

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
University of Virginia

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)									
Priority Ranking	Biennium 2018-2020 (7/1/18-6/30/20)				Narrative		Narrative		
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)	
			2018-2019		2019-2020				
			Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue			
1	Access & Affordability: Making a World-Class Education Affordable	1, 2	Incremental:	\$3,141,000	\$3,141,000	\$4,236,000	\$4,236,000	Financial aid for out-of-state students and aid for differential tuition.	Financial aid for out-of-state students and aid for differential tuition.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
2	Academic & Student Experience: Assemble a Distinguished, Diverse Faculty	2, 3, 4	Incremental:	\$3,956,000	\$3,956,000	\$7,189,000	\$7,189,000	Academic & Student Experience: Assemble a Distinguished, Diverse Faculty	Academic & Student Experience: Assemble a Distinguished, Diverse Faculty
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$3,956,000	\$0	\$7,189,000	\$0		
3	Academic & Student Experience: Implement the Quality Enhancement Plan (QEP)	2, 3, 4	Incremental:	\$0	\$0	\$0	\$0	Academic & Student Experience: Implement the Quality Enhancement Plan (QEP)	Academic & Student Experience: Implement the Quality Enhancement Plan (QEP)
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$100,000	\$0	\$200,000	\$0		
4	Research	3, 4	Incremental:	\$0	\$0	\$0	\$0	UVa goal to double research portfolio over next ten years through expanding regional and public-private collaborations and supporting institutional research priorities (e.g., new faculty competing for external funding; Inova partnership; new opportunities for state-sponsored research [through VRIC and other sources]; pan-University research institutes).	
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
5	Academic & Student Experience: Enhance the Student Educational Experience	2, 3, 4	Incremental:	\$0	\$0	\$0	\$0	Academic & Student Experience: Enhance the Student Educational Experience	Academic & Student Experience: Enhance the Student Educational Experience
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$50,000	\$0	\$100,000	\$0		
6	Organizational Excellence: Resource Alignment & Optimization	1, 2, 3, 4	Incremental:	\$0	\$0	\$0	\$0	Organizational Excellence: Resource Alignment & Optimization	Organizational Excellence: Resource Alignment & Optimization
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$1,660,000	\$0	\$3,490,000	\$0		
7	Economic Development	2, 3, 4	Incremental:	\$0	\$0	\$0	\$0	Economic Development	Economic Development
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$166,000	\$0	\$171,000	\$0		
			Incremental:	\$0	\$0	\$0	\$0		
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
			Incremental:	\$0	\$0	\$0	\$0		
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
			Incremental:	\$0	\$0	\$0	\$0		
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
Total 2018-2020 Costs									
Incremental (Included in Financial Plan line 61)				\$7,263,000	\$7,097,000	\$11,596,000	\$11,425,000		
Savings				\$0	\$0	\$0	\$0		
Reallocation				\$5,932,000	\$0	\$11,150,000	\$0		

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
University of Virginia

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)								
	Biennium 2018-2020 (7/1/18-6/30/20)				Narrative		Narrative		
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)	
			2018-2019		2019-2020				
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue				
	Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2018-2020 Biennium (Assuming No Additional General Fund)								
		2018-2019		2019-2020		2016-17		2017-18	
	Items	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Salary Increase Rate and Tuition Amount		Total Amount	Amount From Tuition Revenue
	Total Incremental Cost from Academic Plan¹	\$7,263,000	\$7,097,000	\$11,596,000	\$11,425,000				
	Increase T&R Faculty Salaries ²	\$3,480,000	\$3,480,000	\$7,064,000	\$7,064,000		\$5,107,000	\$3,379,000	\$2,703,000
	T&R Faculty Salary Increase Rate ³	3.00%	3.00%	3.00%	3.00%		4.75%	3.00%	1.00%
	Increase Admin. Faculty Salaries ²	\$175,000	\$175,000	\$180,000	\$180,000		\$165,000	\$170,000	\$136,000
	Admin. Faculty Salary Increase Rate	3.00%	0.00%	3.00%	0.00%		3.00%	3.00%	1.00%
	Increase Classified Staff Salaries ²	\$0	\$0	\$0	\$0		\$0	\$969,000	\$678,000
	Classified Salary Increase Rate	0.00%	0.00%	0.00%	0.00%		0.00%	3.00%	0.00%
	Increase University Staff Salaries ²	\$3,807,000	\$3,807,000	\$3,921,000	\$3,921,000		\$3,588,000	\$3,696,000	\$2,587,000
	University Staff Salary Increase Rate	3.00%	0.00%	3.00%	0.00%		3.00%	3.00%	0.00%
	Increase Number of Full-Time T&R Faculty ⁴ (\$)	\$2,387,000	\$2,387,000	\$6,074,000	\$6,074,000				
	Increase Number of Full-Time T&R Faculty ⁴ (FTE)	27	0	54	0				
	Increase Number of Full-Time Admin. Faculty ⁴ (\$)	\$0	\$0	\$0	\$0				
	Increase Number of Full-Time Admin. Faculty ⁴ (FTE)	0	0	0	0				
	Increase Number of Part-Time Faculty ⁴ (\$)	\$0	\$0	\$0	\$0				
	Increase Number of Part-Time Faculty ⁴ (FTE)	0	0	0	0				
	Increase Number of Classified Staff ⁴ (\$)	\$0	\$0	\$0	\$0				
	Increase Number of Classified Staff ⁴ (FTE)	0	0	0	0				
	Increase Number of University Staff ⁴ (\$)	\$0	\$0	\$0	\$0				
	Increase Number of University Staff ⁴ (FTE)	0	0	0	0				
	Library Enhancement ⁴ (\$)	\$0	\$0	\$0	\$0				
	Library Enhancement ⁴ (FTE)	0	0	0	0				
	Technology Enhancement ⁴ (\$)	\$0	\$0	\$0	\$0				
	Technology Enhancement ⁴ (FTE)	0	0	0	0				
	O&M for New Facilities ⁴ (\$)	\$1,325,000	\$927,500	\$2,396,000	\$1,677,200				
	O&M for New Facilities ⁴ (FTE)	0	0	0	0				
	Utility Cost Increase	\$771,000	\$539,700	\$1,558,000	\$1,090,600				
	NGF share of state authorized salary increase/bonus	\$0	\$0	\$0	\$0				
	Fringe/health insurance benefits increase	\$3,065,000	\$2,145,500	\$5,657,000	\$3,959,900				
	VRS increase	\$0	\$0	\$0	\$0				
	Additional In-State Student Financial Aid From Tuition Revenue	\$2,986,000	\$2,986,000	\$1,859,000	\$1,859,000				
	Others (Specify, insert lines below)	\$0	\$0	\$0	\$0				
	Safety and Security Enhancement	\$0	\$0	\$0	\$0				
	Total Additional Funding Need	\$25,259,000	\$23,544,700	\$40,305,000	\$37,250,700				

Notes:

- (1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
- (2) If planned, enter the cost of any institution-wide increase.
- (3) Enter planned annual faculty salary increase rate. Any salary increase entered here will be counted when calculating the gap to reach the 60th percentile in the future.
- (4) Enter number of FTE change over the FY2018 level in appropriate columns.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
University of Virginia

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

Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase*	Total Revenue	Student Charge	Rate Increase*	Total Revenue
E&G Programs											
Undergraduate, In-State	\$12,251	\$139,124,000	\$13,053	6.5%	\$146,092,000	\$14,043	7.6%	\$157,167,000	\$14,785	5.3%	\$165,481,000
Undergraduate, Out-of-State	\$42,859	\$209,313,000	\$44,338	3.5%	\$229,628,000	\$45,878	3.5%	\$237,606,000	\$47,472	3.5%	\$245,861,000
Graduate, In-State	\$15,905	\$38,505,000	\$16,930	6.4%	\$39,808,000	\$17,523	3.5%	\$41,201,000	\$18,136	3.5%	\$42,643,000
Graduate, Out-of-State	\$26,379	\$84,711,000	\$28,374	7.6%	\$92,921,000	\$29,367	3.5%	\$96,173,000	\$30,395	3.5%	\$99,539,000
Law, In-State	\$54,061	\$12,517,000	\$56,002	3.6%	\$13,379,000	\$57,962	3.5%	\$13,847,000	\$59,991	3.5%	\$14,332,000
Law, Out-of-State	\$57,061	\$38,920,000	\$59,002	3.4%	\$40,021,000	\$61,067	3.5%	\$41,422,000	\$63,204	3.5%	\$42,871,000
Medicine, In-State	\$44,283	\$15,422,000	\$44,290	0.0%	\$15,693,000	\$44,290	0.0%	\$15,693,000	\$44,290	0.0%	\$15,693,000
Medicine, Out-of-State	\$55,089	\$18,027,000	\$55,096	0.0%	\$18,805,000	\$55,096	0.0%	\$18,805,000	\$55,096	0.0%	\$18,805,000
Dentistry, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Other NGF		\$36,322,000			\$38,469,000			\$39,431,000			\$40,416,000
Total E&G Revenue - Gross		\$592,861,000			\$634,816,000			\$661,345,000			\$685,641,000
Total E&G Revenue - Net of Financial Aid		\$492,134,000			\$520,881,000			\$541,283,000			\$559,485,000
E&G Revenue Used for Faculty Salary Increases		\$5,107,000			\$3,379,000			\$3,480,000			\$7,064,000
Average T&R Faculty Salary Increase Rate		4.75%			3.00%			3.00%			3.00%
Auxiliary Program											
Mandatory Non-E&G Fees											
Undergraduate	\$2,199		\$2,258	2.7%		\$2,314	2.5%		\$2,372	2.5%	
Graduate	\$2,199		\$2,258	2.7%		\$2,314	2.5%		\$2,372	2.5%	
Law	\$2,199		\$2,258	2.7%		\$2,314	2.5%		\$2,372	2.5%	
Medicine	\$2,199		\$2,258	2.7%		\$2,314	2.5%		\$2,372	2.5%	
Dentistry	\$0		\$0	%		\$0	%		\$0	%	
PharmD	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%	
Total Auxiliary Revenue (<u>ALL</u> including room and board)		\$273,842,000			\$280,160,000			\$286,636,000			\$293,273,000
Total Tuition and Fees											
Undergraduate, In-State	\$14,450		\$15,311	6.0%		\$16,357	6.8%		\$17,158	4.9%	
Undergraduate, Out-of-State	\$45,058		\$46,596	3.4%		\$48,193	3.4%		\$49,845	3.4%	
Graduate, In-State	\$18,104		\$19,188	6.0%		\$19,837	3.4%		\$20,508	3.4%	
Graduate, Out-of-State	\$28,578		\$30,632	7.2%		\$31,682	3.4%		\$32,767	3.4%	
Law, In-State	\$56,260		\$58,260	3.6%		\$60,277	3.5%		\$62,363	3.5%	
Law, Out-of-State	\$59,260		\$61,260	3.4%		\$63,382	3.5%		\$65,577	3.5%	
Medicine, In-State	\$46,482		\$46,548	0.1%		\$46,604	0.1%		\$46,662	0.1%	
Medicine, Out-of-State	\$57,288		\$57,354	0.1%		\$57,410	0.1%		\$57,468	0.1%	
Dentistry, In-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, In-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Student Financial Aid (Program 108)		\$100,727,000			\$113,935,000			\$120,062,000			\$126,156,000
Sponsored Programs (Program 110)		\$422,518,000			\$449,518,000			\$467,499,000			\$483,394,000
Unique Military Activities		\$0			\$0			\$0			\$0
Workforce Development		\$0			\$0			\$0			\$0
Other (Specify)		\$0			\$0			\$0			\$0

