

2018-2023

**STRATEGIC
PLAN**

**LEAD
FROM
ANYWHERE**

A man with short grey hair and glasses, wearing a blue blazer over a blue and white checkered shirt, stands in a lecture hall. He is looking towards the camera with a slight smile. The background shows rows of wooden desks and chairs, typical of a classroom or lecture hall, with warm lighting from overhead fixtures.

LETTER FROM
**DEAN
STAM**

➤ **AT THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY**, we are authoring a new model of leadership and policy education. Our forward-thinking origins have shaped our philosophy and methods with a sense of purpose. We are dedicated to transforming students into action-driven leaders who can provide innovative solutions to pressing societal problems. We believe we are uniquely positioned to follow through on this vision.

In that pursuit, we know teamwork is critical when working toward effective solutions and we are not afraid to utilize all knowledge that will help us effectively tackle the world's most difficult challenges. Of the 250-plus schools of public policy and administration in the United States, the Batten School has the distinction of being the only one explicitly committed to teaching leadership skills in addition to rigorous data analysis and policy implementation. Our multidisciplinary approach to problem-solving and emphasis on teamwork and ethics reinforce our focus on how leadership works, why context matters in decision-making and which actions lead to tangible results.

If you viewed the Frank Batten School of Leadership and Public Policy at its conception, a decade ago, you would have seen a much different place. When the doors opened, we had 25 students, a handful of faculty members and three administrators. A decade later, the Batten School is a thriving team of more than 430 scholars, students and staff members, with a growing alumni base and professional network.

Today, we enroll 180 post-graduate and accelerated Master of Public Policy (MPP) students, joined by 150 undergraduates. Batten graduates are in high demand—the School's MPP class of 2017 reached full employment within six months of graduation. They're recruited aggressively by government agencies from the intelligence

community to Congress, local public interest groups and federal NGOs, and by private sector employers from consulting firms to investment-risk analysts. Students emerge from the Batten School understanding social responsibility and equipped with specific skills to work collaboratively and successfully in real-world environments to achieve a shared mission and accomplish common goals.

In response to surging demand, our faculty has expanded to more than 60 interdisciplinary scholars. Our innovative approach has attracted leading scholar-practitioners in political science, social psychology, policy history, economics, and law from around the globe. As researchers and professors of practice, they are helping to shape the future. Their areas of focus reflect the drive and research of some of the sharpest minds at work in policy and leadership today.

We see greatness in our future. As our story continues, we will create the necessary dedicated classroom, conference room and lab spaces to accommodate growth and a robust public events calendar and speaker series. We will invest in the infrastructure and systems necessary for faculty to fund, conduct and apply catalyzing collaborative research in and through our centers. We will preserve our cohesive culture by capping growth while expanding opportunities for students. We will continue to generate new knowledge by recruiting and supporting top-notch scholars and practitioners from diverse disciplines. We will persist in taking on the toughest public policy challenges. And we will continue to lead the way to a better future.



ALLAN C. STAM
DEAN, FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY

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EXECUTIVE SUMMARY

▶ THE MISSION OF THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY IS TO DEVELOP LEADERS AND GENERATE NEW KNOWLEDGE TO SOLVE THE WORLD'S TOUGHEST PUBLIC POLICY CHALLENGES. THIS MISSION INVOLVES TWO MAIN ACTIVITIES - RESEARCH AND TEACHING - WHICH, COUPLED WITH OUR ENGAGEMENT ACTIVITIES, GENERATE POSITIVE BENEFITS FOR THE UNIVERSITY OF VIRGINIA, OUR COMMUNITY AND COMMONWEALTH, AND SOCIETY AT LARGE.

THE BATTEN SCHOOL is taking advantage of and serving as a leader in advancing significant changes in public policy research and education. Across recent decades, social science research on public policy has become more collaborative (as demonstrated by a rise in co-authored scholarship), more interdisciplinary (as illustrated in the blending of topics and approaches between behavioral economics and social psychology), and more focused on real-world applied policy topics than on insular academic debates.

Over its 10-year history, the Batten School has positioned itself well within this research arena. We have hired more than 30 faculty, maintaining a focus on excellence in applied social scientific research, grounded especially in economics, political science, and psychology. We have developed policies and practices – ranging from substantial research funds, to limited teaching and new course preparations, to research-oriented sabbaticals – to support these research endeavors. We have established seven centers to advance collaborative research, policy engagement, and educational opportunities for students.

In our teaching mission, the Batten School has positioned itself as a leader in what we call “Policy School, version 3.0.” Over the past century, the educational missions of policy schools have evolved to meet student and societal needs. Initially focused on public administration, policy schools trained students to be effective bureaucrats and public managers. As the need for policy analysis became more widespread, policy schools evolved to include sophisticated analytical training. More recently, there has been increased student and societal demand for graduates who combine the administrative and evaluation elements of earlier versions of policy schools with leadership and advocacy skills in bargaining, conflict resolution, persuasion, group dynamics, negotiation, and decision making. Although such leadership elements have been increasingly offered in other policy schools, those schools’ legacies of tenured faculty hired under prior models of policy education tend to limit their ability to offer leadership training in an integrated manner. In contrast, as a new school, Batten has been working to offer a fully integrated curriculum that draws on the best of prior versions of public policy education, while completely integrating substantive knowledge, analytical skills, and leadership training across the curriculum.

The Batten School’s focus on applied multidisciplinary research and its blending of leadership and policy analysis in its curriculum generates a variety of positive externalities. We serve as a convener for disparate groups

across the university and for (sometimes difficult) conversations in the community. We produce research pointing toward policy solutions and alumni leaders embedded in employment networks with the tools needed to effect such changes. And we serve as a model for policy education, version 3.0.

THIS STRATEGIC PLAN IS THE RESULT OF A MULTIYEAR EFFORT INVOLVING STRUCTURED ANALYSES ACROSS EIGHT OVERLAPPING AREAS WITHIN THE SCHOOL:

- 1. COMMUNITY**
- 2. DIVERSITY**
- 3. CURRICULUM**
- 4. COMMUNICATIONS**
- 5. FACILITIES**
- 6. TECHNOLOGY**
- 7. FUNDRAISING**
- 8. FINANCE**

THESE ASSESSMENTS LED US TO DEVELOP 10 INITIATIVES THAT WILL GUIDE THE SCHOOL’S EFFORTS OVER THE COMING FIVE YEARS.

By design these areas interact with one another, making the whole greater than the simple sum of the initiatives. Our path forward for the School is ambitious. If achieved, by 2023, the Batten School will be located in a new and right-sized facility, will significantly expand the scale and real-world impact of its research activities, will feature a full integration of leadership and policy analysis skills throughout its curriculum, will attract an excellent, diverse, and well-prepared student body, will have an invigorated alumni network supporting the entirety of the Batten mission, will secure the resources to deliver upon and expand its mission, and will regularly serve as a model for other policy schools.

OVERVIEW



“NEVER HAS THERE BEEN A GREATER NEED FOR THE UNIVERSITY’S MOST IMPORTANT PRODUCT: ENLIGHTENED AND ETHICAL LEADERS WHO LEAVE THE GROUNDS PREPARED FOR PUBLIC LIFE IN THEIR COMMUNITIES, IN THEIR PROFESSIONS, AND IN THE WORLD AT LARGE.”

– FRANK BATTEN, SR.

A BRIEF HISTORY OF POLICY SCHOOL EVOLUTION AND THE BATTEN SCHOOL'S ROLE

In looking ahead, we are compelled first to look back at our founding principles and to remember – and reaffirm – why the Batten School was established a decade ago. The modern public policy school dates to the early 20th century, when frustration over inefficiency and corruption in government provided the rationale for the first training programs in organization and public administration. After World War II, advances in policy analysis using modern tools of econometric and game theoretic analysis offered the possibility of dramatically improving public policy. This dual, and mutually reinforcing, focus on administration and policy analysis led to the second wave of public policy education, and it is this framework – what we describe as “Policy School v. 2.0” – that defines most policy schools today.

Unfortunately, the linkage between theory and reality has proven tenuous. Progress in many areas of public policy has stalled, leading to a growing frustration with both government and higher education. Together, Frank Batten, Sr., and University of Virginia leadership recognized that the v. 2.0 framework fails to train students to be able to solve great challenges or to execute difficult tasks – what the Batten School community defines as leadership, or “the art of getting things done.” Mr. Batten and University leaders recognized the need for a new model: a school of leadership and public policy that would combine the best of administration and analysis, as well as leadership, to not only identify and design solutions, but to implement them as well. This was the crucible from which the Batten School of Leadership and Public Policy was forged in 2007.

From its inception, leaders within the Batten community recognized that building a program of real consequence within the policy world required distance from – and even a disruption of – the status quo. Although other schools of public policy were starting to recognize the student and societal demand for the integration of leadership training into the public policy curriculum, such major changes in focus are difficult to achieve in academic settings with tenured faculty hired under an earlier model and well-established curricular offerings. In contrast, fundamental elements of integrated leadership and public policy, in what we call “Policy School v. 3.0,” were central to the founding vision of the Batten School.

The 2018-2023 Strategic Plan is the third comprehensive plan in the School’s history. The first formal plan – Report to the Faculty Senate on the Establishment of the Batten School of Leadership and Public Policy – articulated a threefold mission of leadership development, cutting-edge policy research, and engagement with the policy community, stating: “the Batten School will forge a new path in American higher education by giving students the opportunity to hone their leadership skills and to develop the analytical skills required to address complex policy problems like health care, poverty, and the environment.” The School’s establishment was followed by a successful start-up period between 2007 and 2012.

