OPEN SESSION

A. Pledge of Allegiance (Ms. Cranwell)

B. Approval of the Minutes of the December 7-8, 2017 Meeting of the Board of Visitors (The Rector)

C. Consent Agenda Items (The Rector)
   1. Resolution to Approve Additional Agenda Items
   2. Appointment of William G. Crutchfield Jr. to the Health System Board

D. Remarks/Reports:
   1. Remarks by the Rector
   2. Report by the Deans Working Group (Ms. Goluboff)
   3. Remarks by the President
   4. Remarks by the Student Member (Ms. Miller)
   5. Remarks by the Faculty Senate Chair (Mr. Alf Weaver)
   6. Report on Security and Safety Measures (Mr. Hogan)
   7. Legislative Report (Ms. Sheehy)

E. Commending Resolution for Ms. Bryanna F. Miller (Ms. Fried)

F. Memorial Resolution for Ms. Lee Cochran (Mr. Hardie)

G. Strategic Investment Fund Projects (The Rector)
APPROVAL OF THE MINUTES OF THE DECEMBER 7-8, 2017
MEETING OF THE BOARD OF VISITORS

RESOLVED, the Board of Visitors approves the minutes of the December 7-8, 2017 meeting of the Board of Visitors.

# # #

BOARD OF VISITORS CONSENT AGENDA

C.1. RESOLUTION TO APPROVE ADDITIONAL AGENDA ITEMS

RESOLVED, the Board of Visitors approves the consideration of addenda to the published Agenda.

C.2. APPOINTMENT OF WILLIAM G. CRUTCHFIELD JR. TO THE HEALTH SYSTEM BOARD

WHEREAS, the Board of Visitors may appoint up to six non-voting public members to the Health System Board with initial terms not to exceed four years and eligibility for reappointment to an additional term;

RESOLVED, William G. Crutchfield Jr. of Charlottesville, VA is appointed as a public member of the Health System Board. Mr. Crutchfield’s term is for four years, commencing February 28, 2018 and ending on June 30, 2021.

# # #

D.5. GIFTS & GRANTS REPORT

Summary of Fiscal Year 2018 through December 31, 2017:

Total fundraising progress for the University of Virginia and its related foundations was $196,615,750 through December 31, 2017. Gifts and commitments to the School of Architecture, McIntire School of Commerce, School of Engineering & Applied Science, Batten School of Leadership & Public Policy, School of Medicine, Medical Center, Athletics, Fralin Museum of Art, University Library, Virginia Foundation for the Humanities, Alumni Association, and the College at Wise saw increases over the previous fiscal year.
Significant Gifts Received Since the Last Meeting:

- Anonymous gifts totaling $9,000,000 to Athletics for the squash program and to the Curry School of Education for autism-related initiatives.

- Alumni Board of Trustees gift of $2,155,999 to the President’s Contingency Fund and additional gifts of $1,243,872 to multiple areas and funds across Grounds.

- Quantitative Foundation pledge payment and gifts totaling $1,945,000 to the UVa Data Science Institute Endowment, to the Curry School of Education for unrestricted support, and to the McIntire School of Commerce Annual Fund.

- Anonymous pledge payment of $1,424,093 to the Jefferson Scholars Foundation for a Jefferson Scholars professorship.

- W.K. Kellogg Foundation private grant and gift totaling $1,108,669 to the Virginia Foundation for the Humanities for “Changing the Narrative Through the Power of a Story” and to the School of Architecture for the Institute for Environmental Negotiations.

- PTJ Operations gifts and pledge payment totaling $1,100,000 to the Contemplative Sciences Center for operational support and to the Jefferson Scholars Foundation for a Jefferson Scholars Foundation Professorship.

- Mr. Richard Lloyd Booth, Jr. and Mrs. Roxanne R. Booth gift of $1,000,000 for the Craig K. Littlepage and Margaret Littlepage Bicentennial Scholarships.

- Anonymous gift of $1,000,000 to the Rare Book School Endowment.

- Shumway Foundation gift of $900,000 to the McIntire School of Commerce for the McIntire Building Fund.

- Andrew W. Mellon Foundation private grants totaling $850,000 to the University Library for Pilot Phase II of the Social Networks and Archival Context Cooperative and to the College of Arts & Sciences for a Digital Edition Publishing Cooperative at the Washington Papers.

- Mr. Frank M. Sands, Jr. pledge payment of $833,333 to the Darden School of Business for the Darden DC Grounds Fund.

- James and Laura Rogers Foundation pledge payment of $750,000 for the Rogers Family Bicentennial Scholars Fund.
• Mr. Michael B. White, Sr. and Mrs. Virginia B. White pledge payment of $750,000 for the Michael Bright White Scholarship Fund.

• Soho Center gift of $731,668 to the UVA Children’s Hospital Fund.

• Joseph and Robert Cornell Memorial Foundation gifts totaling $730,000 to the Fralin Museum of Art for unrestricted support, to the University for a performance hall needs assessment study and the Fund for a Documentary History of the University of Virginia, to the College of Arts & Sciences for the Dean’s Fund for the Democracy Initiative, to the Charlottesville Symphony, to the Center for Politics for operating support, to the University Singers, and to the Virginia Foundation for the Humanities for the Virginia Festival of the Book.

• Lettie Pate Whitehead Foundation pledge payments and gifts totaling $669,800 for scholarship funds at the School of Nursing, the Alumni Association, the College at Wise, and the School of Medicine.

• Mr. Robert Edward Turner III pledge payment of $666,666 for the Ted Turner Fund for Faculty Excellence in Atrial Fibrillation.

• Estate of William and Elizabeth Overstreet realized bequest totaling $658,560 to the College of Arts & Sciences for the William C and Elizabeth F Overstreet Endowment Fund.

• Estate of Jerroleen Elam realized bequest totaling $650,000 for the Jerroleen and Lee Elam Bicentennial Scholars Fund and the Dorothy Couch McReynolds, Jerroleen Couch Elam, and Mildred Couch Bicentennial Scholars Fund.

• Schwab Fund for Charitable Giving gifts totaling $650,000, recommended by Ms. Carson Gleberman and Mr. Joseph Gleberman, to the Darden School of Business for the Future Year Program Fund.

• Manning Family Foundation gifts totaling $526,053 to the School of Medicine for the LaunchPad for Diabetes Innovations and the Yates Gift Fund for Age-Related Macular Degeneration Studies.

• Mr. Charles A. Smithgall III and Mrs. Sally Griffitts Smithgall gift of $508,241 to the Jefferson Scholars Foundation for the James J. Griffitts Jefferson Scholarship.

• Horace W. Goldsmith Foundation gift of $500,000 to the Law School for the James C. Slaughter Public Service Loan Forgiveness Fund.
• Mr. Bradley E. Singer and Mrs. Alexandra Singer pledge payment of $500,000 for the Posse Foundation Program.

• Estate of Allen F. Voshell, Jr. realized bequest of $500,000 to the School of Medicine for the Allen F. Voshell, Jr. Fund for Research and Education.

• University Christian Ministries gift of $486,831 to the Center for Christian Study.

• Altria gift of $472,500 to the Curry School of Education for Youth-Nex.

• Adler Family Foundation pledge payments totaling $400,000 to the Jefferson Trust.

• Peter B. & Adeline W. Ruffin Foundation pledge payments totaling $400,000 to the College of Arts & Sciences for the Peter B. and Adeline W. Ruffin Distinguished Artists-In-Residence Program.

• Bloomberg Philanthropies private grant of $392,000 to the Curry School of Education for CollegePoint Evaluation.

• Mrs. Constance C. Lacy and Mr. Linwood A. Lacy, Jr. gifts totaling $370,500 for the Leroy and Betty Strickler Bicentennial Scholars Fund, the Athletics Annual Fund, unrestricted support for the School of Engineering & Applied Science, the Darden School of Business Annual Fund, and the Alumni Association Fund.

• Vanguard Charitable Endowment Program gift of $330,000, recommended by Mr. Larry J. Sabato, to the Center for Politics for the Politics Building Expansion Project.

• Mr. John D. Fowler, Jr. and Mrs. Corey Phillips Fowler pledge payment of $317,580 to the Jefferson Scholars Foundation for the Fowler Family Jefferson Scholars Foundation Endowment Fund.

• Mr. Mark M. Collins, Jr. and Ms. Victoria C. Collins gift of $312,540, purpose to be determined.

• In Medias Res Educational Foundation gifts totaling $306,594 to the College of Arts & Sciences for the Institute for Advanced Studies in Culture.

• Beirne Carter Foundation pledge payment of $300,000 to the School of Medicine for the Beirne B. Carter Center for Immunology Research.

• George & Judy Marcus Family Foundation gift of $300,000 to the Miller Center for Public Affairs for POTUS 2017.
• Mr. Jonathan C. Graham and Mrs. Sarah Diersen Graham gifts totaling $252,617 to the Jefferson Scholars Foundation for the Graham Family Jefferson Scholarship.

• Ivy Foundation gift of $250,000 for the Ivy Foundation Biomedical Innovations Fund.

• Seraph Foundation pledge payment of $250,000 to the School of Medicine for the Virtual Cardiac Resynchronization Therapy Development Fund.

• Mrs. Florence Thaler and Mr. Herbert A. Thaler, Jr. pledge payment of $250,000 to the School of Medicine for the Myles H. Thaler Center for AIDS and Human Retrovirus Research.

**Significant Pledges Received Since the Last Meeting:**

• Hunter Smith Family Foundation pledges totaling $10,000,000 for the Carl W. Smith Bicentennial Scholars Fund and the Carl W. Smith Bicentennial Scholars Athletic Fund, as well as pledge payments from Mrs. Hunter J. Smith totaling $2,500,000 toward these pledges.

• The Batten Foundation commitment of $5,000,000 to the Batten School of Leadership & Public Policy for the Batten School Building Capital Fund.

• J. Sanford Miller Family Foundation commitment of $2,000,000 to the Fralin Museum of Art for the J. Sanford Miller Family Directorship of the Fralin Museum of Art Fund, as well as a gift of $1,000,000 toward this commitment.

• Mr. Lemuel E. Lewis and Mrs. Sandra W. Lewis pledges totaling $1,300,000 for the Lemuel E. and Sandra Wicks Lewis Bicentennial Scholars Fund and a second Lewis Bicentennial Scholars Fund, as well as pledge payments totaling $1,006,933 toward these pledges.

• Mr. Douglas F. Berman commitment of $1,000,000 to Hillel Education Center, and a gift of $500,000 from the Jewish Community Foundation toward this commitment.

• Mr. Michael S. Geismar and Mrs. Ellen A. Geismar pledge of $1,000,000 for the Michael S. and Ellen A. Geismar Bicentennial Scholars Fund, as well as a pledge payment of $333,333 toward the pledge.

• Mr. Shannon G. Smith pledges totaling $812,500 to the Darden School of Business, purpose to be determined, as well as a pledge payment of $332,500 toward these pledges.
• Richard S. Reynolds Foundation pledge of $500,000 to the School of Medicine for the Irving L. Kron Professorship in Cardiac & Thoracic Surgery.

• Dr. Henry A. Wise II pledge of $500,000 for the Henry A. Wise II, MD Bicentennial Scholars Fund in Honor of Coach Frank W. Finger, as well as a pledge payment of $100,427 toward this pledge.

• Mr. Alexander Hamilton IV and Mr. G. Bernard Hamilton pledge of $350,000 for the Hamilton Family Bicentennial Scholars Fund, as well as a pledge payment of $175,000 toward this pledge.

• Lettie Pate Whitehead Foundation pledge of $346,500 for scholarship funds at the College at Wise.

• Mr. Daniel L. Fassio pledge of $333,335 for the Danny Lee Fassio Family Bicentennial Scholars Fund, as well as pledge payments from Mr. Fassio and Mrs. Carol D. Fassio totaling $56,509 toward the pledge.

• Mr. John D. Epps and Mrs. Patricia K. Epps commitment of $250,000 for the John and Patricia Epps Bicentennial Scholars Fund, as well as a gift of $100,000 from Fidelity Charitable Gift Fund toward the commitment.

• Dr. Ronald D. Kreisa and Mrs. Sue M. Kreisa pledge of $250,000 for the Ron and Sue Kreisa Bicentennial Scholars Fund.