* The In-State UG tuition is a weighted average. The assumption is every cohort will see 3.5% (inflation + 1%) increase annually.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
University of Virginia

FINANCIAL AID PLAN

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

2015-16 (Actual)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$127,470,000	\$22,353,000	17.5%	\$22,353,000
Undergraduate, Out-of-State	\$202,988,000	\$32,865,000	16.2%	\$32,865,000
Graduate, In-State	\$36,080,000	\$6,638,000	18.4%	\$6,638,000
Graduate, Out-of-State	\$75,229,000	\$31,655,000	42.1%	\$31,655,000
First Professional, In-State	\$28,660,000	\$1,578,000	5.5%	\$1,578,000
First Professional, Out-of-State	\$57,397,000	\$6,227,000	10.8%	\$6,227,000
Total	\$527,824,000	\$101,316,000	19.2%	\$101,316,000
In-State Sub-Total	\$192,210,000	\$30,569,000	15.9%	\$30,569,000

***2016-17 (Estimated) Please see footnote below**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$139,124,000	\$22,419,000	16.1%	\$22,419,000
Undergraduate, Out-of-State	\$209,313,000	\$33,990,000	16.2%	\$33,990,000
Graduate, In-State	\$38,505,000	\$6,118,000	15.9%	\$6,118,000
Graduate, Out-of-State	\$84,711,000	\$30,779,000	36.3%	\$30,779,000
First Professional, In-State	\$27,939,000	\$1,475,000	5.3%	\$1,475,000
First Professional, Out-of-State	\$56,947,000	\$5,947,000	10.4%	\$5,947,000
Total	\$556,539,000	\$100,728,000	18.1%	\$100,728,000
Total from Finance-T&F worksheet	\$592,861,000	\$100,727,000	17.0%	
In-State Sub-Total	\$205,568,000	\$30,012,000	14.6%	\$30,012,000

2017-18 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$146,092,000	\$23,711,000	16.2%	\$23,711,000
Undergraduate, Out-of-State	\$229,628,000	\$36,510,000	15.9%	\$36,510,000
Graduate, In-State	\$39,808,000	\$7,415,000	18.6%	\$7,415,000
Graduate, Out-of-State	\$92,921,000	\$37,304,000	40.1%	\$37,304,000
First Professional, In-State	\$29,072,000	\$1,788,000	6.2%	\$1,788,000
First Professional, Out-of-State	\$58,826,000	\$7,208,000	12.3%	\$7,208,000
Total	\$596,347,000	\$113,936,000	19.1%	\$113,936,000
Total from Finance-T&F worksheet	\$634,816,000	\$113,935,000	17.9%	
In-State Sub-Total	\$214,972,000	\$32,914,000	15.3%	\$32,914,000
Additional In-State	\$9,404,000	\$2,902,000	30.9%	\$2,902,000

2018-19 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$157,167,000	\$26,374,000	16.8%	\$26,374,000
Undergraduate, Out-of-State	\$237,606,000	\$38,093,000	16.0%	\$38,093,000
Graduate, In-State	\$41,201,000	\$7,675,000	18.6%	\$7,675,000
Graduate, Out-of-State	\$96,173,000	\$38,610,000	40.1%	\$38,610,000
First Professional, In-State	\$29,540,000	\$1,851,000	6.3%	\$1,851,000
First Professional, Out-of-State	\$60,227,000	\$7,460,000	12.4%	\$7,460,000
Total	\$621,914,000	\$120,063,000	19.3%	\$120,063,000
Total from Finance-T&F worksheet	\$661,345,000	\$120,062,000	18.2%	
In-State Sub-Total	\$227,908,000	\$35,900,000	15.8%	\$35,900,000
Additional In-State	\$12,936,000	\$2,986,000	23.1%	\$2,986,000
Additional In-State from Financial Plan		\$2,986,000		

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$165,481,000	\$27,899,000	16.9%	\$27,899,000
Undergraduate, Out-of-State	\$245,861,000	\$40,717,000	16.6%	\$40,717,000
Graduate, In-State	\$42,643,000	\$7,944,000	18.6%	\$7,944,000
Graduate, Out-of-State	\$99,539,000	\$39,961,000	40.1%	\$39,961,000
First Professional, In-State	\$30,025,000	\$1,916,000	6.4%	\$1,916,000
First Professional, Out-of-State	\$61,676,000	\$7,721,000	12.5%	\$7,721,000
Total	\$645,225,000	\$126,158,000	19.6%	\$126,158,000
Total from Finance-T&F worksheet	\$685,641,000	\$126,156,000	18.4%	
In-State Sub-Total	\$238,149,000	\$37,759,000	15.9%	\$37,759,000
Additional In-State	\$10,241,000	\$1,859,000	18.2%	\$1,859,000
Additional In-State from Financial Plan		\$1,859,000		

** Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.*

Six-Year Plans - Part I (2017): FY2016-2017

University of Virginia

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

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

FY 2016-2017	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	18	64
Value of funds from persons or nongovernmental entities to support intellectual property research	\$6,709,217	\$64,067,389
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	3	6
Total	3	6

Definitions

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

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

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

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

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

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

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

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

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

Six-Year Plans - Part I (2017): FY2016-2017
University of Virginia
ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Special Note: After a thorough review of existing documents and surveys, a workgroup comprised of mostly institutional members recommended that the following metrics be used to satisfy this reporting requirement. The reporting period is FY17. The metrics serve as a menu of items that institutions should respond to as applicable and available to them. Please leave fields blank, if information is unavailable.

Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E.

VA PLAN	Section A: Research and Development (R&D) Expenditures by Source of Fund			
Strategy	Source of Funds	*S&E	Non S&E	Total
Reference 4.3	Federal Government	\$234,239,183	\$22,200,933	\$256,440,116
	State and Local Government	\$3,215,933	\$4,761,528	\$7,977,461
	Institution Funds	\$61,209,407	\$17,131,173	\$78,340,580
	Business	\$20,096,673	\$591,511	\$20,688,184
	Nonprofit Organizations	\$26,417,308	\$9,017,935	\$35,435,243
	All Other Sources	\$2,379,032	\$108,605	\$2,487,637
	Total	\$347,557,536	\$53,811,685	\$401,369,222
	* S&E - Science and Engineering			

Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please modify table accordingly.

VA PLAN	Section B: Grants, Contracts and Sub-Agreements by Discipline						
Strategy	Discipline	Category					
Reference		Grants		Contracts		Sub-agreements	
4.3		No.	\$ Value	No.	\$ Value	No.	\$ Value
	Engineering	145	\$36,100,990	75	\$11,516,186	73	\$9,843,169
	Physical Science	88	\$18,758,115	16	\$1,979,482	26	\$3,325,511
	Environmental Science	13	\$2,158,013	2	\$164,081	3	\$68,459
	Computer Science	28	\$7,666,456	9	\$1,992,107	17	\$2,121,334
	Life Sciences	424	\$142,902,836	488	\$23,241,990	173	\$46,088,269
	Psych/Social	38	\$13,134,109	29	\$3,510,741	26	\$3,014,138
	Other Science	15	\$2,480,369	1	\$47,500	3	\$1,467,532
	Non-Science and Engineering (non-S&E)	116	\$33,468,469	32	\$3,406,366	34	\$3,957,083
	Total	867	\$256,669,358	652	\$45,858,452	355	\$69,885,495

Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/Amount	Comments
4.1	Does your institution offer an innovation/ entrepreneurship/career-themed student living-learning community?		X		
4.1	Does your institution offer startup incubation/accelerator programs?	X			
4.2	Does your institution offer maker-space?	X			
4.2	Does your institution have an entrepreneurship center?	X			
4.2	Does your institution have Executive(s)-in-Residence?	X			McIntire and Darden
4.1	Number of students paid through externally funded grants or contracts.			911	Includes all students (graduate and undergraduate) who received any payment of an externally funded research grant or contract
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			40	This includes courses offered through one of the following: the entrepreneurship track within the B.S. in Commerce and the entrepreneurship minor available to all UVA undergraduate students.
4.1	Pertaining to question above, number of participants of these degrees/courses/programs? Include degree programs with concentrations in entrepreneurship separately as well as special trainings for students and faculty.			2,734	Number of unique students enrolled in courses within entrepreneurship track within the B.S. in Commerce and the entrepreneurship minors.
4.1	Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.			11	Here academic unit has been defined as a school. Doing this for a different academic unit (e.g., department) is not well catalogued in all cases; would require substantial time and resources
4.2	Number of intellectual property licenses executed.			82	
4.2	Amount of licensing revenue resulting from intellectual property licenses executed.			\$401,638.13	
4.2	Number of university start-ups from faculty intellectual property.			4	
4.5	Number of jobs created as a result of university start-ups during the last fiscal year.			22	Total only for FY 2017
4.5	Average wages of alumni living (in-state).			\$55,730 (5 yrs post-completion for 4-yr bachelor's degree)	Average wages for four-year bachelor's degree five years post-completion for Graduates in 2004-05 to 2008-09
4.4	Number of outside organizations/businesses served, for example but not limited to companies working with your career center, companies sponsoring research, etc.			1226	# co's using career services (868) + # co's sponsoring research (326) + # co's licensing tech (32)
4.4	Number of units offering K-12 STEM outreach programs.			3	This includes activities only in the College of Arts and Sciences, the School of Engineering and Applied Sciences, and the School of Continuing and Professional Studies during the 16-17 academic year
4.4	Count or estimate of K-12 STEM outreach program participants.			4124	This includes activities only in the College of Arts and Sciences, the School of Engineering and Applied Sciences, and the School of Continuing and Professional Studies during the 16-17 academic year.
4.4	Number of units offering other outreach/extension/public service programs related to STEM-H.			11	Here academic unit has been defined as a school. Doing this for a different academic unit (e.g., department) is not well catalogued in all cases; would require substantial time and resources

4.4	Count or estimate of other outreach/extension/public service program participants.			XXXXXXXXXX	This is not systematically collected. Doing so would require substantial time and resources. In addition, a more clear definition of what is being sought would need to be provided.
4.3	Number of Small Business Innovation Research Grants (SBIR and STTR).			13	
4.3	Dollar value of Small Business Innovation Research Grants (SBIR and STTR).			\$1,084,212.00	
4.3	Number of Commonwealth Research and Commercialization Fund awards (CRCF).			2	
4.3	Dollar value of CRCF awards.			\$295,000.00	
4.1	Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.	x			The University encourages each school to define how commercialization fits into its promotion and tenure policy since this can vary by discipline. In most cases, this appears in either research or service (or both). Some schools have created a separate category outside of the traditional three (research, teaching, and service) which encompasses this.
4.2	Does your institution offer a seed fund and/or proof of concept fund? If yes, provide dollar amount available in FY17 in the number/amount field.	X		1) LVG Seed Fund-UVa technologies (\$1M); 2) Coulter-Biomedical (\$1M); 3) Ivy-Biomedical (\$500K); 4) Launchpad-Diabetes (\$300K)	
4.1	Does your institution offer continuing education programs to industry? If yes, please provide dollar value or headcount for such programs in the number/amount field.	X		3640	This only includes participants during the 16-17 academic year.