In 2012, the School’s first dean, Harry Harding, called for a comprehensive, school-wide strategic planning process. The 2012 process yielded a roadmap grounded in three guiding principles: deepening by building on early success, broadening to ensure that the School covered critical areas in leadership and policymaking, and strengthening the maturing core by making the necessary investments in the fundamental infrastructure required to establish the School as a fixture within the University and a leader in broader policy communities.

POLICY SCHOOL EVOLUTION

1900s

ADMINISTRATION

V. 1.0

1960s

ADMINISTRATION ANALYSIS

V. 2.0

TODAY

ADMINISTRATION ANALYSIS LEADERSHIP

V. 3.0

ALLAN STAM BECAME DEAN of the Batten School in 2014, and has continued to work on the priority initiatives articulated in the 2012-2017 plan. Additionally, he set up the Dean's Transition Lab – a thorough and rigorous organizational readiness assessment, which identified five key priorities:

- 1. FUNDRAISING INFRASTRUCTURE**
- 2. IN-SCHOOL LEADERSHIP & MANAGEMENT**
- 3. CURRICULUM PLANNING**
- 4. FACULTY RECRUITING, RETAINING, & MENTORING**
- 5. INSTITUTIONAL LEADERSHIP**

Next, he commissioned, and the School completed, eight structured analyses of the core functional areas within the School: **1. COMMUNITY, 2. DIVERSITY, 3. CURRICULUM, 4. COMMUNICATIONS, 5. FACILITIES, 6. TECHNOLOGY, 7. FUNDRAISING, AND 8. FINANCE.** As the following pages and supplemental appendices demonstrate, these efforts were rigorous, thorough, and in the end complementary.

The mission of the Batten School is simple, yet profound: To educate and train the next generation of public policy leaders, and to create and disseminate new knowledge in public policy and leadership. Both the research and teaching missions of the Batten School are directed toward solving the world's toughest public policy challenges. Moreover, we are committed to designing and enacting the model for Leadership and Public Policy School v. 3.0. Undergirding these objectives are a series of Core Ideas ranging from being Rigorous and Relevant in our teaching and research to achieving an Outsized Impact in our engagement with the policy world. To achieve our mission, the following 10 Strategic Initiatives provide a roadmap for the Batten School's efforts and resource allocation between 2018 and 2023. Individually, these initiatives have the power to produce meaningful change. Together, they will propel our School toward fulfilling Mr. Batten's vision and solidifying a new model for leadership and public policy education.

VISION STATEMENT

THE FRANK BATTEN SCHOOL AT THE UNIVERSITY OF VIRGINIA WILL SERVE AS THE MODEL FOR LEADERSHIP AND PUBLIC POLICY SCHOOLS V. 3.0.

MISSION STATEMENT

THE MISSION OF THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY IS TO DEVELOP LEADERS AND GENERATE NEW KNOWLEDGE TO SOLVE THE WORLD'S TOUGHEST PUBLIC POLICY CHALLENGES.

CORE IDEAS

**TRANSFORMING LEADERSHIP
AUTHORING A NEW MODEL
POSITIVE DISRUPTION
RIGOROUS AND RELEVANT
CONVENING FOR THE COMMON GOOD
COLLABORATIVE CATALYSTS
OUTSIZED IMPACT
DIVERSE AND INCLUSIVE**

STRATEGIC INITIATIVES

CREATING & DISSEMINATING NEW KNOWLEDGE

INITIATIVE 1:

We will enhance and expand the research opportunities, productivity, and impact of Batten faculty.

INITIATIVE 2:

We will support the activities of new and existing faculty-led research centers that contribute to the research, teaching, and engagement missions of the Batten School.

EDUCATION & TRAINING POLICY LEADERS

INITIATIVE 3:

We will design and implement a modern, agile, interdisciplinary leadership and public policy curriculum grounded in the best social scientific research.

INITIATIVE 4:

We will construct and implement interactive, experiential training in leadership, civic engagement, and public policy, both quantitatively rigorous and responsive to societal needs.

INITIATIVE 5:

We will identify, recruit, and enroll the highest quality prospective students, bringing wide-ranging backgrounds, experiences, and interests, and then provide them with a transformational experience, equipping them to tackle the most complex and urgent leadership and policy challenges.

INTEGRATING EFFORTS

INITIATIVE 6:

We will design and implement outreach and engagement strategies that yield a Batten School network capable of consistently delivering an outsized impact.

INITIATIVE 7:

We will hire, develop, and retain diverse scholars and teachers equipped to deliver our unique Leadership and Public Policy v. 3.0 experience.

IMPLEMENTING & MODELING POLICY SCHOOL V. 3.0

INITIATIVE 8:

We will construct a new, right-sized facility in a location that positions the Batten School as a host of cross-disciplinary research teams, a home to innovative training and education, and a convener of important policy conversations.

INITIATIVE 9:

We will cultivate necessary resources by raising funds and building business systems and the associated practices required to support the Leadership and Public Policy v. 3.0 experience.

INITIATIVE 10:

We will package and disseminate state-of-the-art systems, processes, and procedures into a Leadership and Public Policy v. 3.0 manual that will be available to all as an open source tool.

A dark blue downward-pointing arrow shape containing the text "2018-2023 STRATEGIC PLAN".

2018-2023

STRATEGIC
PLAN

FULL REPORT

A photograph of a diverse group of people, including students and professionals, standing in front of a large, classical building with many columns. They are dressed in business casual attire. One man in a suit is gesturing while talking to the group.

WHY THE WORLD NEEDS

THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY

➤ THE BATTEN SCHOOL IS WELL POSITIONED TO TAKE ADVANTAGE OF AND TO SERVE AS A LEADER IN ADVANCING SIGNIFICANT TRENDS IN PUBLIC POLICY RESEARCH AND EDUCATION. OVER THE PAST SEVERAL DECADES, SOCIAL SCIENCE RESEARCH ON PUBLIC POLICY HAS BECOME MORE COLLABORATIVE (AS DEMONSTRATED BY A RISE IN CO-AUTHORED SCHOLARSHIP), MORE INTERDISCIPLINARY (AS SEEN IN THE BLENDING OF TOPICS AND APPROACHES BETWEEN BEHAVIORAL ECONOMICS AND SOCIAL PSYCHOLOGY), AND MORE FOCUSED ON REAL-WORLD APPLIED POLICY TOPICS THAN ON INSULAR ACADEMIC DEBATES. ADDITIONALLY, OVER THE PAST CENTURY, THE EDUCATIONAL MISSIONS OF POLICY SCHOOLS HAVE EVOLVED TO MEET STUDENT AND SOCIETAL NEEDS. AS A NEW SCHOOL OF LEADERSHIP AND PUBLIC POLICY, BATTEN TAKES ADVANTAGE BOTH OF LESSONS FROM THE PAST AND OF NEW POSSIBILITIES TO ADVANCE ITS RESEARCH AND TEACHING MISSION.

IN THE BEGINNING: POLICY SCHOOL V. 1.0

The insight that universities could improve public administration efficiency through academic training came in response to the early academic programs designed to train future business managers. Beginning in the 1890s at Penn (Wharton School) and early 1900s at Dartmouth (Tuck School) and Harvard (Harvard Business School), advanced training in business began to bring new scientific methods, initially built around Frederick Winslow Taylor's efficiency studies, to managers and future business leaders.

The evolution of the modern public policy school began in 1914 at the University of Michigan where the nation's first degree in municipal administration emerged from a growing sense of angst and frustration with inefficiency, corruption, and graft in state and local government agencies. In response, Michigan recruited a small group of students who would become future city bureaucrats, and began a training program in organization and administrative efficiency. From this small degree program a two-year Master of Public Administration degree program evolved.

Independently and at roughly the same time, scholars and government managers alike identified the need for rigorous and systematic research into best practices for government agencies whose scope and complexity was rising. In Washington, D.C., the Brookings Institution emerged with the notion that the nation's government needed to base its policy decisions on sound scientific analysis. Brookings' activities quickly grew in both scope and scale as the nation's first research think tank.

For several decades, unlike the cases of disciplinary scholarship in the Arts and Sciences, the policy administration training and research tracks remained essentially independent. Administration training faculty typically were recruited from the ranks of capable government administrators. As a result, universities concentrated their efforts on education and training. Research was largely, though not completely, executed in a handful of think tanks and research centers. The extraordinary growth in government-sponsored research during and immediately after World War II led to the dramatic expansion of the academic research enterprise in both the sciences as well as organizational behavior and economic analysis.

COMBINING ADMINISTRATION & ANALYSIS: POLICY SCHOOL V. 2.0

After World War II, the Ford Foundation, the nation's first and largest private foundation dedicated to improving the quality of public life, began investing in rigorous policy analysis. The foundation provided early support for the government's non-profit social science research institution, the RAND Corporation. By the early 1960s, scholars at a small number of universities who were increasingly focused on sponsored research recognized that public administration training programs needed to update their curricula.

Advances in policy analysis using modern tools of econometric and game theoretic analysis offered the possibility of dramatically improving government policy and rule making. Thus, the first Master of Public Policy degrees – professional degrees with a new focus on data-driven analysis growing out of administration programs – began to emerge in the late 1960s and early 1970s in Ann Arbor and Berkeley, as well as at Harvard, Yale, and Duke.

In addition to offering academic training and degree programs, these institutes and schools proved well suited to provide an academic alternative on the research side to the growing number of think tanks whose numbers proliferated during the same period. The early think tanks, built on the Brookings model, were non-partisan and focused on progressive ideas of efficiency and equity. By the 1970s, however, a dramatic shift was well underway.