• Ms. Amanda Moszkowski and Mr. Neal Moszkowski pledge of $250,000 to Athletics for tennis facilities.

• Mr. Philip T. Ruegger III and Mrs. Rebecca Huffman Ruegger pledge of $250,000 to the School of Nursing for the Fontaine Fund in Compassionate Care, as well as a pledge payment of $100,142 toward this pledge.

# # #

**E. MEMORIAL RESOLUTION FOR MARION LEE COCHRAN**

WHEREAS, Marion Lee Cochran, known as Lee, of Staunton, was a distinguished member of the Board of Visitors, serving for two terms, from 1982 to 1990; and

WHEREAS, Mrs. Cochran passed away on December 19, 2017; and

...
WHEREAS, a graduate of Hollins College, Lee Cochran was very active in her community of Staunton and in the Commonwealth. She served on numerous boards including the Jamestown-Yorktown Commission; the Committee on Refurbishing of the Executive Mansion; the Garden Club of Virginia, where she served as president; the Stuart Hall School Board of Governors; Hollins University Board of Trustees; the Woodrow Wilson Presidential Library Board of Trustees; and the Historic Staunton Foundation. She was a trustee, chair, and chair emeritus of the Thomas Jefferson Memorial Foundation (now the Thomas Jefferson Foundation), and a founder and board member of both the Frontier Culture Museum Foundation and the American Shakespeare Center; and

WHEREAS, Lee Cochran also served as a member of the University of Virginia Foundation Board of Directors; and

WHEREAS, Lee and her husband, Justice George M. Cochran, received the Outstanding Virginian award in 1995 from the Virginia General Assembly; and

WHEREAS, as a member of the Board of Visitors, Lee Cochran chaired the Buildings and Grounds Committee and was a member of the Executive Committee, the Educational Policy Committee, and the Student Affairs and Athletics Committee; and

WHEREAS, Lee Cochran's Board service included appointments to the Special Committee on the Nomination of a President in 1984 and to the Clinch Valley College Advisory Committee in 1987; and

WHEREAS, a straight talker who was action and results oriented, Lee Cochran was a staunch preservationist but with a sense of balance and practicality that allowed her ideas to be accepted and implemented. Her efforts to improve the University's historic Grounds were acknowledged at the April 2000 Founder’s Day Celebration with the planting of a Stewartia Tree in her honor in the garden of Pavilion IV; and

WHEREAS, Lee Cochran was appreciated by her colleagues for her ability during difficult discussions to re-frame issues to promote resolution;

RESOLVED, the Board of Visitors commemorates the extraordinary life and accomplishments of Marion Lee Cochran, particularly her dedicated service to the University; and

RESOLVED FURTHER, the Board extends its sincerest condolences to her son and other members of her family as well as her many friends.
F. **STRATEGIC INVESTMENT FUND PROJECTS**

WHEREAS, the Board of Visitors created the Strategic Investment Fund on February 19, 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

WHEREAS, the Faculty Evaluation Committee reviewed and assessed proposals and provided their analysis to the Administrative Committee; and

WHEREAS, the Administrative Committee reviewed and conducted further assessment of these proposals; and

WHEREAS, the Administrative Committee recommends funding for the following proposals that will materially enhance research and the academic experience:

<table>
<thead>
<tr>
<th>Project</th>
<th>Funding Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transforming Doctoral Education in Arts &amp; Sciences</td>
<td>$ 15,831,485</td>
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<tr>
<td>Curry Total Graduate Fellow Support</td>
<td>$2,508,894</td>
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<tr>
<td><strong>Total</strong></td>
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RESOLVED, the Board of Visitors authorizes the Executive Vice President and Chief Operating Officer to use earnings on the Strategic Investment Fund to support the aforementioned projects recommended by the Administrative Committee. The Board of Visitors also delegates signatory authority to the Executive Vice President and Chief Operating Officer to execute equipment purchases specified in the approved projects that are in excess of the current annual limit ($5 million).
Proposal 137: Total Graduate Fellow Support — A Pilot Program

Proposal 137 seeks $2.5 million over three years to boost the Curry School’s effort to promote excellence and diversity in its graduate program. The proposal is rated a priority.

In the last ten years, the Curry School has reduced the number of doctoral students to about 35 a year. The proposed pilot program does not aim to increase the size of that population, but only to raise its quality. To that end, Strategic Investment Fund support is sought to augment the resources available to Curry doctoral students and thereby to enhance the school’s ability to attract the best applicants.

Currently, Curry provides about $5 million a year in graduate student support from all sources, including federal grant support as well as internal funding. The request to the Strategic Investment Fund would augment that figure by about 16 percent, at a cost of $2.5 million over three years. The additional funds would be used as follows:

- The largest component, $1.35 million, would provide graduate student summer support, which is currently available only if the student is employed in a faculty research grant. Curry believes that summer support will increase productivity and allow more work on research activities and will also help attract top applicants.

- $720,000 would augment doctoral student funding during the academic year.

- Approximately $260,000 would support an Assistant Director of Graduate Financial Aid and Career Services for three years. The occupant of this position would assist in career services, especially of students seeking academic positions, and would help graduate students secure external funding for their research.

- $180,000 would be allocated to enable students to attend professional conferences where they would present their research.

- Finally, Curry proposes a renewed commitment to better mentoring of graduate students by faculty, a commitment that does not require additional funding.
Proposal 137 is a successor to Proposal 106 (Total Graduate Fellow Support), which was recommended by the Evaluation Committee (though perhaps somewhat tepidly) but not funded. The revised proposal focuses more clearly on a pilot program that will either justify itself by results or can be terminated. If, as Curry expects, the results justify continuation of enhanced doctoral student support, Curry proposes to finance those benefits from the operating budget, as augmented by private philanthropy. In that sense, the request to the Strategic Investment Fund aims to give Curry a head-start on a pilot project that will demonstrate success for the capital campaign.

The Evaluation Committee supports this request. Strategic Investment Fund support for doctoral education in Arts & Sciences and SEAS has already been provided, and much more is under consideration. The committee believes that Curry’s proposal is carefully and thoughtfully formulated and is supported by Curry’s growing excellence and demonstrated ability to put funds to good use. We believe the proposal should be approved.

In accord with the views expressed in its General Statement on Doctoral Education, however, the committee suggests that Strategic Investment Fund support for Proposal 137 be made contingent on an explicit commitment to Inclusive Excellence. In discussion with the committee, Dean Pianta readily—indeed enthusiastically—agreed.
EXECUTIVE SUMMARY:

The Curry School has tested “small-bet” innovations to increase research productivity and teaching effectiveness among faculty and graduate students that have contributed to the school’s rise in several influential rankings (e.g., moving from 31st to 18th in US News and World Report Ranking of Graduate Schools of Education; 13th worldwide in the Shanghai Academic Ranking of World Universities). Innovations have enabled the school to increase the number and amount of research awards, even as available federal funding has receded. In this proposal, we request additional resources to pilot a school-wide adoption of five innovations that will further enable the school’s and their own research success and impacts.

- Enhanced recruitment of extraordinarily talented doctoral student applicants, including larger funding packages for top candidates in fall, spring and summer terms;
- career planning assistance for academic and non-academic job markets;
- grant-writing instruction for graduate students, especially in pursuit of prestigious fellowships;
- enhanced presence of Curry doctoral students and national research conferences; and
- enhanced mentorship of students, as recommended by Hanover Research.¹

This five-pronged approach will allow Curry to attract the highest-achieving doctoral students, continue to improve its standing in national and global rankings, and create a best practice for start-to-finish support for graduate students. Ultimately, Curry’s goal is to make an even greater contribution to the scholarly productivity of the University and its impact of research on large social challenges, using teams of faculty and highly qualified graduate students, which would serve as a model for other schools across Grounds.

FUNDING REQUEST:
Total Amount:
$2,508,894

Granted in Increments Over Which Fiscal Years:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY ‘19</th>
<th>FY ‘20</th>
<th>FY ‘21</th>
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<tbody>
<tr>
<td>TOTAL</td>
<td>$833,760</td>
<td>$836,273</td>
<td>$838,861</td>
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PROJECT DESCRIPTION:

Recruiting, developing and retaining a diverse body of high-achieving graduate students is a top priority for UVA and the Curry School as we work to increase the research productivity, impact, and academic standing of our school. High-achieving graduate school applicants receive multiple offers of admission from the best schools of education. To the extent that we offer less attractive packages to high-achieving applicants, we are likely to lose them to peer schools. A virtuous cycle exists among faculty recruitment, graduate student recruitment and research productivity in which improvement in any of the areas yields subsequent improvements in the others. Conversely, underinvestment in graduate student packages inhibits scholarly production and our ability to recruit top faculty. The proposed pilot program will enable the Curry School to compete for top doctoral candidates, and in turn serve as a model to other schools at UVA as they also simultaneously attempt to increase research funding and recruit more accomplished faculty and graduate students.

As concluded in a recent report by Hanover Research, there is a growing need for new and innovative approaches to graduate student recruitment and development. Online technologies and systems are the most often cited mechanism for improvement of the graduate student experience (e.g., see the University’s recent purchase of Slate services), but top candidates for graduate research and teaching assistantships are looking for more from their university than social media and online services. Securing external funding under the guidance of an experienced mentor, for example, is a top priority for the best graduate students because it can distinguish those doctoral students and recent graduates from their peers in a highly competitive employment marketplace. However, grant writing is currently largely the domain of faculty and rarely involves doctoral students, nor do they receive training in these skills. As a result, graduate students have very little insight into institutional perspectives, interests, responsibilities, and opportunities when it comes to garnering fellowships and external funding for their research and scholarship. Stronger models of mentorship by faculty are likely to draw more students into research-active labs, and increase the likelihood that earn top-choice placements in their chosen field. By demonstrating to potential graduate students that our faculty will give students access to the full range of mentored research opportunities, including grant writing, we will signal a greater investment in their success than competing graduate schools.

Through careful stewardship and use of our existing and limited resources Curry has demonstrated a proof of concept in attracting high-achieving graduate students who do extraordinary work, but the current level of funding for graduate students constrains our ability to move that concept to full scale. Through additional funding for graduate students, we could increase the stipend offer to the most highly-qualified applicants and significantly increase the likelihood that the very top students will enroll at Curry, rather than our aspirational peer institutions. As a proof of concept, with federal funding through training grants from the U.S. Department
of Education, we have attracted high-achieving students from diverse backgrounds through Curry’s Summer Undergraduate Research Program (SURP); this program has developed an effective training "pipeline" for students from groups under-represented in education and psychology to enter into graduate training programs in related fields. Also through federal training grant funding from the U.S. Department of Education, we have developed a two-year Virginia Education Science Training (VEST) pre-doctoral fellows program in which PhD students enrolled in the departments of economics, sociology, and psychology receive two years of training and mentorship in education science at Curry. Through VEST, fellows develop an impressive track record of publications and positions, largely due to the multidisciplinary approach employed in their training combined with the rigorous education science focus. The doctoral students recruited into VEST are at the very top of the competitive hierarchy nationally, and the primary mechanisms for attracting this talent to UVA are the stipends provided by VEST and the combination of innovative training experiences offered. See appendix for more information about this fellowship program.

To test price elasticity in support of a strategic investment in graduate support, we measured acceptance rates and turndown responses among students receiving our base stipend, and those offered a stipend level roughly equal to stipends offered by our peers. As predicted, programs offering competitive stipends demonstrated higher acceptance rates, and turndowns were less often justified in financial terms. The Curry School advanced in the *US News and World Report* Ranking of Graduate Schools of Education, in part, due to acceptance rates and elevated test scores possessed by our highest achieving students. Among high-achieving applicants who also contribute to the school’s diversity (broadly defined), the effects are even greater.