Section D: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	Section D: General Questions - VCCS Specific	Number	Value	Comments
4.1	Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			
4.1	Number of training programs leading to workforce certifications and licensures.			
4.1	Number of students who earned industry recognized credentials stemming from training programs.			
4.1	Number of industry-recognized credentials obtained, including certifications and licenses.			
4.1	Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			

University of Virginia 2018-24 Six-Year Plan

Part II

A. INSTITUTIONAL MISSION

The University of Virginia's mission is reflected in its *Mission Statement* that was revised in 2013 and approved by SCHEV in 2014.

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

We are defined by:

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

B. STRATEGIES

The University of Virginia's current strategic plan, The Cornerstone Plan, was approved in November 2013 and implemented starting in the 2014-2015 academic year. The Cornerstone Plan identifies five "pillars" that provide strategic direction for the University and further the goals of the Statewide Strategic Plan and the Virginia Higher Education Opportunity Act (HEOA). These five "pillars" are:

- 1) Enrich and strengthen the University's distinctive residential culture.
- 2) Strengthen the University's capacity to advance knowledge and serve the Commonwealth of Virginia, the nation, and the world through research, scholarship, creative arts, and innovation.
- 3) Provide educational experiences that deliver new levels of student engagement.
- 4) Assemble and support a distinguishing faculty.
- 5) Steward the University's resources to promote academic excellence and affordable access.

Over the last several years, UVa has aligned various planning efforts into a multi-year planning process that is updated regularly. The seven key strategies/priorities outlined in the Six-Year Plan align with the University's Cornerstone Plan and multi-year financial plan; advance the priorities of the Commonwealth, primarily the goals and strategies of The Virginia Plan for Higher Education and the objectives of the Virginia Higher Education Opportunity Act; and will

enhance the quality of education, research, and service at the University. In support of institutional priorities and in alignment with the Commonwealth's priorities/goals, investment earnings from UVA's Strategic Investment Fund (SIF) will fund exceptional opportunities with the potential to:

- Transform a critical area of knowledge or operation;
- Further research progress of the University;
- Materially enhance the quality of the academic experience;
- Support an affordable and excellent education for Virginians; or
- Expand economic development in the Commonwealth.

Priority 1 – Access & Affordability: Making a World-Class Education Affordable

The University of Virginia's Board of Visitors authorized AccessUVA in February 2004 to ensure that an undergraduate education at the University would be available to all students regardless of their financial circumstances. UVA accepts students on their academic merit, regardless of their ability to pay. AccessUVA has been successful in increasing socioeconomic diversity, reducing student loan debt and meeting 100 percent of need for all of the University's undergraduate students. This program continues to bring the University significant recognition as the premier need-based aid program for a public institution in the United States.

The maximum need-based indebtedness over four years is \$4,000 for low-income Virginians and \$18,000 for all other Virginians who demonstrate financial need. The University provides an optional four-year, fixed-price base tuition. Sixty-seven percent of our students graduate with no debt. The 33 percent of students who graduate with debt do so with an average of \$20,500, which is \$5,000 below the national average.

Cornerstone Grants were established by the Board of Visitors in 2016 for Virginia families who just miss qualifying for AccessUVA (with income less than \$125,000 and assets less than \$150,000). The Bicentennial Scholars Fund was established by the Board of Visitors in 2016 to create a permanent, sustainable endowment for AccessUVA.

In addition, the Board of Visitors approved a modest 2.2 percent increase in 2017-2018 tuition for in-state undergraduate students, lower than the estimate in our long-term financial plan.

STATE GOALS: 1, 2

Priority 2 – Academic & Student Experience: Assemble a Distinguishing, Diverse Faculty

The University's mission to produce world-class scholarship and research, provide outstanding educational opportunities for students, and provide world-class patient care requires that we have a distinguishing, diverse faculty. Recruiting and supporting a distinguishing, diverse faculty also is critical to accomplishing the University's strategies to enhance the student educational experience and research.

The University's efforts to this end include, but are not limited to:

- Continuing the cluster hiring and target of opportunity faculty hiring initiatives.
- Providing competitive start-up packages.
- Providing dual career support for faculty spouses and partners.
- Delivering effective faculty leadership development programs that foster and support faculty leadership at the departmental, school, and University levels.

STATE GOALS: 2, 3, 4

Priority 3 – Academic & Student Experience: Implement the Quality Enhancement Plan (QEP)

As part of the University's regional accreditation process with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University developed a Quality Enhancement Plan (QEP). The goal of the University's QEP is to create a culture of writing, typically known as Writing across the Curriculum (WAC). In this culture, students expect to be challenged and guided in their writing endeavors; faculty members recognize that writing is crucial to a strong education in any discipline; and administrators expect students and faculty to place writing at the center of the institution's collective search for knowledge.

STATE GOALS: 2, 3, 4

Priority 4 – Research

The University has set an ambitious goal to double its research portfolio over ten years. The focus will be on building regional and public-private collaboration while continuing to develop and support pan-University research priorities: (1) bioscience, bioengineering, neuro and cognitive science; (2) computational systems science and modeling (i.e. "Data Science"); (3) environment, sustainability and resilience; and (4) energy systems. The University will also pursue additional pan-University or school-specific research priorities, not included above, as faculty expertise converges with opportunities presented by private enterprise, local and state government, the federal government, and/or other strategic initiatives.

Supporting initiatives include, but are not limited to:

- Increasing research support from large corporations, small businesses, NGOs, foundations, venture capitalists, state government, local government, and non-traditional federal agencies.
- Leveraging the UVa Research Park to serve the local defense community, provide a transition zone for successful startup companies, and optimize space allocation for the University.

- Establishing a research resources center (ResearchNET) to provide faculty (in particular new faculty hires) with access to training and support for increased quality proposals to agencies and foundations; and to support multi-investigator interdisciplinary research proposals.
- Increasing research and expanding medical translational research, including cancer clinical trials and focused ultrasound surgery, so that laboratory discoveries are converted into new methods to diagnose and treat illness and augment cancer outreach and prevention activities.

To increase research and promote economic development, enhance the innovation ecosystem. Supporting initiatives include, but are not limited to:

- Continuing the partnership with Inova and the Commonwealth leveraging VRIC strategic resources.
- Increasing graduate student enrollment.

STATE GOALS: 3, 4

Priority 5 – Academic & Student Experience: Enhance the Student Educational Experience

Preparing students to become responsible citizen leaders and professionals requires providing an unparalleled academic and residential experience that supports their graduation and career development interests in a global economy, and their growth as educated citizens. These activities consist of academic, curricular, and co-curricular opportunities.

Specific areas of focus include, but are not limited to:

- Increasing opportunities for high-impact educational experiences (e.g., undergraduate research, internships, and study abroad).
- Providing high quality academic, career, and personal advising.
- Supporting students in their pursuit of national scholarships and fellowships.
- Fostering and supporting a student-centered learning environment.

STATE GOALS: 2, 3, 4

Priority 6 – Organizational Excellence: Resource Alignment & Optimization

As one of the nation’s premier public universities, the University of Virginia pursues innovation, quality, and improvement leading to effective stewardship of its resources. Building upon the success of the institution’s improvement program established in 1994, a formal program of Organizational Excellence (OE) was established in August 2013 as part of the University’s Cornerstone Strategic Plan. The OE program seeks opportunities to enhance stewardship of resources – through resource optimization and resource alignment to support and advance

institutional priorities and mission activities. Academic schools and administrative units contribute to the overall goals of organizational excellence.

The total estimated savings and reallocations for FY2018-19 are \$22.9 million and for FY2019-20 are \$23.1 million.

Partnerships and Collaborations *(Estimated savings/reallocations: \$2.8 million in FY18-19)*

Through the utilization and leveraging of relationships within and beyond the University, cost and effort savings can be realized through the improvement of economies of scale, reductions in duplicated efforts, and the sharing of knowledge and resources. In addition, collaboration between offices/units foster innovation through shared expertise in resolving process challenges or overcoming logistical obstacles.

Cost Savings and Avoidance *(Estimated savings/reallocations: \$10.9 million in FY18-19)*

Maintaining the quality and breadth of services provided by the University is key to any strategy around cost savings or cost avoidance. Through the promotion of collaborative thinking and planning, administrative and academic units are able to realize reductions in expenses that positively impact the overall University's mission.

Process and Functional Improvements *(Estimated savings/reallocations: \$3.7 million in FY18-19)*

Process and functional improvements hinge on the optimization of resources through a variety of means, including, but not limited to, consolidations, new delivery models, and discontinuation of obsolete or underutilized services. These allow effort savings to be redirected to higher value activities.

Revenue Enhancements *(Estimated savings/reallocations: \$5.5 million in FY18-19)*

Aside from cost saving approaches, partnerships, and process improvements, revenue enhancements also ease the financial burdens on administrative and academic units by reallocating resources to improve revenue generation. This realignment allows for forecasted cost reductions and/or improved services with minimal financial impact.

STATE GOALS: 1, 2, 3, 4

Priority 7 – Economic Development

The University of Virginia is committed to being a strong economic development partner for the region and the Commonwealth. Our role in economic development is to graduate students with the skills needed in a rapidly changing world; fuel growth through research and innovation; and promote collaboration among academia, government, and industry.

Supporting initiatives include, but are not limited to:

- *Industry Attraction and Retention*: Work closely with regional and state partners to support economic development activities across Virginia. Facilitate connections to UVa during all phases of industry engagement and leverage resources as appropriate.
- *Talent Development*: Provide students with skills needed in today's workplace. Partner with industry to understand current and future needs and offer relevant courses, programs, workshops, etc.
- *Research and Innovation*: Continue to provide support for industry-focused research and innovation at all levels including startup companies, proof-of-concept projects, licensing IP, industry sponsored programs, etc.
- *Continue and enhance the University's Southwest Virginia Economic Development Partnership, the Appalachian Prosperity Project* with a continued focus on (1) K-12 education support; (2) business support/entrepreneurship; and (3) access to healthcare.
- *GO Virginia Initiative*: Partner with members of our regional council to advance the goals and objectives of GO Virginia to grow and diversify the State's economy.