Demand for analysis to support specific policy positions grew, leading to the evolution of the think tank community in a decidedly more ideological direction. The rising number of think tanks also coincided with a growing sense that the analysis they produced was increasingly shaped to support a specific political agenda. In turn, and reinforced by greatly increased government funding, schools of public policy (the analytic outgrowth of the public administration programs) began to expand their research capabilities, and in doing so filled the non-partisan analytic void as think tanks became increasingly dogmatic or partisan. The modern Public Policy v. 2.0 school as a result now carries two theoretically mutually-reinforcing missions: training of capable administrator analysts and conducting non-ideological policy research focused largely on benefit-cost analysis.



THE NEED FOR POLICY SCHOOL V. 3.0: LEADERSHIP TRAINING

An underlying presumption in the v. 2.0 schools is that employing tools of economic analysis can help produce better societal outcomes. Economically efficient statecraft and analysis will help administrators and policymakers identify efficient policy and regulatory solutions. Less central, although still present, has been the recognition of the difficulty in transforming these theoretical and analytical insights into reality. Due to the complexity of public policy challenges and insufficient policy leadership needed to address them, progress in many areas of public policy and regulation has stalled, leading to a growing frustration with government and institutions of higher education.

In 2007, Frank Batten recognized a growing divide between the educational programs promising to deliver products of analysis and efficiency and the achievement or execution of those working in government. Mr. Batten saw in this lacuna the failure of those entering public and private service to be able to deliver on the promise of their organizations. Rather than focusing on the administrative or analytic aspects of this failure, he identified the critical location of the greatest force for change – leadership. Mr. Batten came to believe that our universities were failing to address this key piece of the achievement or execution puzzle. Leadership at its core is simply the art of getting things done – the ability of individuals to help teams come together to accomplish difficult tasks. Governments are often the only institutions or organizations capable of addressing the great challenges facing society, ones that require the highest caliber of public service leadership. Mr. Batten recognized the need for a school centered around both leadership and public policy. He envisioned a policy school version 3.0 – an evolving combination of administration, analysis, and now leadership to be able to not merely identify or design solutions, but also to execute and implement them. This epiphany led to the creation of the Frank Batten School of Leadership and Public Policy at the University of Virginia.

THE DEFINING ELEMENTS OF A V. 3.0 LEADERSHIP AND PUBLIC POLICY SCHOOL

Because it is an evolution of earlier models for public policy education, not every aspect of the v. 3.0 policy school will differ from those of other models, established in earlier eras. However, we believe that certain elements are helpful – if not essential – to achieving the successes possible through the integration of leadership and public policy. We here highlight and define five key elements:

- Multidisciplinary faculty-led research focused on real-world problems in leadership and public policy, as exemplified in the intellectual community hubs of research and engagement centers.
- Modern curriculum and pedagogy that blends analysis and execution through experiential education and training.
- A platform upon which to build a strong Network of policy leaders capable of advocating for and implementing meaningful change.
- Efficient school operations that deliver exceptional service and value.
- An open source Leadership and Public Policy School v. 3.0 toolkit that is available free to anyone, anywhere, anytime.

WHAT ARE RESEARCH AND ENGAGEMENT CENTERS?

Research and engagement centers play a role in exemplifying the multidisciplinary faculty-led intellectual communities needed to generate new knowledge to solve the world's toughest public policy challenges. In the Batten School, these centers support the intellectual framework and associated infrastructure for a v. 3.0 leadership and public policy school. We believe that combining multidisciplinary research with public policy engagement offers the greatest likelihood of generating such new knowledge. Specifically, research on public policy offers the opportunity to assess the conditions under which specific policies yield better outcomes and how policy change might be achieved. Research on leadership provides needed insights into the bargaining, conflict resolution, persuasion, group dynamics, negotiation, and decision-making skills essential to turn policy ideas into policy solutions.

One challenge of academic research is to maintain its relevance to actual public policy challenges. Researchers in an academic setting are often rewarded for publication in top scholarly outlets, which can sometimes involve contributing to isolated academic debates with little immediate, practical value. Guarding against this phenomenon is the multidisciplinary approach that we embrace. Research fads or isolated scholarly debates are less likely to persist when confronted by researchers grounded in many different disciplines.

Moreover, direct engagement with the public policy community further protects against narrow scholarly debates that are far removed from the world's toughest policy challenges. To the extent that Batten School researchers seek to present their findings to the policy community and to explain them to broad audiences, our scholars will continually return to an assessment of the policy relevance of their research endeavors.

In return, such broad and engaged discussions offer a cycle of positive feedback into the research questions being asked and the potential solutions being uncovered. Policymakers and other leaders confronting major policy problems will be more likely to offer guidance, insight, and new research opportunities to scholars whom they perceive as being interested in reaching policy solutions that extend beyond academia.

To help maintain the combination of multidisciplinary research teams and the link between research and engagement, the Batten School has adopted a multifaceted organizational model that includes the development and cultivation

of centers of research and engagement. These centers disrupt the traditional department-based organization scheme found at most colleges and universities while providing administrative efficiencies. Our current centers focus on specific policy areas (health, education), broad policy arenas (global policy, national security), and processes for understanding and addressing policy challenges (social entrepreneurship, simulation and gaming, or effective lawmaking). They are flexible, and can evolve or even come and go as society demands.

Any Batten School faculty member may put forward a proposal for a new center for research and engagement in their chosen area of excellence. The proposal is refined in consultation with members of the Executive Committee and the governing faculty, with its budget often supported with start-up funds. Longer-term funding models for the centers vary depending on the entrepreneurial efforts of the center directors. Some are funded from the overheads on external grants, others based on philanthropic contributions, others based on student tuition, and still others on a mix of these sources.

One benefit of these centers, once fully developed, is that they will reinforce the research strategy that we work to maintain throughout the Batten School. The centers typically are comprised on multidisciplinary faculty affiliates. The centers play both a research and engagement role, often bringing practitioners to UVA to discuss policy problems, incorporating real-world policy environments in the research endeavors, and relying on external advisory boards that are embedded in policy networks.

Students can take advantage of the center-based model in a variety of ways. Many serve as research assistants on projects of the centers. Others benefit from the coursework offered either explicitly as part of the centers' business model or implicitly through the teaching of affiliated faculty holding common policy interests. Still others engage in internships internal to or associated with the centers.

Batten faculty need not be affiliated with a research and engagement center. Apart from the centers, they still can combine research and engagement and can work as part of a multidisciplinary team. Faculty research can naturally evolve over the course of their careers, from tailored contributions in their home disciplines essential to establishing scholarly reputations, to more collaborative, multidisciplinary, and larger-scale research projects over time. We believe that the centers will serve to reinforce these research elements within the school.



WHAT ARE MODERN CURRICULUM AND PEDAGOGY?

The curricula of modern policy programs have undergone a major transformation in the past century. The first policy programs were founded in the 1930s in response to the demand of a more effective government administration. As such, the curricula of these early programs focused on providing public servants with administrative skills to effectively manage the day-to-day operations of the federal, state, and local bureaucracies. By the early 1960s, the demand shifted as the tools of policy analysis were more fully developed. Policy programs began to recognize that to shape and implement policy, people needed to understand the complex social and political environment in which they operate. This resulted in a curriculum that is more quantitatively sophisticated and analytically driven. Grounded in social sciences, in particular, economics theory, policy curriculum 2.0 emerged and charted the course of policy programs for the next 50 years.

The Batten School is positioning itself to lead the next major transformation in the policy program. In 2007, Frank Batten, Sr., donated \$100 million for the creation of the Frank Batten School of Leadership and Public Policy. He understood the importance of ethical and effective leadership for public policy and wanted a school devoted to both – to leadership and public policy. From its inception, then, the Batten School was a notably different kind of policy school – a school where students develop knowledge and skills in policy analysis and substance but also leadership. In the early days of the School, students learned about leadership mostly through case studies and biographies. Following the strategic hiring of social psychologists and behavioral scientists, students also learned about leadership through social behavioral research and in-class exercises and simulations.

We have designed policy curriculum v. 3.0 to address communities' and our nation's needs – able not just to identify or design solutions, but also to execute and implement them. Our core curriculum empowers students to acquire breadth and depth in policy analysis, substantive knowledge, and leadership practices. We seek to offer integrative and experiential courses where students analyze and evaluate problems and policy solutions in a number of key substantive areas and understand what leadership techniques they can employ to help solve these issues. Increasingly, following the launch of our Center for Leadership Simulation and Gaming, students also have an opportunity to practice leadership skills in interactive, immersive simulations. Through Batten's interdisciplinary and innovative curriculum, our graduates will become future leaders in the policy world.

WHAT IS THE NETWORK?

As our students learn during their Batten education, effective policy leaders have an ability to collaborate with others, build consensus, and engage a Network that will allow them to see their professional endeavors through to completion. Accordingly, at Batten our students understand the importance of relationship building well before they graduate – indeed, in some cases, even before they matriculate. In building a strong and dedicated Network of policy leaders, the Batten School will be better positioned to identify prospective candidates for our programs who share our School's ideals and goals, and to help those same students secure meaningful internships and employment upon graduation.

Incoming students are at once the beneficiaries and the future members of the Network. We therefore recruit students who will not only succeed during their two years at Batten, but, more importantly, will become leaders of consequence within the policy community throughout their careers. That is why we are taking a new approach to the recruitment process. We have moved beyond the traditional model and its reliance on factors that may predict academic success but say little about leadership potential and policy impact. By seeking out the next generation of change agents, we are investing in the future strength of the Network and the critical feedback loop it provides to our students and scholars.