Financial considerations influence graduate students’ selection for enrollment, but research shows that several other factors contribute to decision making in this regard. Inextricable from investing in faculty to sustain the University’s high standing among its peers in the US and around the world is investing holistically in the students who work with those top-quality faculty and, someday, may become preeminent scholars in their own rights. As such, the Curry School endeavors to (1) increase doctoral funding packages for the highest-achieving school applicants; (2) provide additional funds for student travel for conference presentations; (3) assist graduate students in obtaining external funding, such as fellowships and grants; (4) provide more services aimed at helping graduates secure employment (or, in the case of some master’s students, admission to doctoral programs) by the time they graduate; and (5) enhance faculty mentoring of students in the areas of grant writing and publications. The current proposal is consistent with the University’s push to increase sponsored research activity, student engagement, improve post-graduation outcomes for students, and improve faculty recruitment and retention. We plan to use the proposed SIF funds as a pilot program to implement and evaluate the impact of the items below, which we will use as the basis for use of our internal funds and resources to sustain longer-term.

This project includes the following:

1. **Funds to increase doctoral funding package for high-achieving graduate students.** This increase will help Curry attract doctoral students who enhance the school’s reputation and support our expanding research portfolio. Curry is likely to improve its *US News and World Report* ranking by increasing the number of doctoral applications for admission and decreasing the number of applicants who turn down admission offers due to low funding, thus increasing Curry’s already-high selectivity metric.

2. **Summer support funding for doctoral students,** which is currently unavailable unless they have employment on a faculty research grant. This should help doctoral students increase their scholarly productivity, decrease time to graduation, improve their qualifications for the job market upon graduation, and work more closely with faculty and their peers on research activities. Summer support would also be a competitive advantage for Curry when recruiting top doctoral applicants.
3. **Funds to support students who travel to national conferences to present their research.** These travel funds would help students afford costs associated with presenting research findings at highly regarded conferences, thus increasing Curry’s visibility at such events and helping students improve the quality of their CVs to prepare to enter the job market. Curry presence at national conferences helps improve Curry’s and UVa’s prestige, which in turn helps the School recruit new students and faculty, so these funds help the individual students who travel and benefit the School.

4. **Funds to support the hire of an Assistant Director of Graduate Financial Aid and Career Services.** Curry currently has 0.5 FTE devoted to career advising, focused largely on future K-12 teachers. This position would expand Curry’s capacity to provide career advising to graduate students, especially those seeking academic positions. The incumbent would work closely with peers in the Office of Graduate and Postdoctoral Affairs and University Career Services to ensure that Curry graduate students utilize all the tools the University offers and would provide advising specific to the fields studied within the Curry School. Additionally, the position would focus on connecting students with external funding opportunities, which would both enhance their CVs for future employment applications and provide additional sources for graduate funding at the Curry School. Helping graduate students attain external funding would both increase the prestige of the school and its graduates and, to the extent that students secure research grants, would improve the research metrics of the School. As students secure external grants and fellowships, they benefit through improved CVs and potentially additional funding, but Curry and the University reap the benefits of improved visibility and prestige. Sources of financial support are also diversified, and pressure is taken off existing sources.

5. **A renewal of the School’s mentor model and increased focus on grant writing and scholarship.** This portion of the initiative requires no additional funding, but it does require a substantial investment of valuable faculty time. We are committed to this investment because we firmly believe mentoring provides not only knowledge and skills to graduate students, but it also enhances students’ chances for success in work and life. Mentors guide students to potential grant and fellowship opportunities, professional development and networking opportunities, relationships with potential research collaborators, academic success, and timely degree completion.

### A. PROJECT GOALS:

1. **Elevate the school’s reputation as a leading school of education known for the highest level of teaching, research and service.** Evidence of goal achievement will be increased grant-getting, increased selectivity in doctoral admission, and movement into the top 15 graduate schools of education in the annual *US News and World Report* rankings. The school will be ranked among the top 5 public universities.

2. **Reduce the number of doctoral students who take out loans to cover living costs while in Charlottesville.** Curry students frequently seek outside employment that may not help their future employment goals because the funding support they receive from the School is insufficient for them to pay their living expenses. The increased funding for doctoral packages, summer funding, and attention to securing external funding should help students feel financially able to focus on their studies.

2. **Recruit high-achieving graduate students from diverse backgrounds.** Augmented funding, especially at the doctoral level, will allow the School to attract and enroll the highest quality students, which would help the School improve its already-high selectivity and GRE measures. Additionally, enrolling competitive doctoral
students will help improve perception of the School, which combined with the selectivity and GRE measures, will help Curry improve its US News and World Report rankings, both at the school and program levels.

3. Improve graduation rates. Increased doctoral funding will enable Curry to help a higher percentage of students graduate within Curry’s goal of four years. Curry provides funding for four years, so students who need more time to complete their dissertations do so without funding unless they are able to work with a faculty member on a funded research grant. The work of the Assistant Director of Graduate Financial Aid and Career Services could help these fifth-year students secure funding to complete their dissertations. Curry’s time-to-degree limit for doctoral programs is seven years; a goal of this funding program would be to have no students reach the time limit.

4. Increase career placements into postdoctoral research positions and faculty position. Graduating students should have more awards and publications on their CVs upon graduation with the help of additional fellowship and travel funding and work with the Assistant Director of Graduate Financial Aid and Career Services, which should help them secure employment that meets their research and scholarship goals. Curry would like to improve tracking of post-graduation placements for its doctoral students into faculty and research positions, including increasing the number of doctoral graduates securing faculty positions at AAU institutions.

B. PROPOSAL HISTORY

This request is substantially revised over a request submitted approximately one year ago. We conducted additional graduate student recruitment and development research that informed our changes.

C. PROJECT TEAM:

Bob Pianta, Dean, rcp4p@virginia.edu, 3-5481
Justin Thompson, Associate Dean for Management & Planning, jbt4d@virginia.edu, 4-1444
Carol Tomlinson, Department Chair, Education Leadership, Foundations and Policy
Art Weltman, Department Chair, Kinesiology
Stephanie van Hover, Department Chair, Curriculum, Instruction and Special Education
Peter Sheras, Department Chair, Human Services
Katie Walker, Director of Strategic Projects and Enrollment Management

PROJECT MANAGER LEADING THE EFFORT, IF DIFFERENT FROM PROPOSER (NAME AND TITLE):
Same as above.

PROJECT COLLABORATORS WHO ARE SUPPORTING THE EFFORT WITH FINANCIAL AND/OR OTHER RESOURCES (Please describe support provided by each collaborator):
Justin Thompson, Associate Dean for Management and Planning, jbt4d@virginia.edu, 4-1444. If Curry achieves success as hypothesized here, the school will build costs associated with the most impactful portions of the program into our operating budget. We will also seek philanthropic support.
Gerry Starsia, Executive Director, Curry School of Education Foundation, gstarsia@virginia.edu, 4-6310 – The Curry School of Education Foundation will include graduate funding in its fundraising, with the goal of replacing SIF funding when it expires.

E. PROJECTED START AND END DATES (Should be no more than 3 years):

Project Start Date (Month/Year):
Fall Semester 2018

Project End Date (Month/Year):
Summer Term 2021

F. PROJECT BUDGET:

The Curry School would begin the project in the fall semester following SIF funding. The table below shows a three-year summary of project costs, to be funded by a combination of SIF and Curry funds. Curry’s annual doctoral aid budget of approximately $5M will provide baseline support; $0.8M in annual SIF funds will enable the pilot of strategic improvements in our graduate fellows programs. Total SIF funding requested over three years is approximately $2.5M.

<table>
<thead>
<tr>
<th>Sources</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
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<tbody>
<tr>
<td>Curry School Grad Aid</td>
<td>$4,985,073</td>
<td>$5,134,625</td>
<td>$5,288,664</td>
</tr>
<tr>
<td>UVA Strategic Investment Fund</td>
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<td>$836,273</td>
<td>$838,861</td>
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<tr>
<td>Subtotal Sources</td>
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<td>$5,970,898</td>
<td>$6,127,525</td>
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<th>Uses</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
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</thead>
<tbody>
<tr>
<td>Curry School Grad Packages</td>
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<td>Academic Year Funding</td>
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<td>Summer Funding</td>
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<tr>
<td>Student Travel</td>
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<td>$60,000</td>
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<tr>
<td>Subtotal Uses</td>
<td>$5,818,833</td>
<td>$5,970,898</td>
<td>$6,127,525</td>
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*Budget Assumptions:* Assistant director salary is $60,000 with fringes and 3% annual increases; academic year funding assumes 120 students per year requiring an additional $2,000 per year in funding; 90 students per year would receive an additional $5,000 per year in three summers; and one-half of students receive $1,000 in travel funding.

Curry School doctoral aid comprises funding sources in the following amounts: gifts and endowments, 10.4%; graduate tuition, 42.4%; grants and contracts, 25.4%; local, sales and service, 5.2%; and state restricted, 16.4%.
G. PLAN FOR SUSTAINABLE FUNDING:

This is a pilot program that will provide essential information and experience to shape strategic decisions and investments of School and philanthropic funds in the future. Near the end of the second year of SIF funding, Curry will evaluate whether the project met its goals and make a decision about whether to continue the project using non-SIF funds. We are confident the pilot program will succeed and are prepared to continue the program through a combination of operating revenues and philanthropic supports. The Assistant Director position will shift from SIF funds to state funds held by Curry, but will make up the cost of his/her salary and fringe benefits through close attention to the dollars generated for students by helping them secure external funding. The increased doctoral funding packages, including the summer living support and travel funds, will be a fundraising goal for the Curry School of Education Foundation as part of the bicentennial campaign. The continuance of such high levels of student support will depend on the success of the Foundation’s fundraising efforts. Should the funds not materialize, Curry will need to choose between maintaining the size of doctoral funding packages and maintaining the number of doctoral students receiving funding.

H. MILESTONES (Key dates or events):

Curry admits new students annually around the time that it makes offers of employment to new faculty. This project would allow Curry to make offers that are more competitive to PhD applicants earlier in the admission cycle, which could help secure their enrollment. A shortened version of the annual PhD admission and funding cycles is shown below.

January-March 2018: Fall 2018 entering PhD class admitted; funding offers sent
February-May 2018: Returning PhD students receive funding letters for 2018-19 with augmented funding supports
May 2018: Deadline for PhD students to apply for reimbursement for conference travel during FY18
June 2018: Returning PhD students to receive disbursement of summer living support for the first time

January-March 2019: Fall 2019 entering PhD class admitted; funding offers sent
February-May 2019: Returning PhD students receive funding letters for 2019-20 with augmented funding supports
May 2019: Deadline for PhD students to apply for reimbursement for conference travel during FY19
June 2019: Returning PhD students to receive disbursement of summer living support

January-March 2020: Fall 2020 entering PhD class admitted; funding offers sent
February-May 2020: Returning PhD students receive funding letters for 2020-21 with augmented funding supports
May 2020: Deadline for PhD students to apply for reimbursement for conference travel during FY20
June 2020: Returning PhD students to receive disbursement of summer living support

January-March 2021: Fall 2021 entering PhD class admitted; funding offers sent
February-May 2021: Returning PhD students receive funding letters for 2021-22 with augmented funding supports
May 2021: Deadline for PhD students to apply for reimbursement for conference travel during FY21
June 2021: Returning PhD students to receive disbursement of summer living support
I. PROJECT METRICS:

Year 1
- Reduction in number of PhD admission turndowns due to higher funding offers at other universities
- Improved *US News and World Report* metrics (doctoral selectivity, GRE scores)
- Increased number of students receiving external fellowships or grants

Year 2
- Increased number of students receiving external fellowships or grants and the value of such awards, as compared to year 1
- Improvement of *US News and World Report* metrics (doctoral selectivity, GRE scores) from year 1
- Maintenance or continued reduction in the number of PhD admission turndowns due to higher funding offers at other universities, as compared to year 1

Year 3
- Increased number of students receiving external fellowships or grants and the value of such awards, as compared to year 2
- Improved faculty satisfaction in the quality of the students enrolled in the PhD programs, as determined by a faculty-wide survey
- Maintenance or improvement of *US News and World Report* metrics (doctoral selectivity, GRE scores) from year 2
- Maintenance or continued reduction in the number of PhD admission turndowns due to higher funding offers at other universities, as compared to year 2

J. RISK MANAGEMENT PLAN

Project Key Risks:

Curry leaders do not perceive substantial risk in this plan. This project requires multiple years of funding in order to meet its goals, and it requires continued success recruiting and engaging graduate students – the same risks present with or without additional funding. Perhaps the greatest risk is that additional funds would not yield proportional improvements in the metrics proposed herein. Proof-of-concept work completed over the last several years gives us confidence in our ability to manage the program such that additional resources yield additional gains; however, if the improvements do not occur, the Curry School can discontinue some or all of the efforts in the pilot program.