STATE GOALS: 2, 3, 4

C. FINANCIAL AID

The University of Virginia’s Board of Visitors authorized AccessUVa in February 2004 to ensure that an undergraduate education at the University would be available to all students regardless of their financial circumstances. UVa accepts students on their academic merit, regardless of their ability to pay. AccessUVa has been successful in increasing socioeconomic diversity, reducing student loan debt and meeting 100 percent of need for all of the University’s undergraduate students. This program continues to bring the University significant recognition as the premier need-based aid program for a public institution in the United States.

The maximum need-based indebtedness over four years is \$4,000 for low-income Virginians and \$18,000 for all other Virginians who demonstrate financial need. Figure 1 illustrates how loans form part of a total financial aid package. The University provides an optional four-year, fixed-price base tuition. Sixty-seven percent of our students graduate with no debt. The 33 percent of students who graduate with debt do so with an average of \$20,500, which is \$5,000 below the national average.

Cornerstone Grants were established by the Board of Visitors in 2016 for Virginia families who just miss qualifying for AccessUVa (with income less than \$125,000 and assets less than \$150,000). The Bicentennial Scholars Fund was established by the Board of Visitors in 2016 to create a permanent, sustainable endowment for AccessUVa.

In addition, the Board of Visitors approved a modest 2.2 percent increase in 2017-2018 tuition for in-state undergraduate students, lower than the estimate in the long-term financial plan.

FIGURE 1. EXAMPLES OF FINANCIAL AID PACKAGES

	Low Income Family Income < \$47k 200% of Poverty or Less Example Income: \$0k	Other Students with Need Family Income > \$47k 200% of Poverty or Greater Example Income: \$70k
In-State Total Cost of Attendance	\$31,508	\$31,508
Expected Family Contribution	\$1,600	\$11,400
Subsidized Loans ^[1]	\$1,000	\$3,500
Work Study	\$3,000	\$0
Grants (state, federal, private sources) ^[2]	\$20,068	\$0
Grants from tuition	\$5,840	\$16,608
Unmet Need	\$0	\$0

^[1] Subsidized loans for students with need from families with income greater than \$47,000 range from \$3,500 to \$5,000 based on year and cap at \$18,000 over four years.

^[2] Fund sources: Federal Pell Grant, \$5,920; Federal Supplemental Educational Opportunity Grant (SEOG), \$800; Virginia Guaranteed Assistance Program (VGAP), \$13,348.

D. EVALUATION OF 2016-22 SIX-YEAR PLAN

Priority 1 – Enrollment Growth

Undergraduate Students: The last Board-approved undergraduate enrollment growth plan, which began in fall 2011, added 1,673 new undergraduate students through 2018-19. The 1,673 new undergraduates, which represent an increase of 11.9 percent from the base year of 2010-11, should be completed in fall 2017, one year early. An additional increase of 100 in-state students was approved in January 2017 for fall 2017.

Graduate Students: The growth in graduate students predicted for 2016 was slightly exceeded. This growth aligns with expansion in research and the introduction of several new graduate programs.

Law and Medicine: The Law School maintained its enrollment projections constant to the projected number of students enrolled in fall 2016. School of Medicine enrollment remained level at 624.

Priority 2 – Faculty Recruitment and Retention

The Board of Visitors set a goal of raising UVa faculty salaries to the top third of the Association of American Universities (AAU), or about 20th. The average faculty salary ranking among the University's Association of American Universities (AAU) peers remained at 29th in 2015-16. Over the past two years the University's AAU salary rankings did not change due primarily to the proportion of new faculty hires at the assistant professor level (lowest rank) causing the overall average to decline, even though salaries of continuing faculty increased.

In an effort to measure faculty satisfaction, UVa administered the Harvard University - sponsored Collaborative on Academic Careers in Higher Education (COACHE) survey to faculty in 2013 and again in 2016. Notably, the percentage of faculty who noted "compensation" as one of the "worst aspects" of working at UVa dropped from 43 percent to 18 percent during this time period. This change can be attributed to our efforts to make faculty salaries more competitive.

In addition to continuing faculty salary increases, UVa also introduced two new approaches to faculty hiring that complement and supplement the traditional faculty hiring processes. UVa has embarked on a multi-year pan-university "cluster" hiring initiative in which up to 20 new faculty members each year are recruited collaboratively by several schools or departments to identify faculty members working in a particular interdisciplinary field with the potential for broader social impact. Cluster hires have the potential to expand the University's diversity and to reduce discipline- and institution-generated barriers to research.

UVa also introduced another new faculty hiring initiative that considers “Target of Opportunity” searches. These searches seek highly sought-after top scholars and researchers; individuals who are not on the job market but would enhance UVa’s faculty excellence if successfully recruited. These searches are both strategic and opportunistic and help the University build on strategic areas for growth.

Both cluster hires and target of opportunity hires complement the ongoing discipline-based faculty hiring that takes place within the schools. Overall, searches resulted in faculty being more focused on cross-school research and cross-school interactions. Examples of the areas in which cluster faculty members were hired include:

- Global Markets
- Resiliency in the Face of Environmental Change
- Cloud-Scale Data Analytics
- Biomedical Data Science
- Youth and Social Violence
- Design Thinking & Innovation

UVa introduced a formal dual career program that provides guidance and basic support to partners and spouses of potential new faculty members. Many new faculty members relocate to Charlottesville with a highly qualified spouse or partner who also has a thriving and rewarding career. The UVa Dual Career Program assists faculty spouses and partners seeking employment in the Charlottesville area who have applied for, or accepted, a UVa faculty position; or are current UVa faculty members.

While the program cannot guarantee placement, it offers a variety of resources to support faculty spouses and partners in their job searches. Through both one-on-one meetings with the Program Director of the Dual-Career Center, as well as a supportive community structure, the program worked with over 100 partners and spouses in the first year.

Priority 3 – Staff Development

The University’s long-term plan is to move to competitive salary ranges for University staff, who comprise 78 percent of the total staff population. Classified staff comprise 22 percent. In 2015-16 and 2016-17, UVa distributed a three percent merit-based salary pool to University staff and administrative/ professional faculty as authorized by the Board of Visitors in the University’s operating budgets. In addition, UVa has continued focus on building staff leadership at all levels by offering more opportunities for experiential learning assignments, coaching, career advising, and training for leaders across the University.

Examples of these initiatives include, but are not limited to:

- Cornerstone Program — Year-long program that prepares employees for possible future leadership roles and provides opportunities for personal development.
- Executive Onboarding Program — Six-month program to integrate new senior-level managers and executives into UVa.
- Exceptional Assistants' Seminar Series — Program designed to enhance administrative skills, broaden understanding of the University culture and to introduce program graduates to a network that focuses on personal development, mentoring, and community service.
- Grounds for Success — Comprehensive, three-step orientation experience: (1) in-person program; (2) e-learning modules to be completed within two weeks of the in-person component; and (3) follow-up checklist to assist new employees in their transition to the University and in jumpstarting a successful career.

Priority 4 – Faculty Start-Up Packages

Through its faculty recruitment efforts, the University hired 93 faculty for the FY2016-17 year with start-up packages totaling \$30 million. Faculty recruiting efforts for the FY2017-18 year are still underway, but the University anticipates hiring 99 new faculty members and committing \$41.7 million for start-up packages. Faculty retirements have been slower than expected to date, so future hiring has been adjusted accordingly.

In addition to recruiting faculty and providing start up packages to support research activities, the University also made significant enhancements to the research infrastructure. These enhancements provide support for the work of new, incoming faculty, as well as existing faculty, and further enable the University to maintain a strong research portfolio.

The University provided \$4.4 million in strategic funding to ResearchNET, a collaboration with the Research Associate Deans, which provides essential support to faculty by helping faculty identify grant opportunities and prepare strong grant proposals. This help is especially valuable for large interdisciplinary projects involving one or more schools or units of the University. Through the Research Resources Network, faculty from all schools and disciplines are aided in establishing more meaningful contacts with agency, industry, and foundation program officers in order to prepare higher quality proposals – both individual proposals and larger, interdisciplinary center-level proposals.

The University also allocated nearly \$3 million in strategic funding to Research UVa, a new next generation enterprise-wide information system, which provides access to critical sponsored program financial information. The system increases efficiencies, reduces compliance risk, and reduces administrative burden on faculty, allowing them to focus more time on research activities. It also enables the University to track and report on proposal activity including “hit rates” and operational metrics.

Priority 5 – Undergraduate Student Financial Aid (AccessUVa)

The Board of Visitors created the Strategic Investment Fund in February 2016 to fund investments that support the vision and aspirations of the highest levels of excellence in the University's academic, research, and healthcare missions and have the potential to transform research, research infrastructure, the academic experience, and access and affordability for Virginians. The Board studied access and affordability initiatives at the University over the summer and fall in 2016, assessing the various financial aid and merit scholarship programs available at the University, in particular AccessUVa, as well as various proposals to further improve access and affordability for middle-income Virginians.

Demonstrating its commitment to access and affordability for in-state families, in December 2016 the Board of Visitors established a permanent, sustainable endowment to fund the Bicentennial Scholars program, providing need- and merit-based financial aid for University (including UVa Wise) students, funded by up to \$100 million from the investment earnings of the Strategic Investment Fund over a five-year period, matching up to \$200 million in philanthropic gifts. The Bicentennial Scholars Fund creates a permanent, sustainable endowment for AccessUVa. Since the launch of the program in December 2016, 27 Bicentennial Scholarships have been funded by 118 donors; the total commitments by these donors to date is \$6.4M. The SIF matches total \$3.6M, and the total cash on hand for scholarships from this program thus far is \$7.8M.

At its January 2017 meeting, the Board of Visitors reinforced its commitment to enhance access and affordability for in-state families and authorized the investment estimated at \$13.5 million in Strategic Investment Fund earnings over three years to establish the Cornerstone Grant for Virginia families who just miss qualifying for AccessUVa (with income less than \$125,000 and assets less than \$150,000). To date, the University has awarded approximately \$130,000 in grants to 78 eligible students in the fall of 2018.

In April 2017, the Board of Visitors approved a modest 2.2 percent increase in 2017-2018 tuition for in-state undergraduate students, lower than the estimate in the long-term financial plan.

Priority 6 – Student Success: Total Advising

The University has made significant improvements and revisions to its range of advising services, including academic advising, career advising, and coaching. Examples include:

- An expansion of the first-year advising seminars (COLAs), which are small, for-credit seminars that include rigorous academics, dedicated discussion of advising issues, and individual academic advising by the faculty member teaching the course. Participation has increased from 29 percent to over 50 percent of first year class members being enrolled.