Once students have matriculated, through our employer-in-residence and alumni mentoring programs, Network members will serve as invaluable role models for our undergraduate and graduate cohorts alike. Through one-on-one dialogue and interviews they will impress upon students the importance of professionalism and integrity; through small group sessions they will provide first-hand insight into both substantive and cultural aspects of their policy organizations.

Practically speaking, our Network will allow us to develop more formalized employer partnerships that we will leverage for a variety of purposes. Whether serving as clients for student consulting, capstones, or Applied Policy Project sponsors, the Network partners will be recognized for their contributions both formally and informally. Similarly, the Network will be tapped to host both internship and full-time career positions. The Network will also reinforce our research mission, offering data and insights essential to advance our research endeavors, as well as opportunities to implement the policy solutions we uncover.

We will continue to build and formalize our Network with great intention to include employers representing wide ranging policy areas, public, private, and nonprofit sectors, and geographic locations concentrated but not exclusively located in the Washington, D.C. area. By concentrating our efforts in the nation's capital, we are building a dense network of well-positioned alumni in the center of national policy influence. Our alumni who work in more far-flung locations then have the ability to tap into the majority of the network, well placed in the capital area's public and private policy arenas. To realize our Network-building goals, we will communicate with and bring together the Network members on a regular basis. While Batten School and University of Virginia alumni are key to the success of our Network, we also will seek to include additional strategic partners whose career expertise and/or geographic ties are not otherwise represented by our alumni base.

WHAT ARE EFFICIENT OPERATIONS?

A defining element of a v. 3.0 Leadership and Public Policy School is that it is embedded within a modern and efficient operational infrastructure, one where service provision and the resulting added value is unquestionable, ground-breaking, and continuously improves.

One guiding premise of the v. 3.0 model is illustrated in the physical location of the Batten School at a crossroads, a place where it is equipped to serve as a convener of important, collaborative teaching, research, and conversations. To take full advantage of such collaborations and to discern where they can be improved, we will regularly mine resulting data and information from such interactions, applying analytical techniques to uncover both intellectual and operational insights, and identifying the corresponding actions that maximize positive impact – whether on a purely functional level to create greater internal efficiencies, improve service delivery to faculty and students, foster higher student achievement, increase research and discovery volume, and deliver impactful engagement, or to solve the world's most pressing and complex policy-related challenges.

For example, the Initiatives of this strategic plan will be embedded in operational “dashboards” that facilitate regular discussions by the School's Deans and Directors team, with the plan's metrics forming the basis for evaluation of progress. This data-driven approach in all aspects of the School's activities will become a distinguishing

best practice operational framework; routine data collection and continuous analysis fostering constant awareness of impact must be imbedded in the leadership and policy v. 3.0 culture. Impact, as demonstrated by careful analysis of relevant data, is the v. 3.0 measure of return on investment (ROI).

The specific infrastructure requirements of the embedded, data-driven operations model will include: (1) centrally located, right-sized facilities capable of housing the Batten School and hosting events and activities that further its reputation as a convener of important conversations; (2) a modern information management architecture for the Batten School that is based in Customer Relationship Management (CRM) best practices, putting the individual's record at its core and then wrapping integrated applications around each CRM record, enabling us to follow members of the School Network through a maturing relationship lifecycle (e.g. prospect, applicant, matriculated student, alum, donor); (3) a varied inventory of analytic dashboards that leverage school and institutional financial, human resource, student information, and other relevant data to inform strategic decision making; (4) a series of process maps, well-documented policies, and detailed procedures that enable systems and processes to persist and continually evolve and improve; (5) delivery of these services and support either directly (when we can do so efficiently and be best-in-class), with partners both within and outside the University (when additional resources and/or expertise are required to meet the articulated needs), or by outsourcing (when delivering a service directly does not align with our core competencies and potentially depletes our resources); and finally, (6) a lean, mission-driven, and committed staff that brings these operating systems and principles to life. Identifying, recruiting, developing, and retaining a driven and motivated team, capable of delivering on the v. 3.0 promises is a defining and key element of the model. The Batten School is and will remain a "people first" organization with a relatively flat organizational structure. Our operational systems will always be developed and deployed to empower people, bolstering their efforts to reach their full human potential.

The benefits of a state-of-the art, disruptive operational paradigm are multifaceted. We bolster our credibility by practicing what we teach and research within our own strategic mindset and daily operations. It fosters confidence and hopefulness when external stakeholders, industry partners, and society at-large believe we are responsible stewards of our assets and are willing to challenge the status quo. Moreover, this approach will enable us to efficiently achieve our mission. It makes us credible change agents.

WHAT IS AN OPEN SOURCE ETHOS?

In addition to the growing network of young policy leaders, the other most salient measure of success for the Batten School's desire to have an outsized impact will be the number of policy schools that adopt key elements of the Leadership and Public Policy School v. 3.0 model articulated in this plan. In terms of a multidisciplinary research community combining leadership and public policy, we should see policy schools broadening their disciplinary perspectives to employ more faculty with social psychology, organizational behavior, and leadership backgrounds. In terms of the combination of research and engagement, we hope to see more applied research and engagement centers and other innovative structures (such as policy clinics) being developed across policy schools. In terms of integration of leadership and public policy across the curriculum, we are working to share the experiential and simulation-based learning opportunities for public policy students that we are developing.

Across all areas of our innovations, we make all elements of the model available on an open-source basis. The v. 3.0 model is a public good, developed here at one of America's leading public universities, but shared and refined broadly in schools around the world. We will avail ourselves to colleagues both within and outside the University to share best practices and assist with adoption of v. 3.0 model principles. We will engage by opening our doors to interested colleagues, by visiting other institutions, and by presenting our model and sharing our experience at conferences, summits, and international fora.



2018-2023
STRATEGIC
PLAN

DEVELOPING THE STRATEGIC PLAN

10 YEARS OF POSITIVE DISRUPTION

FOUNDATIONS FOR THE 2018-2023 STRATEGIC PLAN

- **THE THIRD PLANNING CYCLE FOR THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY FORMALLY COMMENCED IN 2016 AS IT NEARED THE 10TH ANNIVERSARY OF ITS ESTABLISHMENT IN 2007, AFTER A RIGOROUS PREPARATION PHASE THAT BEGAN IN LATE 2014. THE PREVIOUS PLANNING ITERATIONS OCCURRED AS FOLLOWS:**

THE BIG IDEA

The School's first formal plan was the Report to the Faculty Senate on the Establishment of the Batten School of Leadership and Public Policy. Prepared by David Breneman and Eric Patashnik, the report recommended the creation of a "relatively small professional school, but comparable in size to other distinguished public affairs programs at leading research universities." It envisioned an intellectual hub that would link and leverage institutional strengths and foster multidisciplinary policy research, responsive to an increasing disenchantment with leadership in many arenas. It articulated a threefold mission for the Batten School: (1) developing leaders with the strategic orientation, moral vision, and problem-solving capacities to promote positive change; (2) fostering cutting-edge research on crucial public policy issues; and (3) applying the research to the broader community through outreach and public action. In this first, conceptual iteration, the authors also imagined "multidisciplinary policy research centers that will enhance the University's academic reputation and widen its public visibility."

The signature academic offering of the new School was to be its accelerated Master of Public Policy degree. This program was determined to provide an ideal intersection of interests, engaging young, developing leaders (matriculated University undergraduates) in a rigorous course of graduate study during their fourth and fifth years in residence, resulting in earning the MPP, a recognized terminal degree in the public, non-profit, and private sectors. Additional academic programs would be conceived and added as the School matured. Consistent with the desires of Frank Batten, Sr., undergraduate education was to persist as a priority with equal importance and stature to the research and graduate education missions.

From the beginning, University leaders recognized that the focus on leadership would be a differentiator for the new School. As detailed in the Report, the School was expected to "forge a new path in American higher education by giving students the opportunity to hone their leadership skills and to develop the analytical skills required to address complex policy problems like health care, poverty, and the environment." The aim was to offer a new kind of leadership training that would produce leaders equipped to understand civic life and with the capacity to bring about transformational change. The entrepreneurial spirit that persists today as a distinguishing characteristic of the Batten School community was articulated in its founding documents. The University's Faculty Senate approved establishment of the Batten School and it experienced a highly successful start-up period between 2007 and 2012.

LEADERSHIP IS EVERYWHERE, LEAD FROM ANYWHERE

In May 2012, the School's first dean, Harry Harding, initiated a comprehensive, school-wide strategic planning process. This process was a natural outgrowth of the School's maturation; it was transitioning from a vibrant start-up period into rapid strategic growth, and as a result beginning to experience the challenges typically associated with such transition – the need to establish a core identity and ethos, a deeper sense of purpose, while concurrently consolidating the tremendous progress made during the start-up phase. The 2012 planning process yielded a roadmap grounded in three guiding principles: deepening by building on early success, broadening to ensure that the School covered critical areas in leadership and policymaking, and strengthening the maturing core by making the necessary investments in the fundamental infrastructure required to establish the School as a fixture in the University and a leader in broader policy communities. In the end, the planning effort produced six priority strategic initiatives intended to both broaden and deepen Batten's focus, complemented by 10 operational imperatives to consolidate gains made during the start-up phase.

LEADERSHIP: THE ART OF GETTING THINGS DONE

Allan Stam was appointed dean of the Batten School on July 1, 2014. After thorough review, Dean Stam chose to continue work on the priorities articulated in the 2012-2017 plan, and began his term focused on assessing and then strengthening the Batten School's organizational structure to prepare it for the next planning iteration, which he envisioned launching in 2016. Additionally, from July 2014 through December 2015, seeking to tighten the School's focus on Frank Batten's founding charge, he led efforts to more clearly articulate the meaning, purpose, and importance of leadership as embedded in the Batten School culture. The purpose was to jumpstart efforts to identify forward-looking pedagogical approaches for leadership training, teaching, and research.