Risks to Project Success:

The project could be derailed by early termination or reduction of SIF funding within the three-year project period. As stated above, we see this risk a minimal and manageable.
K. SIGNATURES

PROPOSER SIGNATURE:

_______________________________ ____________10/19/2017__________

Proposer Name Date

PROJECT SPONSOR SIGNATURE (if different from above)*

*Sponsor acknowledges that proposal is aligned with school/unit strategic plans

_______________________________ ____________10/19/2017__________

(Dean, VP, or Chancellor) Date

Project Sponsor Name Date

Project Sponsor must assign one of the following categories to this proposal:

☒ A = Priority (note: no more than 2 proposals per review cycle may be designated a priority by school/unit)
☐ B = Recommended but not a priority
☐ C = Not a priority
Appendix: Summary of the Virginia Education Science Training (VEST) Program at the Curry School of Education
See: http://curry.virginia.edu/research/centers/castl/project/vest-fellowships

**History:** In 2004, the U.S. Department of Education, Institute for Education Science (IES), initiated work to train a new generation of Education Science researchers. Bob Pianta, Sara Rimm-Kaufman and Jim Wyckoff received awards through this mechanism for three consecutive 5-year cycles, totaling over $14 million to train doctoral students in the VEST program.

These training grants are highly competitive. UVA is one of only 21 universities to be awarded one of these grants. UVA is one of only five institutions (Carnegie Mellon, Northwestern, U. of Wisconsin, U. of Chicago) to receive these grants for three consecutive cycles. IES did not re-compete these training grants for FY 2018, hinting the end of these training grant opportunities.

One key feature of the VEST program is the high stipend. As a result, VEST recruits from a diverse, national pool of extremely competitive candidates. Twenty-five percent of VEST fellows are students of color.

**Concept:** The success of VEST offers insight into how current doctoral programming at Curry can (and will) improve in the presence of SIF funds. Below, we describe key elements of VEST and describe representative accomplishments. We expect SIF funds can improve all doctoral programs across Curry to VEST levels.

**Key VEST Elements:**
Four-year VEST doctoral training at Curry involves:
- 25 highly invested faculty in two programs (Educational Psychology: Applied Developmental Science and Education Policy)
- interdisciplinary coursework including rigorous research design, methods and statistics courses
- intensive research experiences at UVA and with outside partners (e.g., state depts. of education)

Two-year VEST doctoral training at Curry:
- doctoral students from Economics, Psychology or Sociology train at Curry for two years;
- students take education research methods courses and engage in research experiences in education
- 20+ faculty at Batten and in Economics, Psychology, Sociology support the interdisciplinary work

VEST funds support:
- high level of student funding (stipend of $30K per year plus travel and research funds)
- high quality administrative support and a speaker series
- an 8-week Summer Undergraduate Research Program (SURP) to train undergraduate students who are from historically disadvantaged groups that are under-represented in Education Science.

**Representative VEST Accomplishments:**
VEST has trained/will train 88 graduate student fellows.
- Since 2004, 66 fellows (30 4-year and 36 2-year) have completed VEST.
- Currently, VEST has 22 fellows enrolled.

Many VEST fellows are from groups under-represented in Education Science and at UVA.
- 25% of VEST fellows are students of color (2 Latina, 10 Asian, 6 Black, 4 mixed race)
- VEST has 100% successful completion of students of color; 78% of VEST fellows are female.
The Summer Undergraduate Research Program (SURP) is in its 10th year and has trained more than 60 students. It has received national recognition from IES.
Graduates obtain top-level positions and receive highly competitive awards, for example:
- faculty positions include: Arizona State University, Clemson University, Cornell University, George Mason University, Northwestern, University of Michigan, U.C.-Davis, UVA
- non-academic positions include: Brookings, Edvance, IES, AIR, SRI International
- post-doctoral positions include: Stanford University, Johns Hopkins, U. of Chicago, Yale
- awards include: Ford Foundation & W.T. Grant Post-doctoral Awards, AERA Dissertation Award
Both Ed Psych-Applied Developmental Science and Education Policy were unranked before VEST. Now, both programs are highly ranked nationally (12th and 10th in U.S. News and World Report).
October 20, 2017

Dear Strategic Investment Fund Review Committee:

Attached we have included the Strategic Investment Fund (SIF) proposal entitled *Total Graduate Fellow Support – A Pilot Program*. Funding this program is one tactic in a strategy to advance the Curry School’s standing among the top schools of education in the United States.

We greatly appreciate your consideration of our application and the opportunity to compete for this award.

Regards,

Robert C. Pianta, PhD
Dean, Curry School of Education
Novartis Professor of Education and Professor of Psychology

Stephanie van Hover, PhD
Professor and Chair, Curriculum, Instruction and Special Education

Arthur Weltman, PhD
Professor and Chair, Kinesiology

Peter Sheras, PhD
Professor and Chair, Human Services

Carol Tomlinson, EdD
Professor and Chair, Education Leadership, Foundations and Policy
Proposal 145: Transforming Doctoral Education in Arts & Sciences

Proposal 145 seeks $24.5 million over five years to support doctoral education in Arts & Sciences. The proposal envisions three complementary but independent programs: Grand Challenge Fellowships ($13.5 million); Diversity Bridge Fellowships ($6.9 million); and PhD Plus ($4 million). The Evaluation Committee strongly supports investment in doctoral education, as a necessary component of the University’s mission, as a way of increasing faculty research productivity, and as aid to retaining top faculty. That said, the committee does not endorse the full request. Rather, the committee recommends shortening the duration of Strategic Investment Fund support to three years* and reducing the size of some component programs. These changes would result in a grant of $11.9 million over three years, which the committee recommends.

Since the three programs are not logically interdependent, we address them separately, in each case describing the original proposal and then suggesting modifications.

I. Grand Challenge Fellowships.

The centerpiece of the proposal is the request to fund 100 Grand Challenge Fellowships. These fellowships are designed to help Arts & Sciences attract the best doctoral candidates, which requires offering them more research opportunity with less classroom responsibility. As the proposal recounts, competitor programs “typically require as few as four semester of teaching during the five years of full support, whereas our programs require upward of seven semesters. Talented students who come to UVA are faced with the prospect of scaling down their ambitions or extending their degree times by several years, and we need a mechanism to relieve non-research obligations for these students.”

The Evaluation Committee accepts this rationale and supports the creation of 100 Grand Challenge Fellowships to help Arts & Sciences attract the best doctoral students and to make their time here more productive. As drafted, the proposal contemplates five-year Grand Challenge Fellowships for incoming doctoral candidates and three-year fellowships for mid-career candidates. In the committee’s view, the three-year model can be used for all. After an initial three years on a heavily research-supportive Grand Challenge Fellowship, a successful doctoral candidate should be able to access support from other sources. Trimming the request

*The BOV has approved two prior requests for support of doctoral education: Proposal 32 (Arts & Sciences Doctoral Support) for $4.8 million, and Proposal 100 (SEAS Engineering a World-Class Graduate Engineering Program) for $6.4 million. Both grants were for three years, which seems appropriate here.
from five to three years reduces the cost of this component to $9 million and provides adequate time to demonstrate its value.

Note that the proposal seeks full financial support for 100 Grand Challenge Fellows. This does not mean that there will be 100 new doctoral candidates. To be sure, some of the teaching duties of which Grand Challenge Fellows will be relieved will have to be filled by other graduate students, which implies more hiring, but some will be filled by undergraduates and even by non-tenure-track instructors. The circumstances of Arts & Sciences are so varied that it is impossible to devise a uniform approach, and the proposal has not attempted to do so. The proposal carefully avoids providing “something for everyone.” Instead, new resources will be directed toward areas of strategic priority, research interests that have compelling need for additional resources, and doctoral candidates important for faculty retention and recruitment. The committee believes that this delegation of authority to Arts & Sciences is both necessary and appropriate, and the committee endorses full three-year funding for this program.

II. A Bridge to Diversity.

The second component is the Bridge to Diversity. This program is designed for students “who have demonstrated research potential but lack access to elite undergraduate programs and need an additional year of master’s level training.” Basically, it would extend pre-doctoral education by one fully funded year. The proposal envisions a two-year transition into a program of 30 Bridge Fellows a year. Selection will not be narrowly targeted to race or ethnicity, but will be “conceived to overcome more broadly any socio-economic deterrents for a student to pursue graduate study and forms of under-representation in a given discipline.” As presented in the proposal, this cohort of Bridge Fellows would require $6.9 million over five years, or $4.9 million if reduced to three.

The Evaluation Committee has two, perhaps contradictory, reactions to this proposal. The first is unqualified admiration and support for the goal. Diversity is a value in itself and in some contexts is necessary for external grants. The second reaction is skepticism about whether an additional bridge year can effect the transformation sought. This is a noble experiment, but an experiment nonetheless. Our suggestion, therefore, is that support be limited to three years and that the size of the program be cut from 30 to 15. After three years of the Bridge to Diversity program, the University should be in a position to make a disciplined assessment of its outcomes and reach an informed decision on whether further investment is warranted.

Additionally, the Evaluation Committee suggests a budgetary recalculation. The budget includes $28,000-$30,000 a year per fellow as “tuition.” The Strategic Investment Fund would provide money to pay the tuition of the Bridge Fellows, which money would go to the University, and then (under the current financial model), be returned to Arts & Sciences. For Arts & Sciences, the expense of “tuition” would turn out to be largely a wash.\footnote{We say “largely,” because the presence of these additional doctoral candidates will occasion some costs. Funds paid for fees and health insurance are not returned to Arts & Sciences, so they are genuine costs.} Including SIF
money for “tuition” would therefore increase the grant for the Bridge to Diversity program beyond its actual cost. Accordingly, the Evaluation Committee recommends (1) three years of funding for 15 Bridge Fellows as specified in the proposal budget (2) less the amounts designated for “tuition.” That calculation would yield a grant of $1.64 million.*

III. PhD Plus.

The third component of Proposal 145 concerns career development. Not all doctoral graduates go into higher education. Many are sought by government, industry, and other non-university entities. Helping our graduates navigate the variety of career opportunities seems an eminently sensible goal.

At present, neither Virginia nor (so far as we know) any other university, does much in this direction. PhD Plus therefore would be a pilot program, and one the Evaluation Committee endorses. Ingredients would include short courses and training modules,** an online individual development tool, and data collection to track performance. Larger expenses would be counseling and guidance. As written, the proposal contemplates two grant and fellowship coordinators (one for humanities and social sciences and the other for the hard sciences), a program and internship coordinator, and a graduate career counselor. Finally, there are smaller expenses for doctoral student internships. The total costs of these services would be $4.08 million over five years or approximately $2.3 million over three.

The Evaluation Committee supports the idea of PhD Plus, but thinks that, as a pilot program designed to deliver new and untested services, it might sensibly be begun at a smaller scale. The committee has no firm notions of the right level of funding to begin this enterprise, but a quick calculation based on reducing the number of full-time professionals from four to two (approximately $600,000 over three years), reducing the expense for training modules after the first year (to approximately $350,000 over three years), and halving internship stipends (to $225,000 over three years) would yield a rough estimate of $1.25 million. That is substantially less than the proposal requests, but in the committee’s view, it should be sufficient to launch PhD Plus and to begin to assess returns.

*     *      *      *      *

The committee’s recommendations total $11.9 million. A grant in that amount represents a very substantial investment in doctoral education in Arts & Sciences. The committee believes that investment fully warranted. Proposal 145 has gone through several iterations and refinements and has become more focused and more strategic in the process. There are questions, of

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*As is explained elsewhere, the Evaluation Committee doubts the wisdom of separately designated diversity admissions and prefers the approach of “inclusive excellence.” It would certainly be possible to fold diversity into the Grand Challenge Fellowships described above. If a diversity program is to be adopted, however, a bridge year, as distinct from preferential admissions, seems largely unproblematic.