- The Engineering school also revised the mandatory introductory engineering course to incorporate academic advising as part of the course and individual academic advising by the faculty member teaching the course.
- During the 2017-18 academic year, the Georges Student Center will open to provide a physical location to support Total Advising.
- The Career Center was restructured to better support and meet the needs of students. As part of this restructuring effort, the center implemented a new model that moves from passive, transactional, generic career services to active, relational, industry specific advising and connections and significant proactive outreach to students, promoting active engagement in career development.
- An additional Career Center location in the student center building—a more central location on Grounds with greater transparency and ease of access.
- A new for-credit course, “Liberal Arts and the World of Work” that helps students discover connections between studies in the liberal arts and potential professional endeavors and fields, and teaches students how to apply their liberal arts education to critical leadership, communication and organizational skills.
- Record-level participation of companies coming on Grounds for recruiting events, as well as record numbers of students attending recruiting events.
- Creation of six “Career Communities:” Business; Creative Arts, Media & Design; Education, Counseling & Youth Development; Healthcare; Engineering, Science & Technology; Public Service & Government. These communities, organized by industry and not by academic major, provide students an opportunity to connect to specific, tailored industry resources and programs including access to weekly office hours with an advisor who specializes in their area of interest; handpicked jobs, internships, professional development opportunities, and industry advice; programs that help students learn the skills needed to be competitive; and alumni and employer connections.
- The number of career counseling sessions increased 47 percent with over 5,000 sessions conducted in the Fall of 2016 and 98 percent of student survey respondents who sought internship advice from the Career Center reported that they “learned information or resources to help me accomplish my career related goals.”
- A formal Alumni Mentoring Program provides students an opportunity to be matched with an alumni mentor in their field of interest to explore and develop career possibilities over the course of a semester. In 2016-2017 more than 830 alumni volunteered and 700 students participated in the mentoring program, with an additional 296 participating in “flash” mentoring sessions.

Priority 7 – Research & Economic Development: Pan-University Research Priorities

External sponsored research dollars increased 9 percent from 2015 to 2016 (\$311 million to \$338 million). The School of Medicine increased 17 percent from the previous year and the College of Arts & Sciences 25 percent. The portfolio was split mainly between federal,

industrial and foundation sources. For FY 2017 University research is up over 14 percent from the same period last year through Q3 (from \$246 million to \$281 million).

As part of the institution's pan university activities over the past years, UVa has developed several noteworthy accomplishments:

- Created new BRAIN Institute: Building on broad strength and recent breakthroughs at UVa in several areas related to brain science and education to understand, reverse-engineer and treat diseases of the brain. The new institute will draw upon talented faculty and students and recent cluster hires in the College and Graduate School of Arts & Sciences, the Curry School of Education, the School of Medicine, the School of Engineering and Applied Science, and the Data Science Institute – to work collaboratively on developing better methods for understanding the multi-faceted brain; to seek new ways to prevent, treat and cure brain diseases and injury; and to teach about what is learned.
 - Submitted multi-million dollar internal funding proposal with significant input from five schools including development of research initiatives in autism, neurodegeneration and neuromodulation, and sensory disorders, as well as organized facilities or “centers” for microscopy, human brain imaging, and computational neuromics to bring large human data sets to bear on model systems.
 - Submitted \$5 million research application to The Paul Allen Institute (invitation only) on traumatic brain injury.
- The Data Science Institute (DSI) has taken major strides to move forward with its dual research and educational missions over the time period. The DSI has been an integral player in a number of major research initiatives, including the recently awarded NIH Training Grant, “Transdisciplinary Big Data Science Training at UVa” led by PI Jason Papin, which is \$1.43 million over five years. As part of the 4-VA program DSI is working with partners within the University as well as other institutions in the Commonwealth to create a healthcare analytics program for coursework to educate members of the Virginia healthcare workforce in key elements of data science.
 - DSI has also engaged with the Institute for Research on Innovation and Science (IRIS) as a part of a consortium of institutions to combine research data with census data and UMETRICS data to understand how research dollars have been spent and to work on internal and external benchmarking in research.
- In spring 2017, UVa established the Resilience Institute, which seeks to accelerate solutions to urgent social-ecological challenges such as coastal flooding and storm impacts in coastal regions, as well as water security. UVa already has a strong multidisciplinary research department in environmental sciences, and the new institute will bring together faculty and resources there with problem-solvers in disciplines across the University to deal with big-picture, long-term environmental problems affected by societal decisions of the present.

- \$6.5 million in submitted collaborative proposals to federal funding agencies based on preliminary Resilience Seed funds (decisions pending).
 - Collaborative proposals in progress resulting from Resilience Seed Funds with planned submissions in summer or fall to NSF and the Templeton and Surdna Foundations.
 - Contacts made with existing donors who are interested in investing in environmental futures.
- Along with the Resilience Institute, the University simultaneously named the Global Infectious Diseases Institute. This new institute will catalyze transdisciplinary research to combat the most notorious and urgent infectious threats afflicting humankind, including epidemics like Ebola, untreatable “superbugs,” and the diarrheal infections that kill hundreds of thousands of children around the world each year. The institute will solidify UVA’s global footprint through international partnerships and collaborations while seeking new funding for high-impact, transformative research. By promoting scholarly activity revolving around infectious diseases, the institute will educate and train the next generation of lab, social science, and clinical researchers, engineers, educators, policy makers, and entrepreneurs.
- Ongoing Energy initiative with Germany’s Max Planck Society
 - Chemical Engineering hired a new faculty member, Christopher Paolucci, as part of the UVA presidential cluster hiring initiative in energy sciences and engineering.
 - As part of this effort, submitted federal proposals totaling over \$7 million this past year to NSF and DOE.
 - Secured commitment for support from UVA's Strategic Investment Fund for the Center for Catalytic Conversion of Natural Gas project through the NSF Centers for Chemical Innovation (CCI) program (if proposal submitted to NSF CCI is funded), \$1,935,000 total support.
- Increasing research support from large corporations, small businesses, NGOs, foundations, venture capitalists, state government, local government, and non-traditional federal agencies.
 - Received \$10 million in new funding from the Gates Foundation for infectious disease research and \$7 million from the Templeton Foundation to study Cartography of Extrachromosomal DNA as well as Behavioral Genetics
 - Commonwealth CIT CTRF Awards:
 - Over \$500,000 invested in Charlottesville-based companies for Commonwealth Commercialization, SBIR, STTR programs.
 - Additional \$495,000 directly invested in four research programs through state research programs to drive economic growth in Virginia.
 - Commonwealth Center for Advanced Manufactured (CCAM): six awards totaling over \$400,000 supporting advanced engineering research

- Commonwealth Center for Advanced Logistics Systems (CCALS): four awards totaling over \$375,000 supporting Systems Engineering advanced research
- Strategic corporate partnerships:
 - Continued partnership with Rolls Royce generated over \$1.2 million in new sponsored research
 - Additional strategic research partnerships with Altria, Biocore, and Northrop Grumman generated additional \$1.2 million in new research
- Leveraging the UVa Research Park to serve the local defense community, provide a transition zone for successful startup companies, and optimize space allocation for the University.
 - UVa's Health System has moved ~500 employees to the UVa Research Park in support of reallocating their on or near Grounds space for academic/research activities.
 - Since moving to the research Park, the Center for Applied Biomechanics has increased Department of Defense (DOD) research funding from virtually zero to nearly \$4.6 million.
 - Research Park supported the UVa Advanced Research Institute (ARI) with the build-out of the Sensitive Compartmented Information Facility (SCIF) space which provides secure space to conduct classified government research.
 - ARI is currently working towards final accreditation for performing SCIF research activities and expects to have this complete in the coming year.
 - ARI jointly sponsors the annual Commonwealth Conference on National Defense and Intelligence (CCNDI). This year the conference will draw 50 companies and 40 government agencies, departments and organizations. The CCNDI provides a platform for state universities to address issues critical to US security by bringing together leaders in government, academia, and industry together to engage on critical challenges, in both unclassified and classified settings.
 - ARI maintains engagement with more than 75 corporations each year that support the DoD/Intelligence Community (IC), which allows us to participate in open competitions, shape new opportunities, and open up new conduits for collaboration, in support of the DoD/IC missions.
 - In the past two years ARI has partnered with UVa researchers on grants with the Army totaling over \$5 million focusing on DNA profiling and explosive detection systems
 - UVa has decided to enlarge the footprint of the Health System at Fontaine Research Park by about 300,000 square feet - including additional biomedical research space.
- Establishing a research resources center (ResearchNET) to better enable faculty (in particular new faculty hires) to have access to training and support for increased quality proposals to agencies and foundations, and support of multi-investigator interdisciplinary research proposals.

- Through internal investment from the University's Strategic Investment Fund we developed a new research support program to facilitate large multidisciplinary grant submittals. Research support staff is now placed in the 4 largest grant producing schools to provide faculty with assistance in developing new, large and competitive funding proposals.
- Additional, resources are available within the VP for Research office to work with faculty to identify funding opportunities using new database resources. This new functional group has already supported over \$30 million worth of proposals to a wide range of potential sponsors.

Priority 8 – Research & Economic Development: Medical Translational Research

Researchers at the Center for Diabetes Technology (CDT) aim to make diabetes management easier and more effective through the development of automated insulin delivery. By implementing advanced mathematical algorithms that use continuous glucose monitor data to automatically adjust insulin delivery, they increased the time that a patient's blood glucose levels are maintained within a clinically acceptable range, while simultaneously reducing the occurrence of hypoglycemia. An NIH-funded, pivotal clinical trial is underway that should lead to FDA licensure of this "artificial pancreas" in the next couple of years. Nearly \$20 million in external funding has been generated over the past two years to support this effort.

This year, the University of Virginia Cancer Center was named one of the top institutions in the country for cancer research by the National Cancer Institute. For the second time in a row, UVA has been named an NCI-designated Cancer Center, which comes with a five-year, \$15 million grant for research, faculty hiring and clinical trials. UVA is preparing to apply for NIH Comprehensive status for its Cancer Center in the next few years. Recent faculty hires in cancer prevention and epidemiology, cancer clinical trials, and cancer cell therapeutics are positioning the institution for the successful application for this award. The institution also is involved in two new initiatives that will better support future cancer clinical trials: preparation for an application for Association for the Accreditation of Human Research Protection Programs, Inc. (AAHRPP) accreditation, and a streamlining of the start-up procedures for new clinical trials, using Lean processes.

In partnership with the Commonwealth, UVA pioneered the use of focused ultrasound as a non-invasive, therapeutic technology that focuses multiple beams of ultrasound energy on a point deep in the body to treat the targeted area without damaging surrounding tissue. This research currently is approved to treat essential tremor and uterine fibroids and is being tested as a potential treatment for Parkinson's Disease, non-cancerous breast tumors, metastatic tumors, and epilepsy.

The University recently initiated the Translational Health Research Institute of Virginia (THRIV), which integrates and uses health-related data to improve the health of citizens of the Commonwealth; facilitates connections to bring together corporations, non-profit

organizations, public schools, state and federal health departments to collaborate on health-related research that ultimately will benefit the community; and prepares the next generation of healthcare researchers through education and career development opportunities. Faculty and staff are being brought on board to develop a proposal for submission to NIH in early 2018, for approximately \$17.5 million.

In the fall of 2016, Inova and UVa announced a comprehensive research and education partnership to accelerate joint discovery and the application of translational medical research. The Commonwealth, Inova Health System and the University of Virginia all agreed to form a comprehensive research and education partnership. The institutions will collaborate on research, medical education, and the recruitment of eminent researchers, scientists and investigators to the Commonwealth of Virginia to facilitate health innovations- focused on genomics and bioinformatics, cancer research and biomedical technology commercialization.