OUR PLANNING PROCESS



SIMPLY STATED, vision is a large-scale, organization defining goal. Yet, all too often, organizations fail due to an imagination deficit, because their leaders and communities are unable to identify and articulate a clear picture of what the organization's future state should be. What should the school look like? How should it behave? What functions should it execute? How big should it be? These are the component parts of an educational institution's vision of its future. The school's strategy is the means to get to or achieve that vision. If a school cannot identify its desired goal, if its leaders cannot articulate an understandable vision, then the school has no hope of being able to develop a coherent strategy.

In September 2014, shortly after his appointment, Dean Stam initiated the effort to chart a viable future path that would rapidly but credibly establish the Batten School as a groundbreaking, first-of-its-kind Leadership and Public Policy School v. 3.0. This effort began with a thorough and rigorous organizational readiness assessment called "The Dean Transition Lab." The lab was facilitated by the Deloitte University relations team and hosted off Grounds at their Dallas training campus. During the session, Dean Stam began to strategize about how he would lead the Batten School to realize his and the community's aspiration for recognized excellence and leadership within the University of Virginia and among all public policy schools. Through this process, he identified five key early priorities:

- 1. IN-SCHOOL LEADERSHIP AND MANAGEMENT**
- 2. CURRICULUM: CONTENT PLANNING**
- 3. FACULTY: RECRUITING, RETAINING, AND MENTORING**
- 4. INSTITUTIONAL LEADERSHIP**
- 5. FUNDRAISING INFRASTRUCTURE:
ADVISORY BOARD(S)/DEVELOPMENT PLAN**

Across the five priorities he identified 15 key actions that were required between September 2014 and May 2015 to prepare the Batten School to initiate its drive towards becoming the model leadership and public policy school. Fortuitously, many of these key actions aligned with the initiatives and imperatives articulated in the School's 2012-2017 Strategic Plan; for example, reconstituting and convening an advisory board, creating a development/fundraising plan, standing up a curriculum committee, and updating the faculty governance model to reflect the transition from "start-up" to "established."

Between late 2014 and the end of 2017, the School's planning agenda was multifaceted. The School continued to advance the established strategic initiatives and operational imperatives detailed in the 2012-2017 Plan, accomplishing many of them ahead of schedule. Development of the next five-year strategic plan – covering 2018 to 2023 – took place on a parallel track. As the centerpiece of this planning effort, Dean Stam commissioned, and together the community completed, the following eight inclusive, overlapping, and structured analyses of the core functional areas within the School: community, culture, curriculum, communications, physical space, technology, fundraising, and finance.

1. BATTEN SCHOOL COMMUNITY PLAN: AN INCLUSIVE STRENGTHS-BASED APPRECIATIVE INQUIRY PROCESS

The purpose of the Batten School community planning effort was to engage a broadly representative group of stakeholders in conversations and facilitated exercises designed to support the School leadership's desire to maximize the community's strengths and distinguishing characteristics towards realizing the vision of becoming the model Leadership and Public Policy School. The process built community consensus around where the Batten School has potential to have outsized impact (see Appendix 1).

2. [IN PROGRESS] DIVERSITY PLAN: A COMMUNITY-WIDE EFFORT TO UNDERSTAND, ARTICULATE, STRENGTHEN, AND LEVERAGE OUR CULTURE

A distinguishing characteristic of the Batten School is that from its inception, the community has embraced its role as a “conversation changer.” The community collectively understands that its road to excellence is not a conventional one, but rather one that requires creating new, unexplored pathways. Aligned with this entrepreneurial spirit, the Batten community aims to develop an organizational culture where diversity, across dimensions ranging from interests to values to personal life experiences, becomes hardwired into our school as a strategic imperative and leveraged as an organizational asset. The means towards this end are being surfaced and articulated through this plan (see Appendix 2). Modifications are underway to the Diversity Plan and to Appendix 2 to make diversity and inclusion central to the mission of the Batten School while being mindful of the limits of state and federal law.

3. CURRICULUM REVIEW

The Batten School curriculum review affirms that our policy curriculum v. 3.0 is designed to address communities’ and our nation’s needs to be able not just to identify or design solutions, but also to execute and implement them. The core curriculum will impart sufficient breadth and depth in policy analysis, substantive knowledge, and leadership practices. The core will be complemented by integrative and experiential courses in which students analyze and evaluate problems and policy solutions in many key substantive areas and understand what leadership techniques they could employ to help solve the world’s most pressing policy challenges. Building upon the launch of our Center for Leadership Simulation and Gaming, the review offers the opportunity to practice leadership skills in interactive, immersive simulations integrated into our v. 3.0 curriculum. Through Batten’s interdisciplinary and innovative curriculum, our graduates will become future leaders in the policy world, perpetually strengthening the network (see Appendix 3).

4. COMMUNICATIONS PLAN: ENSURING THE WORLD KNOWS WHO WE ARE, WHAT WE DO, HOW WE DO IT, AND WHY WE DO IT

The Communications Plan is a distillation of existing research, prior and in-process planning efforts, existing documentation, and findings from a guided Discovery Process with stakeholders that provides direction and inspiration for future content developers. It is meant to initiate dialogue and provide an ongoing fitness test to ensure alignment and fidelity during the development of the Batten School’s creative work (see Appendix 4).

5. FACILITIES PLAN: HOW MUCH AND WHAT TYPES OF PHYSICAL SPACE ARE REQUIRED TO ACHIEVE OUR MISSION

As the Batten School’s population and activities grow, and as it advances into a stand-alone, top-tier leadership and public policy school, it has undertaken a space needs assessment to understand the types and scale of spaces it requires in the future. This needs assessment is a first step towards creating additional space, which will be followed by an assessment of potential locations and the creation of a funding strategy to support construction and deployment of new physical space (see Appendix 5).

6. TECHNOLOGY PLAN: AN EFFORT TO INFORM IMPORTANT DECISIONS ON BUILDING, LEVERAGING, AND INTEGRATING INFORMATION TECHNOLOGY

Achieving the technological underpinning required to realize the vision requires a significant investment of Batten School resources to imagine and create appropriate data architecture, to integrate multiple applications across disparate IT environments, and to define application deployment and management strategies. Although Batten’s immediate needs appear on track in the short term, the University’s long-term plans for data infrastructure and architecture, as well other aspects of the institution’s current hardware/software implementations in areas like operating systems, directory services, and its network, have the potential to impact, either positively or negatively, progress towards our vision. Additionally, coordination among numerous institution-wide IT initiatives underway, or soon to be started, present both potential challenges and opportunities. The Technology Plan defines options and potential pathways, highlighting strengths, weaknesses, opportunities, and challenges associated with critical Build/Leverage/Buy technology decisions (see Appendix 6).

7. CAPITAL CAMPAIGN PLAN: RESOURCING THE FUTURE STATE

The Batten School's endowment places it within the top 10 public policy school endowments in the country. The endowment payout covers approximately half of the School's annual expenditures, which has given it a solid base from which to recruit top faculty and students. But, as a young school, there is much more to be done to realize the vision articulated in this plan. Through the University bicentennial campaign, the Batten School can build an endowment that will finance its effort to become the model public policy school in the country – showing others how one school can have an outsized impact by solving some of the world's most significant policy challenges. While the capital campaign plan defines four targeted fundraising categories – support for students, faculty, facilities, and research – a very strategic approach to sequencing realized gifts and leveraging opportunities through this and the subsequent five-year planning periods has the potential to yield a self-sufficient financial model that will financially set the Batten School on very solid ground. The degrees of freedom that accrue because of financial independence are a critical strategic pathway towards realizing the vision articulated in this plan (see Appendix 7).

8. FIVE-YEAR FINANCIAL PLAN

As part of the formal budget process each University fiscal year (July 1-June 30), the Batten School prepares and submits a five-year financial plan. The purpose of this financial planning process is to demonstrate that the School has viable revenue streams and expenditure commitments to meet the University's Responsibility Center Management (RCM) definition of "fiscally solvent." There are inherent risks and opportunities present in this plan and it should be viewed as fluid and iterative based on factors both within and outside the Batten School's control (see Appendix 8).

These individual analyses were rigorous, thorough, and in the end complementary. The internal validity that is a by-product of the independent yet overlapping planning efforts is affirming and in fact a critical positive externality of the comprehensive planning approach. The findings and recommendations of these analyses have been woven into this comprehensive, integrated strategic plan for the Batten School and provide a comprehensive roadmap for the School's next five years of development.

THE RESULTING STRATEGIC PLAN

From these combined efforts have come an articulation of Core Ideas, a refinement of the Batten School's Vision and Mission, and 10 concrete Strategic Initiatives to guide the School through its next five years.

VISION STATEMENT

The Frank Batten School at the university of virginia will serve as the model for Leadership and Public Policy Schools v. 3.0.

MISSION STATEMENT

The mission of the Frank Batten School of Leadership and Public Policy is to develop leaders and generate new knowledge to solve the world's toughest public policy challenges.

CORE IDEAS

Transforming Leadership
Authoring a New Model
Positive Disruption
Rigorous and Relevant
Convening for the Common Good
Collaborative Catalysts
Outsized Impact
Diverse and Inclusive



STRATEGIC INITIATIVES



➤ THE FOLLOWING 10 STRATEGIC INITIATIVES WILL ADVANCE THE SCHOOL'S MISSION TO CREATE AND DISSEMINATE NEW KNOWLEDGE ON THE GREAT POLICY CHALLENGES OF OUR TIME, TO EDUCATE AND TRAIN THE NEXT GENERATION OF PUBLIC POLICY LEADERS, TO INTEGRATE OUR EFFORTS IN RESEARCH, TEACHING, AND ENGAGEMENT, AND TO BUILD AND IMPLEMENT THE MODEL FOR LEADERSHIP AND PUBLIC POLICY SCHOOLS V. 3.0.