**The committee is not clear about why the budgeted amount for training modules remains constant. One would have thought the costs of using those modules would decline over time.
course, concerning long-term financial support. The coming capital campaign seems the best prospect. Despite these uncertainties, providing funds for excellence in doctoral education in Arts & Sciences is the most effective way of providing meaningful support to the most important part of the University. The committee recommends funding in the amount of $11.9 million.

December 12, 2017

T. Brent Gunnoe  Pamela M. Norris
John C. Jeffries, Jr.  S. Joseph Poon
Jaideep Kapur  Margaret F. Riley
Michael J. Lenox
Strategic Investment Fund  
Project Proposal Form  
Form Revised 7/13/2017

**Project Name:**
Transforming Doctoral Education in Arts & Sciences

**School/Unit:**
Arts & Sciences

**PROPOSER (NAME, TITLE, EMAIL AND PHONE NUMBER):**

Ian Baucom  
Dean of the College & Graduate School of Arts & Sciences  
Ibb4n@virginia.edu

**EXECUTIVE SUMMARY:**

At the University of Virginia, there can be no doubt that we cherish tradition. At the same time, we are deeply committed to looking to the future. We are not content simply to react to current trends and opportunities, but strive to anticipate and envision what is to come and to bend our trajectory to meet it. The future that we see for graduate education – and which we aim to forge here at UVA – is one in which long-held assumptions about what a graduate degree is, how it is delivered, and perhaps most radically, what it is for, are fundamentally transformed. We do not foresee that the value that graduate students bring to advancing research and teaching will change dramatically among elite research universities. However, the specifics of how those students’ talents are mobilized and engaged, how they are recruited and trained, and the range of careers for which we prepare them – all of these things must change in the global research university of the 21st century.

It is crucial that we act on this vision immediately because the competitive landscape is changing and because there is an inextricable link between the quality of an institution’s doctoral programs, faculty excellence and the overall reputation of its research enterprise. High-quality doctoral programs:

- Recruit and retain top faculty;
- Forge interdisciplinary research collaborations;
- Drive innovative undergraduate instruction;
• Diversify the upper echelons of the nation’s labor force; and

• Propagate the institution’s intellectual brand by placing graduates across all sectors of society.

With UVA’s graduate program rankings currently averaging in the mid-thirties (US News and World Report, March 2017), a substantial investment in graduate education is essential to achieve the University’s ambitious goals for reputational advancement and increased sponsored research. As part of its long-standing commitment to the creation of new knowledge for the well-being of the Commonwealth and the nation, UVA has created pan-University institutes and hired faculty strategically to establish research networks across numerous fields. A significant investment in doctoral training is needed to fuel this research engine and to unleash the full capacity of the faculty we have cultivated across Arts & Sciences.

Since 2009, Arts & Sciences has undertaken three phases of aggressive and significant curricular and managerial reform in order to: 1) right-size our doctoral programs; 2) enhance the oversight of students’ degree progress and more effectively administer financial commitments; and 3) bring the quality of support for doctoral students closer to nationally competitive levels. We received an award from the Strategic Investment Fund in 2016 to support the third phase of this foundational effort.

The present proposal leverages and builds upon that initial SIF award, but represents a completely distinct capstone investment in the strategic vision that will bring national distinction to our Graduate School that befits a major research university. This past spring, we convened a faculty committee of innovative and experienced mentors from across the disciplines to envision a series of strategic investments that would establish a new, future-focused model of what graduate education can be at an elite public research university in the 21st Century. The following three imperatives emerged among the committee’s highest priorities.

1) Establish research-accelerating “Grand Challenge” fellowships to attract the most promising doctoral students to UVA and empower them to pursue ambitious and novel intellectual pathways, especially those that engage society’s most pressing challenges and have the potential to shape the external funding landscape. The Grand Challenge Fellowships will signal to prospective faculty and students the University’s commitment to addressing the world’s most intractable challenges and allow Arts & Sciences to align fellowship resources in an unprecedented manner with strategic research areas and identified talent. With the capacity to take our top 100 students each year and enable them to focus exclusively on their research, we will sustain the strength of deep disciplinary knowledge within our departments while at the same time steering the overall doctoral enterprise towards more trans-disciplinary, team-driven, and strategically prioritized research objectives.
2) Make graduate education an accessible and attractive option to new populations through a “Bridge to the Doctorate” program for prospective students who demonstrate strong research potential but lack access to elite undergraduate and master’s-level training in their fields. To amplify the impact and reach of graduate education, we need to expand and diversify the talent pipeline. We must recruit students from all walks of life with the highest potential to contribute to our strategic research objectives and to serve as agents of innovation in whatever their ultimate vocation. To do this, we must identify high-potential students at the undergraduate level, engage them with programs that enable them to envision their own success in graduate study, and give them the tools to do so. Our proposed “Bridge to the Doctorate” program involves partnering with national organizations and other universities – including minority-serving institutions – to recruit 30 students per year to undertake master’s-level preparatory training at UVA. Those who succeed will be in a stronger position to pursue doctoral study at UVA and elsewhere, and their inclusion in graduate programs will enrich the talent pool and, indirectly, contribute to the diversity of leadership in the academic and non-academic workforces.

3) Launch a signature career development program called “PhD Plus” that distinguishes UVA PhD graduates as versatile academics who are eminently prepared for the professoriate, deeply engaged with society’s needs, and poised to become influential professionals in other sectors across the globe. We are prepared to seize an extraordinary opportunity to shape the emerging national conversation about expanding the boundaries of doctoral education – transforming how we prepare our students, and what we prepare them to do in life. “PhD Plus” is an initiative to equip graduate students with the skills and methods to allow them to engage more intensively with society than traditional programs. Our students will put their research and professional training into concrete, active practice through experiential learning opportunities, such as internships and short-term immersions. Depending on research and career goals, students might intern with a national media organization; a congressional legislative director or a public policy institute; a law firm specializing in licensing and patents; a biotech startup in Charlottesville, or an NGO in Africa. By leveraging the deep professional network of our faculty and alumni, we will provide unmatched experiences to our doctoral students that will revolutionize the way students and employers conceive of – and value – the PhD. We will produce future academics who are societally aware and engaged, and future leaders beyond the academy who will be able to bring a research-focused mindset and toolset to the professional world.

Each component of this vision contributes directly and measurably to the research capacity and reputation of the University. Taken together they will greatly enhance our ability to recruit and retain the best faculty and graduate students; optimize their collaboration; and produce highly visible successes across all sectors of society that will raise the University’s global profile.
**FUNDING REQUEST:**

Total Amount:
$24,557,123

Granted in Increments Over Which Fiscal Years:
FY18 through FY22

A. **PROJECT DESCRIPTION:**

Around the world, graduate education today looks much the same as it has for centuries. Doctoral programs train students in time-honored disciplines to join in the pursuit of discovery, and the preservation and dissemination of knowledge, that have been the core of the university’s mission since its birth in Europe nearly a millennium ago. These historical origins are apparent in the enduring, guild-like nature of the academy and in the journeymen-apprentice model of graduate study, where students still typically train under a single faculty patron, whose work they contribute to, build upon, and to varying degrees continue to represent once they themselves enter academic life. In this respect, graduate programs have long served an important social function, producing the next generation of faculty to populate and perpetuate the academy.

The modern, graduate research university is built on these ancient precepts. For the past century or more, it has fulfilled its purpose to extraordinary effect, yielding countless breakthroughs in science, technology, and human understanding that have propelled the economy forward, and addressed critical social needs, including producing multiple generations of new faculty to dramatically expand public access to higher education. However, the competitive landscape for attracting students, faculty and research investment is changing, and if we will continue to compete for the best students in the world, we cannot be content simply to react to current trends and opportunities, but must strive to anticipate and envision what is to come and bend our trajectory to meet it.

The future that we see for graduate education – and which we aim to forge here at UVA – is one in which long-held assumptions about what a graduate degree is, how it is delivered, and perhaps most radically, what it is for, are fundamentally transformed. The value that graduate students bring to advancing research and teaching will not change dramatically among elite research universities. However, the specifics of how those students’ talents are mobilized and engaged, how they are recruited and trained, and the range of careers for which we prepare them – all of these things must change in the global research university of the 21st century.

What does this transformation of graduate education look like?

- If the traditional model is based on the ideal of the individual student working with a single faculty mentor within one academic discipline, focusing on a narrowly
defined scholarly question, the future will see them working with teams of faculty, practitioners, and other graduate and undergraduate students across multiple disciplines, schools, and institutions to address “grand challenges” that demand large-scale, cross-disciplinary approaches and solutions.

- Where the traditional model typically treats graduate programs as closed systems, the future demands that universities think about how to open graduate study to a broader population of talented students who otherwise might not consider a graduate degree.

- While the traditional doctoral degree is predicated on preparation for a career in the academy, the university must revolutionize its understanding of the purpose of a graduate degree, and in the process, transform the relationship between the academy and the democratic public it exists to serve. This means graduate programs must produce future academics who understand and are responsive to contemporary societal needs and challenges, and they must also aim to produce highly skilled, innovative, team-oriented problem-solvers who can make a major impact in careers outside of the academy.

This past spring, we convened a faculty committee of innovative and experienced mentors from across all arts and sciences disciplines to envision a series of strategic investments that would establish a new, future-focused model of what graduate education can be at an elite public research university in the 21st century. The following three imperatives emerged among the committee’s highest priorities.

**Research-Accelerating “Grand Challenge” Fellowships**

Although greatly improved in recent years, the standard financial support packages available to doctoral students in Arts & Sciences continue to constrain our best students because of their reliance upon assistantships.

In the humanities and social sciences, these awards involve extensive teaching obligations and do not support incremental research expenses. However, the most ambitious and innovative students in these fields need to learn multiple languages or quantitative methods, conduct fieldwork and archival research for extended periods away from Charlottesville, cultivate international mentoring networks, and pursue additional coursework to become authentically conversant in related disciplines. As a result, the best applicants to our programs are often drawn away to other universities that clearly prioritize research support for their students over teaching responsibilities. Such programs typically require as few as four semesters of teaching during the five years of full support, whereas our programs require upwards of seven semesters. Talented students who come to UVA are faced with the prospect of scaling down their ambitions or extending their degree times by several years, and we need a mechanism to relieve non-research obligations for these students.
In the sciences, financial support for doctoral students derives from teaching assistantships and single-PI grants in extant areas of research. These sources are often not nimble enough to deploy our best students to support the faculty’s early-stage experiments in emergent, cross-disciplinary fields with colleagues in other departments, schools and institutions. As such, the traditional model is also particularly ineffective in supporting the research productivity of faculty. We need to provide our science faculty with access to the most talented doctoral student researchers in order to advance the faculty’s cutting-edge work that will enable UVA to steer the future funding priorities of granting agencies, position the University to compete for those funds, and raise the University’s national profile in addressing society’s most complex challenges. We provide startup funds for new faculty, but there is very little fellowship support available to mid-career faculty to leverage top graduate students for new ventures, and this makes our science departments vulnerable to faculty attrition. If we cannot adequately support these activities, the result is a host of lost opportunities for our students, our faculty and the University as a whole.

Our traditional funding model for doctoral students is thus inconsistent with the dimensions of doctoral training across the Arts & Sciences that would truly distinguish our students on the academic job market and in other professions. However, several small programs funded through UVA’s Data Science and Brain institutes, as well as the Environmental Resilience and Sustainability initiative funded by the Jefferson Trust, have demonstrated strong potential to overcome these constraints. These programs have brought together students and faculty from Politics and Psychology, for example, to study the role of emotions in political discourse and, in another instance, from History and Environmental Sciences to study climate change policymaking.

While these fellowship programs are a bright spot on the horizon, the sponsoring units can fund only a few such collaborations for one year at a time within particular research areas. Meanwhile, the enthusiasm for these programs among both students and faculty suggests a pent-up demand and high potential for profound outcomes if Arts & Sciences were able to invest in such opportunities more broadly. A Fall 2014 institutional survey of PhD students across all schools at UVA indicated that although just 29% of students have the opportunity to collaborate with individuals outside their discipline, 92% expressed a desire to do so.

Such a model funded and organized within Arts & Sciences would allow us to assemble cross-field cohorts of doctoral students whose research aligns with the grand challenges we have set out to address, including democracy, the Global South, resilience and neuroscience. Because we cannot advance innovative interdisciplinary work without strength in the core disciplines that comprise these new fields, this program also represents an opportunity for us to make important direct investments in excellent single-discipline students who will sustain the strength of our core departments.