- The Inova Health System and the University awarded \$450,000 to nine UVa-Inova joint research teams for projects focused on how to better predict, prevent and treat disease. This seed funding will help launch projects with broad impact, improving the health of people of all ages and states of health. The goal is to develop research data that can then be used to seek outside funding to continue the research and apply the learnings to improve patient outcomes.
- The Virginia Research Investment Committee approved \$20 million for building the Global Genomics & Bioinformatics Research Institute, a \$110 million project that will be financed primarily by \$45 million each from UVa and the Inova Center for Personalized Health at the hospital system's campus in Fairfax County. George Mason is contributing \$1 million to the project. The \$20 million state support is designated to help build an advanced medical research center in Northern Virginia that will include scientists from the University of Virginia and George Mason University, additional funds are available to hire researchers as other institutions decide whether to join the initiative.

Priority 9 – Research & Economic Development: Innovation Ecosystem

Continuing implementation of the UVa Economic Development Accelerator (UVEDA), designed to facilitate knowledge transfer and business development around University research and innovation, including a proof-of-concept seed fund.

- Developed UVa technology commercialization seed fund. The primary goal is to build on prior University investments in innovation, translational research, and commercialization by investing in start-up companies to help them grow at the seed stage of financing.
- The university invested in two new Virginia-based companies founded on UVa faculty technology: 1) TypeZero Technologies aims to develop an artificial pancreas technology to track and treat diabetes and 2) TearSolutions treats protein deficient dry eye syndrome.
- Hosted corporate visits from SRI, Johnson & Johnson, Alexion Pharmaceuticals, Ultragenyx Pharmaceuticals, and Merck

- UVa generated the most disclosures (203), deals (80) and US patents (38) in FY2016 than ever in our history. Through the third quarter of FY2017 U.S. patents issued are up 25 percent (23 to 29) compared to last year and new ventures are up 66 percent (3 to 5)
- Advanced UVa Venture Fund strategy (in partnership w/UVa Health System leadership: \$15-35 million investment fund)

UVa spun out four start-up companies in FY2016, creating 22 jobs. Companies based on UVa technology generated nearly \$20 million in investment funding, and another company was acquired for \$45 million.

Priority 10 – Quality Enhancement: Self-Supporting Programs

In alignment with the University’s priorities, self-supporting academic programs have used incremental revenue to expand programmatic opportunities, resources, and access. The MBA for Executives (EMBA) and Global MBA for Executives (GEMBA) expanded to a new location in the metropolitan DC area. A corresponding curriculum redesign now offers students two tracks (domestic or global) at two Virginia locations (Charlottesville, Rosslyn) where the degrees are offered. The Darden Graduate School of Business (Darden) increased financial aid to its students. Most notably, a commitment to make participation in global experience opportunities financially available for every interested student. Darden also is expanding its MOOC offerings and exploring certificate programs with the School of Medicine and the School of Continuing and Professional Studies.

The Data Science Institute (DSI), recently ranked 6th in the country among similar programs, continues to expand academic opportunities including establishing an increasingly popular and competitive M.S. in Data Science; partnering with the School of Continuing and Professional Studies on a professional development program in data analytics; and expanding executive education opportunities in data analytics. The DSI and Darden introduced a new joint degree program MBA/Master of Science in Data Science to better meet the needs of those entering fields including technology, entrepreneurship, and consulting.

The Law School launched the Civil Rights Litigation Pro Bono Clinic, a new pro bono clinic that provides law students with opportunities to work on civil rights cases involving issues such as policing, race, poverty, and mental health.

Priority 11 – Student Success: High-Impact Educational Experiences

UVa expanded and created a new model for the Double Hoo research grant program which supports a pair of undergraduate and graduate students seeking to pursue research together and matches them with a faculty advisor. The program is intended to encourage collaborative interaction between the undergraduate and graduate communities throughout the University. These collaborations provide opportunities for more advanced research for the undergraduate

student and valuable mentoring experiences for the graduate student. In 2016-17, 17 awards were made, and 20 new awards were made in 2017-18, and five carryover projects were renewed for a second year. Research projects span a broad range of fields including biology, education, engineering (biomedical, chemical, civil, material science), history, neuroscience, pharmacology, public health, religious studies, and women and gender studies.

UVa greatly increased outreach efforts and support for students interested in pursuing national and international scholarships and fellowships. As a result we have more than doubled the number of students with whom we engage in application processes and increased the number of applications by almost 50 percent. To meet the still growing demand, we have hired another FTE beginning in July 2017. Among other awards, students have received multiple Critical Language Scholarships, Fulbright US Student Awards, Goldwater Scholarships, Marshall Scholarships, National Science Foundation Graduate Research Fellowships, Rhodes Scholarships, Rotary Global Grants, Schwarzman Scholarships, Truman Scholarships, and Whitaker Fellowships.

We also expanded the Undergraduate Student Opportunities in Academic Research (USOAR) Program. Launched in the 2013-14 school year with just 13 students, with the help of supporting grants from the UVa Parents Fund and the Jefferson Trust, USOAR has grown rapidly in popularity among students and faculty alike. Nearly 200 students applied and 61 were selected to work with 49 different faculty members—representing a 65 percent increase in student participation.

There has been tremendous expansion in entrepreneurial opportunities, and the University currently is home to numerous entrepreneurial groups, including HackCville, (collaborative entrepreneurial space) and SEED (focusing on social entrepreneurship), and has actively participated and served in a leadership role in Charlottesville's Tom Tom Founders Festival which empowers creative, civic, and entrepreneurial projects.

Participation in our education abroad programs continues to increase each academic year—including semester-long study programs and short, intense January term academic experiences. A new degree program was introduced, the Global Studies Major enrolling more than 120 students in its second year, nearly half of which are double-majoring in a complimentary field. Through the Global Internship Program, over the past two years more than 130 students have worked in global Internships in 27 countries and 38 different cities.

As noted in Priority 6, the Career Center also has seen significant increases in its efforts to support student internships and job placements. The new model governing the Career Center moves from passive, transactional, generic career services to active, relational, industry specific advising and connections. Career advisors reach out to students and promote active engagement in career development. Student feedback has been overwhelmingly positive, with 98 percent of student survey respondents who sought internship advice from the Career Center reporting that they “learned information or resources to help me accomplish my career related goals.”

Priority 12 – Student Success: Technology-Enhanced Learning

The School of Continuing and Professional Studies (SCPS) has actively begun to develop capabilities in the MOOC space, investing in new production facilities, leveraging the existing broadcast expertise we have built up over many years offering satellite distance learning programs. SCPS is continuing to build out and formalize the process to ensure we can produce engaging content for the platform, enhance our reputation in targeted areas, and deliver better learning outcomes for our students. Specific milestones include:

- Implemented concentrations in Information Technology and Health Sciences Management in the Bachelor of Interdisciplinary Studies (BIS)
- Designed and constructed a brand new studio that was completed in May 2017 and will provide SCPS stakeholders the ability to use the facility to better reach and engage students, build rich digital learning experiences, create high quality/reusable content and simplify student/faculty collaborations. The technology and production space will also provide an ideal space to originate open house style webinars for potential students, new student orientation and faculty development. The first scheduled productions began May 26, 2017 with video blog style recordings by the Director of our proposed Public Safety Master's degree, Tim Longo.
- SCPS has run our Course Redesign Institute for five full semesters. During this time, approximately 20 faculty have completed the workshop. We currently offer a basic entry-level course, preparing faculty who are new to teaching online ready to teach their first class, which offers a good foundation on which to build. SCPS is exploring opportunities to provide additional workshops based on different competency levels.
- In FY 2017-18, SCPS will offer fully online undergraduate and graduate certificate programs and the Bachelors in Health Sciences Management degree. Students also will have the option to complete the BIS program fully online, in addition to the in-person and hybrid delivery options.

The Curry School of Education offers a Master of Education Degree in Curriculum and Instruction entirely online. This program is designed for individuals who want to make a difference in educational settings by developing more effective instructional practices and better curriculum development strategies. MEd students are required to successfully complete 30 hours of graduate study at the 5000 level or beyond. Fifteen (15) credits must be earned within the core requirements from each of the four "pillars" of the program which cover curriculum, instruction, assessment, and diversity. The additional 15 credits are earned from the student's chosen focus area of Reading, Gifted Education, English Language Learners, or Instructional Technology.

Through the Center for Teaching Excellence we have expanded the Course Design Institute from two summer sessions to also include a January session (between the semesters). We also created an online version called c3Design which won a national innovation award from the Professional and Organizational Development (POD) Network in Higher Education, and is devoted to improving teaching and learning in higher education. Once piloted at UVa, this resource will be available to all universities and colleges in the Commonwealth.

The University continues to host the Teaching with Technology Summit each summer designed for faculty, instructors, and researchers at UVa. This is a free annual event featuring success stories of faculty integrating teaching and technology. Sponsoring units include the Center for Teaching Excellence, Learning Design and Technology in the College and Graduate School of Arts and Sciences, School of Continuing and Professional Studies, SHANTI (Sciences, Humanities & Arts Network of Technological Initiatives), Information Technology Services, Library, and Collab, the centrally-supported online collaboration and learning environment. Topics include gamification strategies, e-portfolios, active learning design, using next-generation technology, incorporating concepts into clinical experiences, enhancing online forum discussion sessions, creating media collections for teaching and research.

Our partnership with Coursera continues to grow and develop with enrollment levels of almost four million. Progress includes:

- Close to 100,000 participants completed MOOC course work in entirety on the Coursera platform.
- Roughly 500,000 learners on the Apple iTunes U platform are taking UVa MOOCs.
- Piloted two MOOCs for alumni – a general one with a Jefferson MOOC and a more targeted one through the Darden Graduate School of Business with the Design Thinking for Business Innovation MOOC.
- Hosted several pilot programs with Africa including the Foundations of Business Strategy specialization of five MOOC courses.
- Piloted the Fundamentals of Project Planning MOOC with the Presidential Precinct program for young leaders from Africa and the Americas in Spring 2017.
- Working to develop a UVa Lifetime Learning MOOC for ongoing development coursework.

Priority 13 – Institutional Collaboration: The Virginia Community College System (VCCS)

The University worked with VCCS' Math Pathways Project to redefine how new courses would transfer to UVa. In all, over 10 courses were identified in mathematics and statistics for which students would receive either UVa degree or elective credit.

In addition, the University developed and implemented two new Guaranteed Admissions Agreements:

- Admission to the Bachelor of Interdisciplinary Studies (BIS) for transfer students from Richard Bland College and the VCCS.
- Admission to the College of Arts & Sciences for transfer students from Richard Bland College and the VCCS.

Priority 14 – Organizational Excellence – Resource Alignment and Optimization

Organizational Excellence is positioned to enable core mission and strategic priorities through resource alignment and optimization. Success is measured by the delivery of high-quality and efficient services; an increasingly collaborative and innovative culture; and the reallocation of time and money to higher-value activities.

Pan-institutional projects in 2015-16 focused on the areas of human resources, research administration, gift processing services, information technology, and procurement.