EACH INITIATIVE IS ADVANCED THROUGH A SERIES OF TACTICS TO BE SEEN THROUGH TO COMPLETION. THEY WILL BE COLLECTIVELY EVALUATED TO ASSESS HOW WELL THEY HELP ACHIEVE THE OVERALL GOALS OF EACH INITIATIVE. SUCH ASSESSMENT, AS WELL AS CONTINUED COMMITTEE WORK (E.G., COMMITTEES FOCUSED ON CURRICULUM, ON FACULTY PRODUCTIVITY, OR ON DIVERSITY), WILL ALLOW ENHANCEMENTS OF THE STRATEGIC PLAN THROUGHOUT ITS IMPLEMENTATION. SIGNIFICANT MODIFICATIONS TO THE STRATEGIC PLAN AS A RESULT OF THESE CONTINUED EFFORTS REQUIRE APPROVAL BY THE EXECUTIVE COMMITTEE, THE GOVERNING FACULTY, AND THE DEAN.

CREATING & DISSEMINATING NEW KNOWLEDGE

RATHER THAN organizing the School around disciplinary departments, it will be organized around identifying and addressing the world's greatest policy challenges. Interdisciplinary communities of scholars focused on current policy challenges will guard against receding into isolated academic debates and will illustrate the value of research-driven engagement. Individual researchers and groups of faculty have found a welcoming environment for research in leadership and public policy. For example, tenure-line faculty have relatively light teaching loads, limited new class preparations, opportunities for grant buy-outs of courses, and regular sabbatical opportunities. Recent new initiatives include enhanced grant overhead reimbursements to principal investigators and a reinvigorated faculty research seminar series bringing top faculty research presentations to the School. The Batten School will continue these efforts and will seek out new opportunities for supporting research within the School.

To enhance its research, teaching, and engagement activities, the Batten School has developed seven Centers – in health policy, education policy, social entrepreneurship, global policy, leadership simulation and gaming, national security policy, and effective lawmaking. These Centers are faculty led and tend to be built around fundamental research questions and important challenges that demand solutions cutting across subfield boundaries and methodologies. Centers can serve as administrative homes for external grants, offering mutually beneficial infrastructure for collaboration among faculty affiliates. By developing a regularized feedback system, the School will help ensure a close alignment between the Batten School mission and the Centers' activities.



INITIATIVE 1:

WE WILL ENHANCE AND EXPAND THE RESEARCH OPPORTUNITIES, PRODUCTIVITY, AND IMPACT OF BATTEN FACULTY.

HOW WILL WE DO THIS? (TACTICS)

- 1.1t We will continue research-support activities established in recent years (e.g., low teaching loads, few new course preparations, course buy-out opportunities through grants, regular sabbaticals, start-up packages and annual research funds, research seminar series).
- 1.2t We will develop a regular post-doctoral program and support research staff to help advance faculty research.
- 1.3t We will create dedicated research lab spaces in new Batten School facilities.
- 1.4t We will raise funds to endow faculty chair positions that support research activities.
- 1.5t We will create a supplemental funding program for faculty members who receive prestigious external fellowships and opportunities for important engagement and governmental service.
- 1.6t We will create a research fund for visiting faculty scholars.
- 1.7t We will provide support for grant writing and identification of funded research opportunities.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 1.1c Teaching loads and new course preparations for junior faculty are stable or falling.
- 1.2c Increase number of high-quality external research speakers brought to Grounds, and high attendance at their presentations.
- 1.3c Increase number of post-doctoral positions at Batten.
- 1.4c Increase number of faculty scholars who visit Batten and the depth of their continuing engagement with the Network.
- 1.5c Increase square feet of dedicated research space (especially lab space for social psychology faculty).
- 1.6c Increase number and funding of endowed chairs.
- 1.7c Adequate infrastructure supporting grant writing and administration.
- 1.8c Increase number and financial size of submitted and funded grants.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 1.1e Faculty report having sufficient research space to do their work.
- 1.2e Increase total external funding for research at Batten.
- 1.3e Increase number of publications in high-quality academic outlets (normalized by discipline).
- 1.4e Increase citations in academic outlets.
- 1.5e Increase media coverage of research findings.
- 1.6e Steady growth in outreach by media, policymakers, and other influencers to our scholars (e.g., interview requests, invitations to join panels and working groups) and use of their work (e.g., media citations, acting on policy recommendations).

INITIATIVE 2:

WE WILL SUPPORT THE ACTIVITIES OF NEW AND EXISTING FACULTY-LED RESEARCH CENTERS THAT CONTRIBUTE TO THE RESEARCH, TEACHING, AND ENGAGEMENT MISSIONS OF THE BATTEN SCHOOL.

HOW WILL WE DO THIS? (TACTICS)

- 2.1t We will include physical spaces in new Batten School facilities, strategically located to make collaboration easy and natural.

- 2.2t We will create opportunities to grow research communities (including faculty, students, post-doctoral, and staff researchers) through innovative funding structures.
- 2.3t We will incorporate interested students more fully into the Batten School research and engagement endeavors.
- 2.4t We will offer F&A incentives to encourage center-supported, cross-disciplinary research and engagement.
- 2.5t We will regularize interactions across Centers, aligning Batten School mission and Center activities.
- 2.6t We will encourage and facilitate connections between Batten Centers and other units at the University.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 2.1c Increase square feet of Center-based and collaborative research space.
- 2.2c Increase number of faculty meaningfully affiliated with Centers (actively participating in Center activities, rather than nominal affiliations).
- 2.3c Increase student involvement in Center activities (research, teaching, and engagement).
- 2.4c Established regularized Center processes including bylaws, affiliate rosters, internal assessment, meetings of Center directors.
- 2.5c Completed regular assessments of Center missions and activities relative to goals of the School.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 2.1e Increased total external funding for the research, teaching, and engagement missions of the Batten School.
- 2.2e Steady growth in outreach by media, policymakers, and other influencers to our scholars (e.g., interview requests, invitations to join panels and working groups) and use of their work (e.g., media citations, acting on policy recommendations).



EDUCATING & TRAINING POLICY LEADERS

STUDENTS ARE THE BEATING HEART of the Batten School community. Upon completion of their academic careers in Batten, all students become members of an elite alumni network, and many go on to become employers, practitioners, scholars, benefactors, and other critical pillars of the extended Batten community. Our future is therefore inextricably linked to the quality of students we attract and enroll in our School. But our School is different, and our approach must be different as well. We will develop and deploy innovative ways to identify and recruit the highest-caliber students into our School, and train them to be enlightened and ethical leaders within the policy community.

An integrated and well-designed curriculum is essential to the mission of the Batten School. The curriculum must bring together leadership and public policy with solid foundations in academic disciplines including economics, psychology, and political science. The curriculum should train students to take leadership roles in policy analysis and the public policy process, broadly conceived. From the multidisciplinary approaches in the school, students learn the value of different perspectives in tackling policy challenges, how political considerations and psychological principles interact with economic analysis, ethical foundations, and historical perspectives. From the combination of research and engagement throughout the School's activities, students learn the value of well-grounded research to underpin their proposed policy solutions. And being part of the community, along with scholars and teachers who combine engagement and research, students benefit from an immersion in policy networks throughout their time at Batten.

Student exposure to and engagement with real-world policy decisions is crucial to their growth as leaders. The best experiential pedagogy combines a variety of approaches, from work with external clients and internships, to extensive case study and simulation activities, to interactions with leaders from a variety of perspectives, all focused on the world's toughest public policy challenges. Such experiences must be built on a solid empirical and theoretical foundation, grounded in the best social science research.

The Batten School's research approach is not only focused on the world's greatest public policy and leadership challenges. We also incorporate a research-driven inquisitive approach to experimentation, assessment, and improvement of our internal student learning mission. Game changing big ideas are incubated in our labs, Centers, and classrooms.

INITIATIVE 3: WE WILL DESIGN AND IMPLEMENT A MODERN, AGILE, INTERDISCIPLINARY LEADERSHIP AND PUBLIC POLICY CURRICULUM GROUNDED IN THE BEST SOCIAL SCIENTIFIC RESEARCH.

HOW WILL WE DO THIS? (TACTICS)

- 3.1t We will conduct a rigorous review our curriculum to critically assess it and identify our comparative advantages and areas of improvement.
- 3.2t We will research the curriculums of our peer and aspirational institutions and look for opportunities to change our curriculum to be in the forefront.
- 3.3t We will generate curricular learning objectives and core competencies that our students will demonstrate upon graduation.
- 3.4t We will design a curriculum that allows students to acquire sufficient breadth and depth in policy analysis, substantive knowledge, and leadership practices.
- 3.5t We will recruit and retain a faculty of world-class scholars, teachers, and practitioners who can effectively train students to achieve the learning objectives and core competencies laid out by the new curriculum.
- 3.6t We will experiment with perceived best practices, keeping successes, abandoning failures, and striving toward continual improvement.
- 3.7t We will regularly assess the content and teaching excellence both within and across classes.
- 3.8t We will seek out expertise in teaching excellence to identify best practices (e.g., in the Center for Teaching Excellence or the Curry School).
- 3.9t We will develop a system of rigorous evaluation and measurement of courses and instruction expanded well beyond typical student evaluations.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 3.1c Completed curricular review for both MPP and BA programs.
- 3.2c Adoption of key reform elements arising from curricular reviews.
- 3.3c Mapping of learning objectives onto well-designed and well-implemented courses.
- 3.4c Regularized course offerings covered by high-quality instructors.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 3.1e Regularly outstanding student evaluations of courses and instruction.
- 3.2e Regularly outstanding faculty peer evaluation of courses and instruction.
- 3.3e Increased number of meaningful internships, fellowship, and job placements consistent with the mission of the School.