To this end, we seek to establish a pool of one hundred research-accelerating “Grand Challenge Fellowships” that will support robust intellectual and professional development for our most ambitious doctoral students. Each fellow will receive a full
fellowship stipend that eliminates assistantship obligations for three years and facilitates year-round progress toward their degrees. The fellows will also each receive a seed fund of $7,500 to afford them maximum flexibility (in terms of both time and mobility) to pursue their projects, lay the groundwork for external funding proposals, and accomplish more research without extending their time to degree.

A faculty advisory committee appointed by the dean will oversee the nomination and award process with an eye toward ensuring disciplinary diversity while also directing resources towards areas of strategic priority. Five-year awards will be offered upon admission to attract top recruits who already possess mature research goals. Fellowship amounts will be scaled to compete with elite funding offers that are typically $5,000 to $10,000 higher per year than our standard offers. Additionally, three-year awards will be offered mid-program to students who have demonstrated to the faculty their capacity for transformative research. The program will be touted in all offers of admission, however, as even the opportunity for this sort of research support later in the program will have significant recruiting power.

This is a novel approach to allocating admission slots and awarding incremental mid-career student support that will allow us to sustain the strength of enduring disciplines while simultaneously steering the overall doctoral enterprise towards evolving trans-disciplinary school-level research priorities. We envision the following strategic advantages to this program that distinguish it from generic requests for graduate fellowship funds:

- We will utilize these awards both to strengthen and to grow the size of targeted doctoral programs as part of a broader strategy to enhance our research capacity in priority areas.
- These fellowships will be directly tied to faculty recruiting and retention by aligning them with our hiring clusters, interdisciplinary labs in the humanities and social sciences, startup funds for junior science faculty, new research initiatives for senior faculty, and Third Century Campaign goals.
- The proposal process will incentivize students to develop ambitious and highly customized academic goals under the guidance of our strongest mentors.
- Faculty will collaborate with these innovative and well-funded students to drive their own cutting-edge initiatives and to extend their own resources and research groups further.

A Bridge to Diversity

The diversity of the graduate student population is a hallmark of excellence for top-tier research institutions. Doctoral programs play a particularly critical role as a pipeline to diversify the professoriate and to incorporate new perspectives and untapped pools of talent into the nation’s research infrastructure. Lack of serious institutional engagement in
this area is a risk to our academic culture and social environment that will undermine the University’s efforts to diversify the faculty and which places us at odds with the highest stated goals of external funding organizations and federal agencies. Science and engineering research funding agencies now require statements regarding outreach and diversity initiatives, and we have an opportunity to distinguish our faculty’s proposals in this respect within an increasingly competitive external funding landscape.

The University has engaged in significant foundational work to create an academic and administrative support network that will enable students with diverse backgrounds to thrive in our graduate programs. The challenge, however, is that these students are uniformly sought after by elite institutions and enroll in small numbers that magnify their feelings of isolation within the already small doctoral cohorts of specific departments. One important and necessary approach to addressing this issue is the creation of a University-wide diversity fellowship program of the sort that has been proposed in parallel to this proposal by the University’s Office of Graduate Diversity Programs. Such a program will serve as a beacon to a wide variety of constituencies of UVA’s commitment to graduate diversity and will generate an immediate and significant increase in the number of underrepresented minorities, first-generation college students, people with disabilities, and women in science into our graduate cohorts. We wholeheartedly support that proposal and its importance to UVA’s public mission.

To be truly successful in this area, however, we also need to be able to broaden the diversity of the Arts & Sciences applicant pool by reaching out to students who have demonstrated research potential but lack access to elite undergraduate programs and need an additional year of master’s level training. The University-level fellowship program is not designed to reach this audience, which requires a nuanced level of engagement to cultivate. This is most effectively pursued at the individual school level as part of our field-specific and faculty-driven admission process. In addition to our own recruiting efforts, there are national organizations that stand ready to partner with us to identify strong candidates for graduate study. However, our standard five-year admission funding package does not allow sufficient time and financial stability for such students to undertake the doctoral degree. The costs to the student of completing a self-funded master’s program either eliminate the option of an advanced degree entirely or place them under debilitating financial strain that often undermines their academic performance.

We have an opportunity right now, for example, to fully fund a small cohort of Native American students to undertake our master’s program in Linguistics so that they can eventually complete doctorates in the field and be empowered to conduct language preservation and documentation studies within their own tribal cultures. The faculty member leading this project has received a planning grant from the National Science Foundation for this work, and if we are able to bring the students here, there is potential for further federal funding to broaden the scope of this training across the Native American population. These students would not benefit from the proposed University-level fellowship enhancement for doctoral admission, nor would they even have known to apply to graduate school without the relationship broached by the director of our Linguistics program.
Faculty in the humanities and social sciences have become increasingly concerned that holding a master's degree has emerged as a new threshold for applying to doctoral programs and that this reality has already begun to undermine the socio-economic diversity of applicants in their fields. Our Chemistry and Physics departments, meanwhile, have engaged in preliminary efforts to create a master's-level entryway into their doctoral programs, but these students are not typically eligible for assistantships and therefore must forego income and pay tuition, rendering the programs inconsistent with the goal of broadening access to doctoral education.

**To cultivate an authentically accessible pathway toward greater diversity in doctoral education, we will establish a bridge program that provides an additional pre-doctoral year of living support, remission of tuition and University fees, and subsidy of student health insurance to thirty students per year.** In order to identify and engage with prospective students who will thrive in this new pathway, we will cultivate a triangulated relationship among the University's Director of Graduate Diversity Programs, partner institutions, and the Arts & Sciences faculty who serve as directors of diversity and inclusion and directors of graduate admission in each of our degree programs. Establishing this bridge program will cement our affiliation with organizations and schools across the nation that will provide us with access to new pools of applicants. While the program will certainly have implications for the ethnic and racial composition of the graduate student body, it is conceived to overcome more broadly any socio-economic deterrents for a student to pursue graduate study and forms of under-representation in a given discipline, such as women in STEM fields. Indirectly, the bridge program will support efforts to increase diversity among the faculty and demonstrate to external partners and funding agencies the University's commitment to fostering diversity throughout the academic and non-academic workforces.

**Broadening Doctoral Career Pathways through “PhD Plus”**

Doctoral students at UVA and across the country seek to identify and cultivate the competencies necessary to become versatile academics who are responsive to societal needs, as well as influential professionals in other sectors who bring a deeply informed research sensibility to their work. By training our students with skills and methods to engage more broadly with society, we will demonstrate to the public how doctoral education in Arts & Sciences contributes to addressing society's complex demands. Our students – as well as our local communities and the region – will benefit from the opportunity to put their research and professional training into practice through funded experiential learning opportunities such as semester-length internships or short-term immersions. Depending on their professional goals, students might intern with a national media organization; a congressional legislative director or DC-based public policy institute; a law firm specializing in licensing and patents; the Virginia Commission for the Arts; a biotech startup here in Charlottesville or an NGO in Africa. Leveraging the deep professional network of our faculty, administration and alumni, we can provide unparalleled experiences to our doctoral students that will revolutionize the way that both students and employers conceive of the PhD.
At the moment, UVA has a strategic opportunity to exert national leadership in this area. Federal entities such as the National Endowment for the Humanities, the National Science Foundation and the National Institutes of Health; the Council of Graduate Schools; the Association of American Universities; and disciplinary professional organizations such as the Modern Language Association and American Historical Association are highly focused on this topic, as are our elite competitors. We have held discussions with faculty across all Arts & Sciences disciplines who are eager to implement this training for their students. Doing so will make doctoral training at UVA a national model that will attract the best students, who are more keenly aware than ever of the need to find a doctoral program that will prepare them for a variety of career outcomes.

We have a narrow window of time in which to differentiate UVA in this area in the eyes of prospective students and national leaders. If several more years pass without our identifying the financial capacity to implement this innovative program, other elite and peer institutions will be making these headlines instead of UVA and attracting stronger students to their programs.

The primary mechanism envisioned for achieving this goal is PhD Plus, an Arts & Sciences initiative that will be delivered in close partnership with the University’s Office of Graduate & Postdoctoral Affairs and made available to other schools at the University as they become prepared to participate.

Arts & Sciences has spent the past several years developing the concept for this program with Phil Trella, assistant vice president for research and leader of the Provost’s Office of Graduate & Postdoctoral Affairs. The faculty leadership and administrative insight is in place to develop and implement this program, but we require an investment in infrastructure and staffing to develop, coordinate and deliver these opportunities at scale to our students. In particular, we need to hire a coordinator who will advance numerous partnerships with University units and external organizations in order to create training modules and internship opportunities. We will also collaborate with the UVA Career Center to retain a graduate career advisor with a significant employer-relations exposure outside of higher education. Finally, we need to appoint two grants and fellowships coordinators (ideally one for the humanities and social sciences and another for the sciences) who will identify significant funding opportunities in various fields, recruit applicants and mentor them closely through the grant writing process. Without this team in place, PhD Plus will not rise beyond the loose collection of workshops and talks that currently comprises graduate career advising at most universities.

We envision that training will be delivered through a variety of mechanisms, including short-courses and modules that would be targeted at the appropriate stage of the student lifecycle. We will work with faculty to embed professionalization within core doctoral training so that students understand the evolution of their discipline within the academy and how their discipline interfaces with the broader world of work. By the mid-point of their doctoral programs, students will identify with their advisors a combination of modules that will best support their research and career interests. Examples will include the Tomorrow’s Professor Today program; a Mini-MBA program; communicating research
to public audiences; commercialization and translation; design thinking; informatics training; and data visualization, among others. We also seek to establish and fund additional dual-degree pathways among UVA’s graduate and professional schools for doctoral students who develop deeply specialized career interests that necessitate an additional credential, such as further training in data science, public policy or law.

To ensure the success of participating students and incorporate regular input from faculty advisors, we will implement an online student development tool to drive a simultaneously individualized yet systematic approach to mentoring. This interface will connect each student to his or her faculty mentors, professional mentors and career development contacts. It will maintain the visibility of the student’s evolving research interests and professional trajectory for all parties and automate the compilation of portfolios for the student to use in pursuing various employment tracks. This system represents an advance over the less dynamic “individual development plans” that funding agencies have required of graduate students in the sciences, while also translating this best practice for use in other academic divisions.

We will institute robust data collection regarding career outcomes for graduate students that tracks not only their initial placement, but the evolution of their employment at various points post-degree. These data will enable us to refine the offerings of PhD Plus; communicate the benefits of this program to prospective students, current students, alumni and business partners; and contribute notably to the national conversation regarding career pathways for PhD recipients.

B. PROJECT GOALS:

(Describe impact of the project. What outcomes do you anticipate as a result of this effort? How will this be transformative and help the University achieve its goals?)

The main goal of this initiative is to make UVA the nation’s most innovative and intellectually adventurous environment in which to pursue doctoral training. By creating such an environment, we will be able to leverage our doctoral programs in order to capitalize on our investment in faculty and amplify external support in the form of sponsored research and philanthropy. The proposal envisions a broad range of interrelated impacts across the primary areas of recruiting, student success, career outcomes, external funding, and reputational advancement. Each of the following goals is mutually reinforced by all three components of the proposed program and will be tracked using the 22 quantitative metrics outlined in Section I below.
Recruiting Students

Consistent with the University’s mission, we seek the “development of the full potential of talented students from all walks of life.” We cannot do this on the graduate level without the resources to attract qualified students from underrepresented backgrounds to UVA, and the proposed bridge program will do just that. However, “all walks of life” refers also to the diversity of our students’ intellectual development and career goals. Prospective students are savvy in determining at the time of admission which institution will best support their ambitions as researchers, even if they do not yet have a clearly defined research agenda, which is why we need a signature research program like the Grand Challenge Fellowships. As the national conversation regarding career outcomes continues to evolve, however, applicants are also seeking cues of institutional support for broad professional engagement. The PhD Plus program will motivate interest in UVA from a more diverse applicant pool that seeks societal and public engagement through their doctoral degree – either as faculty involved in local and regional academic outreach or as professionals with a research-based perspective.