Examples of accomplishments:

- Strategic sourcing of common goods and services aggregates spend for volume discount pricing. Several commodities have been implemented including office supplies and catering for an annual savings of \$2 million. Additional commodities are under development.
- Research administration redesign of processes and the implementation of a new technology platform. The transactional and strategic improvements are focused on proposal development and award management; interdisciplinary research support; and analytics for insights. Collectively, these improvements are reducing the amount of time spent on administrative tasks and allowing this time to be redirected to research. With more than 800 research faculty and staff users, a couple of hours of time savings per person translates to more than \$5 million dollars saved annually.
- Early retirement incentive plan was elected by 176 employees. Positions were either backfilled, strategically reallocated, or abolished depending upon unit needs, resulting in savings and reallocations of over \$11 million annually in salary and fringes.
- Information technology initiatives focused on server/data centralization and email consolidation for more efficient management and higher quality services.
- Consolidated gift processing services into one center to serve multiple entities, resulting in faster, more accurate processing (14,000 transactions per month; 20+ simplified processes).
- HR Service Transformation Design – a multi-year project to redesign all aspects of HR service (estimated \$10 million in annual savings by FY2019):
 - Selected one integrated, cloud-based system to replace 90 disparate systems.
 - Designed 14 future state processes.
 - Inventoried 152 HR policies.
- Electronic Travel System for enhanced service, increased safety, and consolidated spend for savings.
- Local school and unit strategies resulting in \$2 million in annual savings.

Priority 15 – Research & Economic Development: Southwest Virginia Economic Development Partnership (Appalachian Prosperity Project)

The Appalachian Prosperity Project (APP) is a collaborative partnership among the University, UVa's College at Wise, the Virginia Coalfield Coalition, the private sector, and the Commonwealth. This partnership uses a systems approach to simultaneously advance the inextricably linked fields of education (Appalachians Building Capacity), health (Healthy Appalachia Institute), and prosperity (Appalachian Ventures). The APP FY17 Annual Report is available online at <http://aproject.org/resources/reports/>.

Recent focus has been on extending the resources of the University of Virginia Health System to the citizens of the region, creating new economic development opportunities related to the Clinch River, professional development programs for teachers, and Virginia College Advising Corps counselors at local high schools.

UVa is working with local partners on the Clinch River Valley Initiative (CRVI), a local asset-based economic development effort. CRVI recently helped secure \$3-5 million in state funding to create a linear state park along the Clinch River that will make it a national destination for tourism. Physicians at UVa are screening residents for bladder cancer via telemedicine. Researchers believe it is the first time in the world that these cystoscopies have been done using telemedicine. The Virginia College Advising Corps has expanded service to students in Southwest Virginia with college advisors placed in high schools in Norton and Wise County. These recent UVa graduates will help first-generation students navigate the college application process and increase admittance rates into higher education institutions.

Priority 16 – Student Success: Serving Virginia's Veterans and Military through Collaboration

To better understand the needs and preferences of active military personnel (and veterans), the School of Continuing and Professional Studies (SCPS) hired the Weldon Cooper Center's Center for Survey Research to conduct focus group and interview-based research. The research mapped out that cost is important to this audience and SCPS has implemented a tuition rate to match the \$250 per credit allocation provided by the DOD. The research mapped out other ways SCPS could reorganize our orientation toward military students including the following measures which have been implemented:

- Designating an employee who truly understands the unique perspective and demands of military students to help students navigate requirements, deadlines, etc.
- Developing a plan to foster relationships with branch Educational Services personnel, who often influence students in their choice of college.
- Permitting a leave of absence, both within the space of a particular course and between courses and allowing students to meet course requirements with alternative assignments when students have to leave unexpectedly.

SCPS has designed, published, and distributed promotional brochures and other materials to promote the military tuition rate and highlighted the active duty military tuition rate on its website. We positioned an SCPS outreach manager to build relationships with Educational Services personnel at military bases in Virginia. SCPS has only seen incremental growth in the number of active duty personnel enrolling in our two degree completion programs. We realize our goal is a multi-year effort and will continue to commit resources to serve this audience.

E. TUITION RATE INCREASES

The tuition increase for full time undergraduate students was set based on the University's on-going operating needs and decreases in state funding. Faculty hiring and retention requires significant investment to remain competitive in order to retain our best faculty, as well as recruit new hires. Additionally, incremental tuition dollars are needed to fund the University's on-going commitment to access and affordability initiatives for low and middle income students as we continue to grow philanthropic support.

F. CONTRIBUTIONS TO ECONOMIC DEVELOPMENT

The University of Virginia is committed to being a strong economic development partner for the region and the Commonwealth. Our role in economic development is to graduate students with the skills needed in a rapidly changing world; fuel growth through research and innovation; and promote collaboration among academia, government, and industry.

Supporting initiatives include, but are not limited to:

- *Industry Attraction and Retention:* Work closely with regional and state partners to support economic development activities across Virginia. Facilitate connections to UVA during all phases of industry engagement and leverage resources as appropriate.
- *Talent Development:* Provide students with skills needed in today's workplace. Partner with industry to understand current and future needs and offer relevant courses, programs, workshops, etc.
- *Research and Innovation:* Continue to provide support for industry-focused research and innovation at all levels including startup companies, proof-of-concept projects, licensing IP, industry sponsored programs, etc.
- *Continue and enhance the University's Southwest Virginia Economic Development Partnership, the Appalachian Prosperity Project* with a continued focus on (1) K-12 education support; (2) business support/entrepreneurship; and (3) access to healthcare.
- *GO Virginia Initiative:* Partner with members of our regional council to advance the goals and objectives of GO Virginia to grow and diversify the State's economy.

In 2016 the University engaged an independent research firm to study its effect on and contributions to Virginia's economy. The [report](#) concluded that UVA is a significant generator of economic, employment, and government revenue activity throughout Virginia; and helps create a diverse and stable economy both locally and across the Commonwealth.

G. CAPITAL OUTLAY

On June 9, the Board of Visitors approved the University's 2017 Multi-Year Major Capital Plan which will be used as a planning tool and as support for state capital project funding priorities. The Capital Plan categorizes the projects into the near-term (expected to be initiated by 2018), mid-term (expected to be initiated in 2018-20) and long term (expected to begin after 2020). The projects included below represent the highest priorities of the Academic Division that will be initiated over the next several years.

Maintenance Reserve

Maintenance Reserve Funding is critical for the repair and replacement of plant, property and equipment to maintain or extend the useful life of the Academic Division's Educational & General (E&G) facilities. The University recently completed the Board of Visitors' ten-year program to improve the condition of the University's facilities and reduce the deferred maintenance backlog. One metric used is the Facilities Condition Index (FCI). An FCI of five percent means the facilities are in good condition while anything over 10 percent means the facilities are in poor condition. When we began the program the University's FCI was 10.6 percent. As of June 30, 2016, the FCI was five percent (achieved in FY2014-15). Achieving this goal has required allocation of additional resources to the annual operating maintenance budget, renewal of whole buildings through renovation, and the careful use of the maintenance reserve appropriation. In order for the University to maintain the FCI at five percent the maintenance reserve appropriation plays a critical role and should keep pace with inflation in building costs.

Alderman Library Renewal (\$152.5 million)

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

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

Physics Building Renewal (\$35.0 million)

The University conducted a comprehensive analysis and planning study of STEM facilities that considered space and infrastructure supply and demand, projected space needs, curriculum innovations, and building renewal needs for the STEM facilities on Grounds through 2025. The STEM study identified several buildings as outdated with deteriorated infrastructure including Gilmer Hall, the Chemistry Building, the Physics Building, and several others. The renewal of Physics Building, which is nearly 60 years old, will provide for the renovation of nearly 135,000 GSF of research and instruction space including renewing mechanical systems for improved energy performance; installing fire detection and suppression systems; repairing the exterior envelope and structure; and renewing interior systems, finishes, and furnishings.

H. RESTRUCTURING

Public institutions of higher education and the Commonwealth of Virginia are now in the second decade of operating under the Restructured Higher Education Financial and Administrative Operations Act (Restructuring Act), and for Level III institutions such as the University of Virginia (UVa), its associated management agreement. Restructuring has provided UVa critical flexibility to manage its operations in the changing higher education environment, in part brought about by the severe economic downturn of the last decade, which, among other challenges, has resulted in continued material disinvestment in higher education by most states including the Commonwealth of Virginia.

We are very appreciative of the opportunity to respond to this request for suggested further modifications to the operational relationship between UVa and the Commonwealth. We believe this is a conversation that is vital to all public institutions in the Commonwealth given what we perceive to be the accelerating competitive environment in higher education across the country where financial challenges and competition for talent – students, faculty, and staff – will inevitably lead to suboptimal performance and the possible failure of many institutions.

In responding to this request, we have set forth (1) major policy modifications, (2) business process improvements, and (3) organizational excellence partnerships that we propose be considered as we look to the next phase of Restructuring. In offering these suggestions, we have attempted to explain the underlying rationale as the reality of our experience in many cases is not consistent with the public perception of these issues. We believe that our proposals further the competitive position of all public institutions in the Commonwealth, which we believe needs to be a higher, if not the ultimate, policy priority given the challenges facing public institutions in the state. We further believe that our proposals support economic development in the Commonwealth.

(1) Policy Modifications

There are several policies laid out in the Restructuring Act or in other legislation that, if modified, would allow institutions to operate more efficiently and to better respond to our constituents.

Financial Stability – Since the 2004-05 academic year, UVa's inflation adjusted unrestricted educational and general (E&G) appropriation per in-state student has declined by 20.7 percent, from \$10,739 to \$8,516 in 2016-2017. Additionally, as was the case this past year, shortfalls in the Commonwealth's tax revenues have resulted in mid-year downward budget adjustments. In 2017-18, the general fund appropriation represents 8.5% of the operating budget for the Academic Division, compared to 13.4% in 2004-05. We understand the Commonwealth's financial challenges and while we believe it is in the best interest of the Commonwealth and its citizens that there be greater investment in higher education, we believe there are strong headwinds that will restrain greater investments given the other financial obligations facing the Commonwealth (particularly health care costs).

Long-term planning and organizational success depend on the ability of an institution to predict and manage all of its revenue sources. To that end, we would like to explore alternatives that will ensure the stability and predictability of annual general fund appropriations. Additionally, we would also hope that our capital budget allocations remain at no less than current levels and believe that increased appropriations can easily be justified for research-related investments given the potential economic impact on the Commonwealth.

Enrollment Management – The dialogue around enrollment levels would be enhanced by a better understanding of the unintended consequences of mandating higher in-state enrollment at UVa and other public institutions that attract significant numbers of out-of-state students. Instead, we propose shifting the conversation from mandated in-state/out-of-state ratios to the commitment to serve Virginia students based on the numbers of Virginia high school graduates.