INITIATIVE 4:

WE WILL CONSTRUCT AND IMPLEMENT INTERACTIVE, EXPERIENTIAL TRAINING IN LEADERSHIP, CIVIC ENGAGEMENT, AND PUBLIC POLICY, BOTH QUANTITATIVELY RIGOROUS AND RESPONSIVE TO SOCIETAL NEEDS.

HOW WILL WE DO THIS? (TACTICS)

- 4.1t We will partner with internal and external organizations to combine skillsets with expertise.
- 4.2t We will develop a series of simulations that help prepare our students for the real-world environment.
- 4.3t We will create classroom environments that allow students to learn the dynamic process of policy making and understand the implications of their actions in real-time.
- 4.4t We will provide a platform to practice leadership skills, and challenge students to think analytically and strategically by solving large-scale problems that cannot be fully captured by a series of classroom lectures.
- 4.5t We will transform our existing simulations into mobile simulations for distribution to other schools and learning settings.
- 4.6t We will offer students a diverse range of instructional approaches, experiences, and learning opportunities, along with opportunities for reflection that connect experiences to leadership development.
- 4.7t We will base our student training activities on the best scholarship on pedagogy and development of leadership-related skills.

- 4.8t We will offer integrative and experiential courses and immersive field experiences where students analyze and perform evidence-based analysis in our core substantive areas and understand what leadership techniques they could employ to help solve these issues.
- 4.9t We will develop innovative experiential learning courses and immersive field experiences to reinforce the analytical, substantive, and leadership knowledge students acquire.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 4.1c Breadth and depth of student experiential curricular offerings.
- 4.2c Number and diversity of external partners helping students build their skillsets and policy expertise.
- 4.3c Extent of value-adding simulations integrated into curricular offerings.
- 4.4c Adoption of school-wide full-day integrated policy simulations.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 4.1e Number of students who participate in (optional) immersive, experiential learning opportunities.
- 4.2e Increased number of meaningful internships, fellowships, and job placements consistent with the mission of the School.
- 4.3e Number of graduating students and alumni who report that simulations were a valuable part of their Batten education and contributed to their success outside of Batten.

INITIATIVE 5:

WE WILL IDENTIFY, RECRUIT, AND ENROLL THE HIGHEST QUALITY PROSPECTIVE STUDENTS, BRINGING DIVERSE BACKGROUNDS, EXPERIENCES, AND INTERESTS, AND THEN PROVIDE THEM WITH A TRANSFORMATIONAL EXPERIENCE, EQUIPPING THEM TO TACKLE THE MOST COMPLEX AND URGENT LEADERSHIP AND POLICY CHALLENGES.

HOW WILL WE DO THIS? (TACTICS)

RECRUITMENT

- 5.1t We will construct a new model to identify and screen for key markers of leadership and post-Batten impact.

- 5.2t We will develop and strengthen partnerships with prospective pipelines of high-caliber students.
- 5.3t We will create more MPP degree options (e.g., 15-month) to attract a larger, more diverse group of applicants.
- 5.4t We will reach and regularly communicate with applicants via a digital marketing campaign.
- 5.5t We will fully leverage networks from alums, board members, and others in the Batten School community.
- 5.6t We will attract more students with outside funding support.
- 5.7t We will execute articulation agreements with foreign governments to provide 1-2 MPP student per year, per government.
- 5.8t We will deploy new recruitment strategies to increase the diversity of the Batten student body.
- 5.9t We will make more strategic use of fellowship funding to build stronger and more diverse entering classes.
- 5.10t We will systematize and professionalize annual admissions activities.

TRANSFORMATIONAL STUDENT EXPERIENCES

- 5.11t We will assist students in securing meaningful internships and post-graduate fellowships and employment.
- 5.12t We will expand our internship funding model to fully support undergraduate internships and some post-graduate fellowships.
- 5.13t We will help strengthen student resilience, and promote their well-being.
- 5.14t We will integrate international students seamlessly with domestic students so both can learn from one another.
- 5.15t We will offer meaningful co-curricular opportunities for students to development leadership and professional skills.
- 5.16t We will offer meaningful programming designed to promote students' accountability and ethical decision-making.
- 5.17t We will encourage and support student leaders in their roles at Batten and across Grounds.
- 5.18t We will develop partnerships with leadership experts and provide immersive service- and leadership-based programming during academic intercessions (e.g., J-Term, May-mester).

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 5.1c Creation and deployment of an admissions screening model and rigorous testing of the model's reliability as a predictor of future success.
- 5.2c Creation of comprehensive agency target list, with meaningful engagement with at least 75 of the organizations on the list.

- 5.3c Number and diversity of degree options offered are well suited to advance Batten goals.
- 5.4c Execution of a marketing and outreach campaign.
- 5.5c Increase the number of active discussions, informal agreements, and signed agreements with entities who can sponsor MPP students, and increase the number of such students to apply and matriculate into Batten.
- 5.6c Increase number of active discussions and signed articulation agreements with foreign governments.
- 5.7c Optimizing fellowship packages, including higher average fellowship, named fellowships, and Year 1 research assistantships.
- 5.8c Increase the number of meaningful engagements – campus visits, visits to students, Skype sessions, calls with faculty and students, etc. – with all admits.
- 5.9c Maximum integration of the newest technologies and formal documentation of all procedures and annual activities.
- 5.10c Assess and improve student experience on an annual basis.
- 5.11c Adequate funding for internships.
- 5.12c Increase number and diversity of meaningful co-curricular opportunities.
- 5.13c Increase number and diversity of programs focused on ethics and accountability.
- 5.14c Active and involved student organizations with extensive student leadership opportunities.
- 5.15c Increase number of immersive student service and leadership programs during academic intercessions.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 5.1e Measurable increase in quantity of applicants.
- 5.2e Measurable increase in quality of applicants.
- 5.3e Measurable increase in inquiries and applications from target audiences including more diverse geographical representation.
- 5.4e Increased diversity of applicants and matriculated students according to ethnicity, geography, socioeconomic status, work experience, interests, and other measures.
- 5.5e Increased number of meaningful internships, fellowships, and job placements consistent with the mission of the School.

INTEGRATING EFFORTS



OUR VISION to reinvent what it means to be a policy school is predicated upon a network that is both broad and deep. But to build, steward, and then leverage the power of such a network requires a coordinated approach and consistent, meaningful engagement. We will bring renewed attention and innovative practices to this network so that it will be catalytic in advancing the School's strategic goals. Ultimately, it is this community – comprising current, former and prospective students, scholars and practitioners, journalists and employers, donors and prospects, and everything in between – that will lead the Batten School toward a sustained, consequential impact on public policy.

Confronting the world's toughest public policy challenges requires a diverse set of perspectives and experiences. To continually grow and improve, leaders must confront difficult situations and engage in the most difficult conversations, and therefore benefit from inherently valuing differences and approaching situations with a diverse skill set. Recruiting, developing, and retaining faculty who bring both excellence and diversity in their teaching, backgrounds, viewpoints, and scholarship is essential to the Batten School's success. To help reinforce the benefits of faculty combining research, engagement, and leadership development, the Batten School has moved beyond the typical assessment of faculty on the three criteria of research, teaching, and service. To these three we add the fourth category of engagement, placing it on common footing with the traditional categories of evaluation.

INITIATIVE 6:

WE WILL DESIGN AND IMPLEMENT OUTREACH AND ENGAGEMENT STRATEGIES THAT YIELD A BATTEN SCHOOL NETWORK CAPABLE OF CONSISTENTLY DELIVERING AN OUTSIZED IMPACT.

HOW WILL WE DO THIS? (TACTICS)

EXTERNAL STAKEHOLDERS:

- 6.1t We will develop a comprehensive, coordinated, and prioritized target list across all external stakeholder groups, then build economies of scope to maximize the return on all activities that serve multiple audiences.
- 6.2t We will increase the visibility of the Batten School (its mission, students, scholars, activities) with a proactive communications and marketing strategy that tailors message to audience and is responsive to the national conversation.

- 6.3t We will expand the Batten School's presence within the digital ecosystems of our external stakeholders, including through Batten community pages, social media platforms, and leading policy publications.
- 6.4t We will establish Batten research and scholarship as a trusted and exceptional source with media, policymakers, and other influencers.
- 6.5t We will create and thicken partnerships with organizations (e.g., government, universities, NGOs, military) that align with the School's strategic objectives.
- 6.6t We will continue to build out the Foundation Board, Alumni Board, and Board of Advisors as critical partners in providing a constant feedback loop and advancing the School's strategic goals.
- 6.7t We will increase the participation of impactful stakeholders (e.g., media representatives, policymakers, outside scholars, alums) in Batten public events, private meetings, and other activities to expand our network of brand endorsers.