Recruiting and Retaining Faculty

One of the primary concerns of any faculty member whom we are attempting to recruit or retain is the quality and diversity of the students available to them through our graduate programs. The Grand Challenge Fellowship program will not only help to recruit top graduate student researchers to work with our faculty, but also ensure that faculty have strategic access to join forces with these students as their own research agendas evolve. We will be able to utilize these fellowships quite effectively to support particular areas of faculty cluster hiring or to bolster the research productivity of specific disciplines that have been targeted for investment. The Bridge to the Doctorate program will enable our faculty to mentor and train students from a broader segment of society, which will create a community at UVA that is more attractive to faculty who are themselves from diverse backgrounds as well as external funding agencies and foundations across the spectrum of research in the arts and sciences that share this goal.

Student Success

While many graduate schools benchmark themselves according to “retention” and “completion” rates, this proposal aspires to excellence in doctoral training that supports a more qualitative level of student success. Our diversity bridge program and research-acceleration fellowships situate recipients in the communities and networks that represent the true competitive advantage of pursuing doctoral study at UVA. Our research seed funds put resources in the hands of students with demonstrated potential in order to empower them to acquire skills and access resources nimbly as their intellectual interests evolve. If they need to learn a language not offered at UVA, investigate potential fieldwork sites,
acquire data, pay archival imaging fees or register for a conference, we want them to have the freedom to do so at the opportune moment to accelerate their research and optimize our investment in them overall. Our PhD Plus program provides yet another form of empowerment to students, multiplying their very conception of success with deeper knowledge of the environments that their degree will allow them to influence and thus keeping them highly motivated to pursue distinguished and ambitious research. Students who have been empowered in these ways will not merely finish degrees, but they will secure grants, publish frontline research, teach innovative courses, advance academic outreach and drive faculty productivity along the way.

Career Outcomes

In addition to students’ success while they are enrolled at UVA, our project will also have a profound impact on their career outcomes after graduation and directly advance the University’s mission to “serve the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals.” UVA will be distinguished for its ability to produce versatile PhDs whose training and experience in research methods and advanced pedagogy will be highly desired within the future professoriate, thus increasing the influence of the University across the academy. For those whose aspirations lie beyond the tenure track, PhD Plus mobilizes students, faculty, alumni, University leaders and strategic partners to participate actively in shaping professional opportunities for PhD recipients in the commercial, public and cultural arenas and equipping our doctoral students to pursue them. By focusing attention on this process early in students’ careers and targeting specific professional development goals at different moments within the lifecycle of the PhD, we will enable more intentional and therefore more successful career outcomes. We will invest in the infrastructure to track these outcomes longitudinally and develop new networks that will inform doctoral students’ professional development. We will connect students’ research training to professional competencies and experiences so as to make these connections more legible to students, faculty and prospective employers. Our diversity programs will combine with PhD Plus to serve as a robust pipeline for underrepresented groups into a variety of sectors, and our Grand Challenge Fellowships will catalyze entrepreneurial opportunities for our graduates that PhD Plus will help them to leverage. The University will benefit at all levels from this expanding network of UVA-trained researchers achieving influence within and outside of academe.

External Funding

The synergy among the three components of our project will have a deep impact on the University’s ability to procure a variety of external funding.

These initiatives will provide the University with a significant competitive advantage in identifying and pursuing new areas of research that are shaping the external funding landscape. Buoyed by the research capacity of doctoral students supported by our Grand Challenge Fellowships, clustered faculty hires in areas such as democracy, the Global South,
resilience and neuroscience will be able to achieve more immediate productivity and move more rapidly toward securing sponsorship for larger and more complex interdisciplinary collaborations. Our faculty’s ability to demonstrate progress in addressing emerging fields and global grand challenges will influence funding agencies such as Mellon and NSF to direct support toward those areas in which we have a competitive advantage.

Two other variables that positively influence the outcome of grant applications are success in cultivating a genuinely diverse student body and career preparation programs that provide training for diverse career outcomes, both of which are addressed by our proposal. The University’s investment in PhD Plus will bring within our grasp numerous other sources of external support for doctoral career development initiatives, such as NSF’s National Research Traineeship, Innovations in Graduate Education, and INCLUDE programs; NIH training grants; NEH’s Next Generation Humanities PhD Planning Grant; the CGS/Mellon Foundation Career Pathways Grant; and the Burroughs Wellcome Fund Career Guidance for Trainees program.

PhD Plus includes training in grant writing that will earn a significant return on investment by unleashing the potential of hundreds of A&S doctoral students each year to advance the University priority of significantly increasing external grant funding. Each student who successfully competes for an NSF Graduate Research Fellowship, for example, currently brings in $140,000 in funds to the University.

Finally, all three components of our proposal provide attractive and clear opportunities to alumni and other supporters of the University for philanthropy in areas of high impact. The proposed programs highlight the connection between graduate education and the core research and teaching enterprise of the University in a manner that is more legible to donors as a “keystone” area for UVA’s success. As PhD Plus supports and diversifies career outcomes for students beyond academe, the philanthropic capacity of our PhD alumni is likely to increase substantially over the long-term.

Reputational Advancement

Our proposal is designed to produce a new generation of researchers who are capable of the deep and sustained collaborations that are necessary to solve our most pressing problems and reaffirm the value of the research university to the public. Students who have been empowered in the ways described throughout this proposal will not merely finish degrees, but they will secure grants, publish research, teach innovative courses, advance academic outreach and drive faculty productivity along the way to the enormous collective benefit of the University and its reputation. In this way, this proposal will create an ecosystem characterized by increasing cycles of reputational advancement that will continuously reinforce greater levels of success with respect to each of the goals stated above. The University will benefit profoundly from the systematically expanding influence of UVA PhDs into higher echelons of achievement across all sectors of society.
C. PROPOSAL HISTORY

(Has funding been approved or denied in the Strategic Investment Fund, University budget process, or in any other manner for this project? If so, please explain when it was approved or denied and how much in funding has been received to date, if any.)

Arts & Sciences initiated a “graduate restructuring” effort during the 2009-2010 academic year that has set the stage for the current proposed investment. This effort began as an exercise to right-size our graduate programs in light of various quantitative benchmarks in order to standardize five-year support packages for doctoral students. A second phase began in Fall 2012 which involved refining various academic policies and budgetary structures to enhance the oversight of students’ degree progress and more effectively administer financial commitments. As a result of reduced admission cohorts in certain fields and more effective mentoring of advanced students, doctoral student enrollment has consolidated from approximately 1550 in 2010 to 1150 in 2017. We have thus been able to concentrate our resources to train a more select cohort of students more effectively and efficiently.

A third phase of our restructuring process began in Fall 2014, during which the faculty leadership of each doctoral program was challenged to articulate a five-year pathway to the degree. This pathway includes a curriculum that yields a dissertation proposal in no longer than three years, a maximum target of six semesters of teaching obligations, and cohort-based mentoring structures for advanced students while they are engaged in dissertation research and writing. For programs that agreed to take up this challenge, the Graduate School has committed to providing enhanced living support with reduced teaching obligations to attract the most qualified applicants and afford them greater focus on completing degree requirements and conducting research. The Graduate School has also implemented a merit-based sixth-year funding program to provide top students with the opportunity to publish in their fields, acquire more diverse teaching experience and undertake additional preparation to enter the job market.

The Graduate School received an award from the Strategic Investment Fund to realize this third phase of graduate restructuring. Assuming responsibility for this investment of $4.8M over the course of three years is a top A&S priority for the Third Century Campaign. We are also actively partnering with other units of the University and the Jefferson Scholars Foundation to transform current ad hoc funding opportunities into full sixth-year fellowships that will help to offset the cost of the currently SIF-funded program.

This past spring, the deans of all of the graduate schools submitted a collective proposal titled “The Future of Graduate Education.” Ambitious in scope and scale, this proposal moved far beyond our previous efforts and funding requests, which performed the important and necessary work of bringing our doctoral programs to a baseline of competitiveness nationally. In light of feedback on that proposal, we are submitting an A&S-specific proposal with similar themes of research fellowships, diversity recruiting fellowships and a career development program. With Arts & Sciences taking the lead on
what could become a model for our partner schools at the University, we are able to comment more specifically in this proposal on how these programs will be implemented and what particular benefits will be gained. The diversity fellowships have been reconceived as a bridge program based on the specific goals of our faculty to make accessible master’s-level training within the broader pursuit of the PhD. The PhD Plus initiative will be piloted in A&S, with the opportunity for all other graduate schools to participate in this initiative when they are prepared to do so. The size and disciplinary diversity of our doctoral programs makes this an appropriately robust pilot population.

Distinct from the foundation investments in more nationally competitive rates of living support for doctoral students, the present proposal outlines a capstone investment in the strategic vision that will bring the national distinction to our Graduate School that befits a major research university. It is based on the collective wisdom of faculty from across the Arts & Sciences who have a deep understanding of the relationship between high-quality doctoral training and the excellence and research productivity of the faculty. Funding for this proposal will, indeed, amplify and capitalize upon the firm foundation for growth afforded by our previous SIF-funded initiative and our multi-year process of graduate school restructuring and revitalization, particularly through the significant advances it will allow us to make in diversity, trans-disciplinary and emerging-field research innovation, and broadened career outcomes.

D. PROJECT TEAM:

PROPOSER (NAME, TITLE, EMAIL, AND PHONE NUMBER):

Ian Baucom
Dean of the College & Graduate School of Arts & Sciences
ibb4n@virginia.edu

PROJECT MANAGER LEADING THE EFFORT, IF DIFFERENT FROM PROPOSER (NAME AND TITLE):

Dinko Pocanic
Associate Dean for Graduate Programs, College & Graduate School of Arts & Sciences
pocanic@virginia.edu

Edward Barnaby
Senior Assistant Dean for Graduate Programs, College & Graduate School of Arts & Sciences
etb8b@virginia.edu

PROJECT COLLABORATORS WHO ARE SUPPORTING THE EFFORT WITH FINANCIAL AND/OR OTHER RESOURCES (Please describe support provided by each collaborator):
Phil Trella, Assistant Vice President for Research, oversees the Office of Graduate & Postdoctoral Affairs, which convenes discussion of policy and resources for graduate students across the University and includes directors of career development and graduate diversity programs. This office will be instrumental in delivering the PhD Plus program.

Keisha John, Director of Graduate Diversity Programs, is an integral contributor to recruiting and mentoring graduate students across the University. Her expertise and relationships with national organizations, faculty, current students and prospective students will play an important part in ensuring the success of our proposed bridge programs.

The following members of the Dean’s Committee on the Future of Graduate Education endorse this proposal as being well aligned with the priorities that the committee outlined this past spring. This committee will expand to play a significant role in implementing the proposed funding and professional development programs during the coming year if the proposal is funded.

Jack Chen, Associate Professor, East Asian Languages, Literatures & Cultures
Howie Epstein, Professor and Director of Graduate Studies, Environmental Sciences
Douglas Fordham, Associate Professor and former Director of Graduate Studies, Art
Jennifer Greeson, Associate Professor and Associate Chair, English
Robert Jones, Francis H. Smith Professor of Physics and former Director of Graduate Studies
Christian McMillan, Professor, Associate Chair and former Director of Graduate Studies, History
Michael Puri, Associate Professor and Director of Graduate Studies, Music
Bethany Teachman, Professor, Psychology

E. Projected START and End Dates (Should be no more than 3 years):

(Please note if there are any start/end date dependencies, e.g., if the project timeline is dependent on external funding, academic calendar cycle, etc.)

Project Start Date: Spring 2018
Project End Date: May 2023

F. PROJECT BUDGET:

(Sources and uses, by fiscal year, to include all sources of funding)

The proposed award of $24,557,123 would be disbursed and expended across five fiscal years as follows. This configuration provides an initial year to design PhD Plus programming, develop systems and hire staff, as well as conduct selection processes for the fellowship and bridge programs. Over the course of the five-year award period, 87% of all funds provide financial support to graduate students and their research.
## Grand Challenge Fellowships

The model assumes a combination of 33 new awards per year ramping up to an annual total of 100 funded lines by FY21. Each fellow will receive an annual living support stipend between $26,000 and $32,000 based on the fellow’s field of study. This is averaged at $30,000 per line in the budget model. A research allowance of $7,500 is provided to each fellow at the time the award, and the cost of this feature is applied to each budget cycle solely for the number of anticipated new fellowships that year. In addition, each fellowship line funds advanced doctoral rate tuition, University fees and the premium for single-person coverage through the University’s student health insurance program. The model assumes 3% increases in tuition and fees as suggested by historical trends. It assumes 5% increases in health insurance costs.