We are steadfast in our commitment to serve Virginia students, but this commitment should not displace out-of-state students who have outstanding academic qualifications and provide cultural diversity that enhance the learning environment for all students and make us a global institution. We compete for students from all 50 states and from many countries around the world, and can best meet our obligation as a public institution by offering students of the Commonwealth the highest quality education and a community that challenges them beyond their comfort zones.

Our principal purposes as a university are to attract and nurture talent – both students and faculty – and to contribute to the economic welfare of the Commonwealth. The quality of our faculty is inextricably intertwined with the quality of our students because the quality of the student population is a key consideration when talented faculty members select one institution over another. Therefore, student enrollment policies ultimately influence the quality of our faculty and research efforts, which in turn influences our ability to contribute to economic development.

In response to the General Assembly's calls for enrolling more Virginia students and consistent with the goals of the Higher Education Opportunity Act (and Grow By Degrees Campaign), the University committed in 2010 to increase in-state undergraduate enrollment by 1,171 students by the 2018-19 academic year. Due to higher than expected yield rates, we will achieve our goal one year early, in fall 2017. Further, in January 2017 we committed to enrolling an additional 400 in-state undergraduate students over the next four years, which will have an ongoing operational cost of \$3.2 million annually. The additional capital expense, primarily for housing, is factored into our multi-year capital plan, which is updated annually. However, there are also qualitative costs to this growth, specifically around the increased demand for student services and student access to classes and fields of study they desire. It is not always feasible to increase class size; in some instances, overcrowded classes may have a negative impact on interactive learning experiences. Ultimately, overcrowding dilutes a student's educational experience, as well as the standing/reputation of UVa.

An issue routinely introduced for consideration by the General Assembly is imposing a limit on the percentage of out-of-state undergraduate students in favor of increasing the percentage of in-state students. UVA and certain other public institutions have resisted these proposals because they would undermine the diversity and quality of our student body which in turn adversely impacts our ability to attract the best in-state students and in turn the best faculty. Moreover, it significantly reduces overall tuition revenue. For every out-of-state student replaced by an in-state student we lose approximately \$26,300 in tuition revenue. In addition, as noted below, limiting out-of-state students would have an impact on our philanthropic efforts and potential.

The foregoing consequences of reducing the number of out-of-state students are generally understood and we believe persuasive. However, there are elements of this analysis that are not well understood. First, it is important to note the number of Virginians who gain admission to UVA, as well as the significant number of in-state students who do not matriculate. For the upcoming 2017-18 academic year, we offered admission to 4,346 in-state first-year students, 2,550 of whom accepted our admission offer, or 58.7 percent. We also admitted 716 in-state transfer students, many of whom are transferring from Virginia community colleges. We do not have precise information/data, but we know generally that while we lose some students to other Virginia schools – both public and private – the vast majority who decline our admission offer attend out-of-state schools. The reasons vary for attending an out-of-state institution – some have better-perceived brands or provide greater merit scholarships and/or financial aid packages. What is clear is that over the last decade the competition for the best in-state students has intensified greatly due to the desire to (1) increase student diversity, (2) offset declining student populations in a number of regions of the country, or (3) generate greater revenue due to higher out-of-state tuition levels.

As we are strongly encouraged to admit in-state students with lower class rankings or qualifications, the desire of the top students in that same class to attend UVA may decline thus contributing to the exodus from Virginia. Consequently, some of the very best students in the Commonwealth are leaving Virginia for their college experience. Losing some of our best talent has real implications for long-term economic development of the Commonwealth. We understand the disappointment students and their parents experience when they are not admitted to UVA (or to their first-choice institution), but 95 percent of students who apply to UVA, William & Mary, Virginia Tech, and James Madison receive an offer from at least one of the four institutions. Based on this statistic, we believe greater attention needs to be placed on retaining our best students many of whom are leaving the Commonwealth to attend college.

Another repercussion of increasing in-state enrollments at certain institutions is the impact on the other public institutions of higher education in the Commonwealth. With a static level of college-bound high school graduates in the Commonwealth for the foreseeable future, and with increased competition for the Commonwealth's best high school graduates from other states, a policy that encourages further consolidation of graduating high school students into a few institutions serves only to cannibalize the other institutions. We know all too well the

consequences of increased enrollment by certain schools – as an example, UVa’s College at Wise loses students when Virginia Tech increases enrollment.

Demographic trends suggest that over the medium-term future, there will not be enough college-bound students in Virginia to support the enrollment needs of all Virginia public higher education institutions. Consequently, we must think carefully and critically about encouraging more growth at certain institutions, as this will likely come at the expense of other institutions. Alternatively, institutions that attract more out-of-state students should be provided the additional flexibility and authority to do so. All of Virginia’s public institutions will be strengthened by:

- enhancing the quality of education and the cultural diversity of the Commonwealth by attracting the nation’s most talented students;
- increasing the number of potential students for institutions that rely primarily on in-state students;
- attracting additional tuition revenues that can be used to subsidize in-state tuition for Virginians; and
- strengthening long-term economic development potential by retaining more of our best student talent.

UVa cannot ignore the contributions of out-of-state alumni and students to our financial model. In FY2017-18, UVa will receive approximately \$125 million in E&G appropriations from the Commonwealth. In comparison, we receive two-thirds of our annual tuition revenue (approximately \$210 million) from out-of-state students, and approximately \$46 million annually in gifts from out-of-state alumni and parents (nearly 55 percent of total alumni and parent giving). Out-of-state students also contribute directly to the Commonwealth’s economy through their spending on goods and services, community involvement, and contribution to the University’s research efforts.

Tuition Setting – The authority of the Board of Visitors to establish tuition and fees is codified in the enabling legislation of the University, in the Restructuring Act, in the Management Agreement, and in the Higher Education Opportunity Act of 2011. The ability of an institution to control all of its revenue sources is critical to long-term planning and organizational success. Yet in recent years, there have been a number of formal and informal calls or mandates to minimize tuition increases. This is understandable given the public perception of the cost of higher education, but oftentimes it is premised on erroneous, if not completely inaccurate, information. Since FY1991, on a per-student basis, UVa’s cumulative undergraduate tuition increase is less than the decrease in general funds UVa receives from the Commonwealth – using inflation-adjusted dollars, general fund appropriations per student decreased nearly \$8,000 over the 25-year period while tuition increased by \$6,800. Over time, UVa’s Board of Visitors has demonstrated a strong commitment to minimizing tuition increases in order to provide access for all Virginians. Moreover, we have done so even when facing frequent unfunded obligations imposed by both the state and federal governments (including pension liability) and reduced support from the Commonwealth. Per-student support for higher education by the Commonwealth ranks 41st lowest in the country (source: SHEF 2016 Data by the State

Higher Education Executive Officers). While no specific policy modifications are required at present, this is a critical governance policy issue and it should be re-emphasized that the authority to establish tuition and fees rests solely with the Boards of Visitors.

Human Resources – We would like to explore the opportunity to renegotiate aspects of the Human Resources policy included in the Management Agreement with the goal of re-examining current policies around transferring classified employees into the University staff system and the applicability of state human resources policies (e.g. layoff, probation) to University staff.

The Restructuring Act and the subsequent Management Agreement allowed Level III institutions to create human resources systems separate from the state system. We are prohibited, however, from involuntarily transferring existing employees to our new systems. As a result, most staff employees are members of the Virginia Retirement System; all employees are subject to the state grievance procedure; and the University is governed by the state workers' compensation policy.

Nine years after establishing the UVa human resources system for staff employees, through new hires and voluntary conversion of classified employees to University staff, there remain 1,304 state classified employees in the Academic Division, or 22 percent of our total salaried staff workforce. Managing two separate human resources systems for staff is becoming increasingly difficult as the number of state classified employees continues to decline.

The University of Virginia employs nearly 21,000 faculty, staff, and team members across its Academic Division, Health System, and College at Wise. In 2015, we began a project to transform the way we deliver HR services in order to deliver on our mission and strategic goals. An external consultant collaborating with us on this project developed an HR Maturity Model that defines service levels over 12 separate lines of HR business. The service levels range from “Basic” to “Leading”. The Ufirst project, as it is known, will allow the University to move closer to the “Leading” service level across each of the 12 competencies. In some cases, the dual system of staff employment and the limits placed on classified state employees by the state-managed system present barriers to achieving a “Leading” designation.

Financial Incentives – Permanently restore financial incentives provided for in the Code of Virginia's restructuring language: procurement card rebates, interest on Educational & General balances, and eVa rebates on sole source procurements. Eliminate the practice of reverting cost savings from payments from students, federal research, and philanthropy back into the general fund.

Long-Range Planning – The inability to accumulate appropriate reserves, both capital and operating, in the educational and general program as we do for auxiliary enterprises hampers the ability to develop meaningful multi-year plans. A non-reverting fund subject to certain limitations would allow an institution to make investments that it could not otherwise make within an annual appropriation of general and non-general funds in E&G (e.g., major equipment purchases, anticipation of new faculty hires).

Academic Programs – We propose that the Boards of Visitors at Level III institutions be delegated the authority to approve new academic programs provided they demonstrate that all new programs are within the mission of the institution; there is demand for the program; and appropriate resources are available to support the programs.

(2) Business Process Improvements

In addition to the policy modifications proposed above, we have identified several transactional/technical amendments to streamline operations and improve efficiency, all of which would require legislative action.

- Revisit daily transactional posting in eVa; use the site to advertise business opportunities and post solicitations. Revisit eVa transactional assessments in favor of a lump sum annual fee.
- Eliminate requirement to post RFP advertisements over \$50,000 in a newspaper.
- Increase small purchasing threshold from \$50,000 to \$100,000 to align with current law.
- Amend current list of commodities not subject to competition.
- Allow non-VASCUPP member institutions to access cooperative contracts negotiated by the Virginia Higher Education Procurement Cooperative without prior approval from the Department of General Services.
- Move to a true sum sufficient non-general fund appropriation, where non-general fund appropriation is simply equal to non-general fund activity. Eliminate appropriation, allotment, and approval actions related to all non-general funds (including but not limited to, tuition and fees, auxiliary revenues, sponsored research activity).
- Relieve required reporting by DHRM for HR activities that are covered under the management agreement (i.e. performance management scores)

(3) Organizational Excellence Partnerships between Higher Education Institutions and Central State Agencies

There are also opportunities for improvement in the business and academic processes between central state agencies and institutions of higher education that would enhance efficiency and effectiveness.

- Develop consistent grant-making procedures across state agencies.
- Re-examine the Equipment Trust Fund process.
- Explore opportunities to streamline the Comprehensive Annual Financial Report (CAFR).
- Eliminate non-value added reporting requirements.
- Coordinate external reviews of higher education institutions and limit the number of hours state agencies can review institutions annually outside of the annual audit.

As we explore new opportunities for additional authorities we would like to pursue, we recognize the ongoing need to demonstrate our commitment and contributions to the Commonwealth through various accountability measures. The strategies included in our six-year plan address many of these items, as do the additional sections related to our economic development efforts, intellectual property assignments, and externally sponsored research. We welcome the opportunity to discuss these issues with the Op-6 group and members of the General Assembly, and believe the outcome of these discussions would benefit both the institutions and the Commonwealth.