Residents**
- Provide research core support
- Launch **Ignite program** for new faculty

Pillar V

STEWARD THE UNIVERSITY'S RESOURCES TO PROMOTE EXCELLENCE AND AFFORDABILITY

- Enhance **Succession Development program**
- Focus on **managerial development** to improve organizational effectiveness and efficiency
- Implement integrated **Travel and Expense Management** system
- Pilot **formal administrative unit review** process
- Support ongoing **Organizational Excellence** initiatives
- Sustain focus on **Jeffersonian Grounds** Initiative
- Hire **additional fundraising staff** to focus on need-based aid