### Grand Challenge Fellowships Table

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### Diversity Bridge Fellowships

| Stipend   | $30,000   | $30,000   | $30,000   | $30,000   | $30,000   | $150,000 |
| Tuition   | $28,057   | $28,899   | $29,766   | $30,659   | $31,555   | $133,022 |
| Fees      | $3,419    | $3,487    | $3,557    | $3,628    | $3,700    | $12,554 |
| Health Insurance | $2,825 | $2,966 | $3,114 | $3,270 | $3,428 | $12,454 |
| Total per Line | $64,301 | $65,352 | $66,437 | $67,557 | $68,705 | $322,521 |
| Total Lines | 15       | 30         | 30        | 30        | 30         | 90      |
| Subtotal   | $964,511  | $1,960,562| $1,993,112| $2,026,707| $2,060,630| $6,944,891|

### PhD Plus

#### Programming & Assessment

| Training Modules | $30,000 | $250,000 | $250,000 | $250,000 | $250,000 | $1,030,000 |
| Individual Development Tool | $100,000 | $10,000 | $10,000 | $10,000 | $10,000 | $140,000 |
| Data Collection | $30,000 | $30,000 | $30,000 | $30,000 | $30,000 | $150,000 |

#### Staff

| Program & Internship Coordinator | $85,000 | $87,550 | $90,177 | $92,882 | $95,668 | $451,277 |
| Graduate Career Counselor | $85,000 | $87,550 | $90,177 | $92,882 | $95,668 | $451,277 |
| Grant & Fellowship Coordinators | $200,000 | $206,000 | $212,180 | $218,545 | $225,102 | $1,061,827 |

#### Student Funding

| Internship Stipends | $150,000 | $150,000 | $150,000 | $150,000 | $150,000 | $600,000 |
| Departmental Liaisons | $40,000 | $40,000 | $40,000 | $40,000 | $40,000 | $200,000 |

| Subtotal | $570,000 | $861,100 | $872,533 | $884,309 | $896,438 | $4,084,380 |

**Explanation of Costs and Primary Budget Categories**

### Grand Challenge Fellowships

The model assumes a combination of 33 new awards per year ramping up to an annual total of 100 funded lines by FY21. Each fellow will receive an annual living support stipend between $26,000 and $32,000 based on the fellow’s field of study. This is averaged at $30,000 per line in the budget model. A research allowance of $7,500 is provided to each fellow at the time the award, and the cost of this feature is applied to each budget cycle solely for the number of anticipated new fellowships that year. In addition, each fellowship line funds advanced doctoral rate tuition, University fees and the premium for single-person coverage through the University’s student health insurance program. The model assumes 3% increases in tuition and fees as suggested by historical trends. It assumes 5% increases in health insurance costs.
increases in health premiums based on historical trends, but also anticipating continued volatility in insurance premiums.

**Diversity Bridge Programs**

The model assumes 15 new one- or two- year awards per year ramping up to an annual total of 30 funded lines by FY20. Each fellow will receive an annual living support stipend between $26,000 and $32,000 based on the fellow’s field of study. This is averaged at $30,000 per line in the budget model. In addition, each fellowship line master’s tuition, University fees and the premium for single-person coverage through the University’s student health insurance program. The model assumes 3% increases in tuition and fees as suggested by historical trends. It assumes 5% increases in health premiums based on historical trends, but also anticipating continued volatility in insurance premiums.

**PhD Plus**

Budgeted costs for the PhD Plus program fall into the following categories.

*Programming & Assessment*

**Training Modules**

Modules, including short courses, workshop series, seminars, tutorials and other formats will comprise the primary delivery mechanism for the core competencies delivered through PhD Plus. Although some modules, such as the CTEs Tomorrow Professor’s Today program, will be enhanced and incorporated at relatively low cost, others will require curricular development and incur instructor or other personnel costs. For planning purposes, we assume the development of five modules at an annual cost of $50,000 each.

**Individual Development Tool**

A startup investment in 2017-2018 will support the development of an online Individual Development Tool to facilitate collaboration among students, faculty and career development experts. Thereafter, funds are allocated each year for the maintenance and improvement of the system. The tool will encourage students to work with their advisors to establish programmatic and career related milestones and help to align these goals with training activities that will support them. It will also provide a means for students to record achievement and milestones such as publications, presentations, awards, grants, fellowships, and public engagement activities, thus supporting both their career development and our data collection and evaluation efforts.

**Data Collection**

Data collection on the career outcomes for PhD students is a university priority and is necessary for the assessment of the overall project. Funds will support undergraduate or graduate interns and other associated infrastructure to obtain, house and report these data.
Staff

PhD Plus Programming and Internship Coordinator
A critical factor in our capacity to deliver a successful program, the PhD Plus coordinator will assist with programmatic development, alumni engagement, data collection, and the organization of internship and externship opportunities.

Graduate Career Counselor
A Graduate Career Counselor will work closely with other professional development specialists in the University Career Center to deliver individual career counseling for PhD students. The Career Counselor will also support the development, marketing and delivery of specific PhD Plus modules and programs.

Grant and Fellowship Coordinators
Increasing the competitiveness of PhD students in crafting proposals to procure external funding is a major goal of PhD Plus. Grant writing is a skill that translates to many career areas and is very attractive to potential employers both within and outside of academia. Two coordinators will work in conjunction with faculty and staff, such as ResearchNet personnel, to ensure that all PhD students are well-versed in locating and acquiring external funding. They will recruit PhD students to apply for grants and fellowships and provide guidance and feedback regarding the students' individual grant proposals. We expect that this component of PhD plus will confer significant return on investment and further distinguish our students in the marketplace. Due to fundamental differences between the opportunities and proposal style of funding sources for the sciences versus the humanities and social sciences, as well as the large number of students we seek to serve, hiring two coordinators will address these issues of area expertise and advising capacity.

For all personnel, we assume an average increase of 3% per year in salary and benefits over the course of the project.

Student Funding

Internship Support
Student access to experiential learning opportunities such as internships is often limited by availability of funding. PhD Plus will identify and fund opportunities for thirty advanced doctoral students to undertake sustained professional experiences each year.

Departmental Liaisons
In conjunction with the Center for Teaching Excellence, we will develop a Departmental Teaching and Professional Development Liaisons Program that will support up to 20 students with an additional stipend of $2,000 to help organize and deliver department-based workshops and activities for the CTE and PhD Plus. Liaisons will also form a robust, reliable and instantaneous feedback mechanism for program directors and leaders to fine-tune programming based on actual student experiences. The departmental liaison position itself is a valuable professional opportunity for the students.
G. PLAN FOR SUSTAINABLE FUNDING:

(How will this program be supported and governed once SIF funds are expended? Please be specific about future commitments and where possible, provide attestations from appropriate source, e.g., if philanthropy is part of the plan for sustainable funding, please provide a commitment letter from affiliated school foundation.)

In light of the emphasis on graduate support in our fundraising priorities for the Third Century Campaign, we anticipate that some of the base support for this program will derive from philanthropy. Our model for Grand Challenge Fellowships, in particular, foregrounds for our donors in an unprecedented manner the connection between doctoral research and the faculty development that has traditionally garnered their support. The diversity bridge program and PhD Plus initiative will also be appealing opportunities for partnership with external funding agencies and result in the deepening of alumni networks and giving opportunities.

Perhaps more significantly, however, this proposal’s strong focus on research productivity for students and faculty, as well as mentorship in grant-writing for students, will generate substantial return on investment in the form of increased direct and indirect offsets from sponsored research that will allow us to sustain this new nationally-leading model of graduate education beyond a SIF-fueled launch period.

H. MILESTONES (Key dates or events):

Funding in 2017-2018 will be used primarily for planning and development, hiring personnel, and promoting the new fellowship opportunities. By 2018-2019, all components of the project will be in operation.

Major program assessments will occur at three years and five years, which will allow us to analyze several years of outcomes for early cohorts of research fellows and bridge program students.

No component of this project necessarily contributes to operationalized base costs. Should program outcomes or the funding outlook be questionable, rates of fellowship awards can be scaled down or discontinued with A&S committing to support any legacy obligations after SIF funds are exhausted. Maintaining systems developed for the PhD Plus initiative represent a minor cost that can, if necessary, be absorbed and possibly shared by Arts & Sciences or the Office of Graduate & Postdoctoral Affairs. Staff hires will be made contingent upon the continued availability of funds and can be discontinued if the program ends.
I. PROJECT METRICS:

(How do you know if you are reaching your project goal described in Item B above? Please note specific indicators of success for each year of the project, preferably using a bullet format. These metrics will be reviewed to determine whether funding will be granted each subsequent year.)

Recruiting

- Overall increase in qualified applications to graduate programs
- Overall increase in applications from students who are underrepresented in their field
- Increase yield of accepted offers of admission, particularly among underrepresented admits and in competitive scenarios
- Increased success in faculty recruiting, particularly with regard to cluster hires and diversity

Student Success

- Increased external student awards and honors
- Increased numbers of publications and presentations
- Reduced attrition and earlier attrition
- Reduced time-to-degree

External Funding

- Increase in the number of grant and fellowship applications across the PhD student population
- Increase in the number of successful grant and fellowship applications among PhD students
- Increase in the numbers of students working on collaborative, interdisciplinary research projects.
- Increase in the numbers of awards from programs that depend upon the presence of diversity and robust career and professional development programs among graduate students (e.g., NSF, NRT, NIH training grants)
• Increase in number of grant and fellowship proposals from faculty who have mentored Grand Challenge Fellows
• Increase in number of successful grant and fellowship proposals from faculty who have mentored Grand Challenge Fellows
• Increased philanthropic support for graduate-related initiatives

Career Outcomes

• Increased student satisfaction with access to high-quality career development programming and opportunities
• Increased student satisfaction with first employment destination
• Increase in the number of PhD students participating in internship and externship activities
• Increased job offers at time of degree completion
• Increased participation of alumni in career development programming and networks
• Increased relationship-building with employers specific to doctoral students

Reputational Advance

• Increase in rankings from external organizations

J. RISK MANAGEMENT PLAN

Project Key Risks:

(What is necessary for project success, other than SIF funding? Are there dependencies on other funding sources?)

A willingness to expand the current parameters of SIF awards to enable a significant and long-term central investment in all three components of the proposed project would greatly enhance the opportunity for success.

Risks to Project Success:

(What could derail project success? What actions will be taken to mitigate key risks?)
The success of this project depends on collaboration and buy-in from faculty, students and strategic partners.

Arts & Sciences has convened a committee of faculty to discuss aspirations for the future of its graduate programs which has already surfaced a number of themes that align with all three components of this proposal. We will also host programming for chairs and DGSes to explain the rationale and goals for this initiative. We have already begun to identify ambassadors among the faculty in each of our departments whom we can equip to discuss this initiative with their colleagues.

There is strong student appetite for increased diversity, opportunities for interdisciplinary collaboration and broadened career pathways. This is evidenced by various surveys, applications for funding programs and attendance at career development events. Graduate student organizations will be useful for soliciting feedback from students about these initiatives.

During the development of the PhD Plus concept over the course of the past year, the Office of Graduate & Postdoctoral Affairs has engaged in extensive discussion with strategic partners across the University who have enthusiastically committed to the success of that initiative.

K. SIGNATURES

SIGNATURES
PROPOSER SIGNATURE:

[Signature]

Proposer Name  Date

PROJECT SPONSOR SIGNATURE (if different from above)*
*Sponsor acknowledges that proposal is aligned with school/unit strategic plans

[Signature]

(Dean, VP, or Chancellor)

Project Sponsor Name  Date

Project Sponsor must assign one of the following categories to this proposal:
☒ A = Priority (note: no more than 2 proposals per review cycle may be designated a priority by school/unit)
☐ B = Recommended but not a priority
☐ C = Not a priority