FACULTY, PROFESSIONAL NETWORK, AND CAREER SERVICES:

- 6.8t We will continue to regularly evaluate Batten faculty on their engagement activities, as well as their research, teaching, and service, and will systematically evaluate how best to measure and enhance faculty productivity.
- 6.9t We will enhance the Batten network through employment engagement and an expansion of Batten's employer network.
- 6.10t We will enhance the Batten network through meaningful outreach and engagement with Batten and UVA alumni.
- 6.11t We will host Employers-in-Residence from a variety of policy sectors and positions of leadership.
- 6.12t We will meet with or arrange for on-site student visits to employers across all sectors and around the globe.
- 6.13t We will increase the number of formal employer partnerships for MPP, BA, and alumni hiring.
- 6.14t We will utilize and enhance the Batten network through conversations, working sessions, and meetings with the Batten School advisory and alumni boards.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 6.1c Completion of comprehensive target list and coordinated plan across offices (e.g., Admissions, Communications, Development, Career Services) and channels (e.g., events, marketing campaign, direct contact).

- 6.2c Increase the number of active discussions, informal agreements and signed agreements with entities who can advance the School's strategic objectives.
- 6.3c Reach targeted numbers of each board (current targets are: 30 on advisory board, 24 on alumni board, and 15 on foundation board) and implement best-in-class governance structure to maximize impact.
- 6.4c Track and prioritize participation of impactful stakeholders in Batten activities, in coordination with target list.
- 6.5c Track media and policy citations, as well as policy impact, of scholars and their work.
- 6.6c Completed work of committee on assessing and enhancing faculty productivity.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 6.1e Steady year-over-year growth across a range of visibility metrics, such as earned media, webpage views and related analytics, and search engine results.
- 6.2e Steady growth in followers on social media platforms and engagement metrics (e.g., Twitter impressions and retweets, Facebook likes); increase in number of users on Batten community pages.
- 6.3e Steady growth in outreach by media, policymakers, and other influencers to our scholars (e.g., interview requests, invitations to join panels and working groups) and use of their work (e.g., media citations, acting on policy recommendations).

INITIATIVE 7:

WE WILL HIRE, DEVELOP, AND RETAIN DIVERSE SCHOLARS AND TEACHERS EQUIPPED TO DELIVER OUR UNIQUE LEADERSHIP AND PUBLIC POLICY V. 3.0 EXPERIENCE.

HOW WILL WE DO THIS? (TACTICS)

- 7.1t We will hire and retain excellent faculty who enhance the diversity (across dimensions ranging from interests to values to personal life experiences) and breadth of relevant perspectives, backgrounds, and disciplines in the school.
- 7.2t We will use the annual peer review process and informal mentoring to help guide and develop the excellence of junior faculty.

- 7.3t We will support wide-ranging scholarly endeavors, from individual contributions to involvement in broader efforts through the School's centers.
- 7.4t We will encourage individualized faculty development through varying effort allocation portfolios across research, teaching, engagement, and service.
- 7.5t We will intellectually engage and stimulate interest among faculty on a regular basis (e.g., seminars, speakers, intellectual community-building activities).

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 7.1c Hiring efforts focus on excellence, viewpoint diversity, and breadth of relevant perspectives, backgrounds, and disciplines.
- 7.2c Faculty portfolios across research, teaching, service, and engagement reflect the diversity of faculty interests and abilities in line with the strategic interests of the School.
- 7.3c Peer reviews are conducted annually and are considered valuable by faculty (with a specific focus on mentoring and on value added to junior faculty).
- 7.4c The faculty research seminar series is diverse and well attended.

**WAS THIS INITIATIVE SUCCESSFUL?
(EVALUATING IMPACT ON BATTEN GOALS)**

- 7.1e Hiring outcomes advance the School's excellence and mission.
- 7.2e Promotion outcomes advance the School's excellence and mission.
- 7.3e Retention outcomes advance the School's excellence and mission.
- 7.4e We have a diverse interdisciplinary portfolio of the School faculty in terms of approaches to leadership and public policy scholarship.
- 7.5e We have a diverse set of faculty in terms of experience across levels of government (local, state, national, international) and major policy areas.
- 7.6c We have a diverse set of scholars and teachers across many dimensions.



IMPLEMENTING & MODELING POLICY SCHOOL V. 3.0



TO ESTABLISH the Batten School as the leadership and policy hub at the University of Virginia (and in the Commonwealth, nation, and world), we will collaborate with University leadership to construct state-of-the-art facilities in a central location that promotes and facilitates cross-disciplinary research, instructional collaboration, and meaningful community engagement.

As a school with a central leadership mission, it is important that we “practice what we preach.” To be credible in our efforts to positively disrupt the status quo, our business systems and practices must demonstrate the efficiency, effectiveness, and flexibility that we expect to be key takeaways from the Batten experience for all those who conduct learning, research, and business with us and to be on display within the extended Batten network.

From its founding, those involved in the Batten School understood that our path to distinction was a divergent one. Given time, resource, and size constraints, to expediently realize our vision of standing alongside the best public policy schools requires “changing the conversation,” and reframing what it means to be an impactful leadership and public policy school. To create awareness and acceptance that there is in fact a viable, differentiated path, one that delivers the scholarship, training and tools required to lead transformative change, the roadmap must be assiduously documented and then widely distributed with minimal barriers to access.

INITIATIVE 8:

WE WILL CONSTRUCT A NEW, RIGHT-SIZED FACILITY IN A LOCATION THAT POSITIONS THE BATTEN SCHOOL AS A HOST OF CROSS-DISCIPLINARY RESEARCH TEAMS, A HOME TO INNOVATIVE TRAINING AND EDUCATION, AND A CONVENER OF IMPORTANT POLICY CONVERSATIONS.

HOW WILL WE DO THIS? (TACTICS)

- 8.1t We will conduct a rigorous program study followed by a design effort in partnership with the University architect, Facilities Management, and external consultants/experts to determine the right-sized facility to support the well-documented future-state program.
- 8.2t We will seek and obtain all required University approvals to have the capital project included on the University Six-Year Capital Plan.
- 8.3t We will advocate for a facility location that enables the Batten School to serve the imagined convener role.
- 8.4t We will develop a financial plan for the project that provides the required funding while preserving and protecting the strong financial status of the Batten School.
- 8.5t We will make fundraising for the facility a priority in the Batten School capital campaign.

- 8.6t We will visit and tour “best-in-class” facilities that effectively serve their communities in the ways that align with the Batten School vision to further our understanding in advance of construction.
- 8.7t We will work with the University-selected architect to advocate for the desired facility design.
- 8.8t We will develop a plan for equipping and outfitting the facility so that it realizes its potential as an attractive incubator and transformative convening space.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 8.1c Rigorous program study and design effort for the new building were completed.
- 8.2c The project has been formally approved.
- 8.3c A financial plan has been developed.
- 8.4c Number of visits to “best in class” facilities.
- 8.5c The Batten School programmatic priorities are identifiable in the architectural plans for the facility and the final build out.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 8.1e We raised the funds necessary to finance the project.
- 8.2e We have an adequate budget and plan in place to equip and outfit the facility.
- 8.3e The new facility is recognized across the University community (and nationally) as an important hub, incubator of big ideas, and gathering place.
- 8.4e Number of events and convening conversations in the new facility that add breadth, depth, and rigor to the University community.

INITIATIVE 9:

WE WILL CULTIVATE NECESSARY RESOURCES BY RAISING FUNDS AND BUILDING BUSINESS SYSTEMS AND THE ASSOCIATED PRACTICES REQUIRED TO SUPPORT THE LEADERSHIP AND PUBLIC POLICY V. 3.0 EXPERIENCE.

HOW WILL WE DO THIS? (TACTICS)

- 9.1t We will conduct an analysis of internal Batten School management

systems to identify system strengths and weaknesses, then work to exploit the strengths and remediate the weaknesses.

- 9.2t We will work with experts to conduct a thorough and objective assessment of the current University IT and data management environment to better understand the broader infrastructure capacity. This understanding will inform and guide “buy,” “build,” or “leverage” decisions as we build out School systems.
- 9.3t We will build a new information management system for the Batten School that is CRM-centered, putting the individual record at its core and building integrated, non-silo-based applications around the CRM record that follow School contacts through their administrative lifecycle (e.g., prospect, applicant, matriculated student, alum, donor).
- 9.4t We will actively engage in and seek opportunities to serve in leadership roles and as influencers in University enterprise system-level projects so the infrastructure required to realize our vision is developed and supported.
- 9.5t We will establish a structured feedback loop for these systems to ensure that they are meeting user needs, are properly maintained, and are systematically refreshed to remain state-of-the-art.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 9.1c Formal internal and external analyses were completed and are being used to inform the relevant decisions.
- 9.2c The underlying School IT platform has been built and deployed and the requisite functional apps are in place.
- 9.3c Number of records in the Batten School CRM database.
- 9.4c Number of times the CRM records are accessed, by whom, and for what purposes.
- 9.5c Users are satisfied with the interface(s) available to them to access the data repository.
- 9.6c Number of requests received from peer schools to discuss and understand our systems model.
- 9.7c Number of Batten School staff serving on University IT project committees.
- 9.8c Number of University IT implementations using the Batten School as an early adopter and or beta site for the larger implementation.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 9.1e Sufficient funds have been raised to support the strategic plan.
- 9.2e School personnel have ready access to the data they need to inform strategic and operational decisions.

INITIATIVE 10:

WE WILL PACKAGE AND DISSEMINATE STATE-OF-THE-ART SYSTEMS, PROCESSES, AND PROCEDURES INTO A LEADERSHIP AND PUBLIC POLICY V. 3.0 MANUAL THAT WILL BE AVAILABLE TO ALL AS AN OPEN SOURCE TOOL.

HOW WILL WE DO THIS? (TACTICS)

- 10.1t We will document all Batten School administrative process and system procedures for both internal and external use.
- 10.2t We will partner with professional writers and designers to package the materials in ways that make them highly accessible, transferable, and easily understandable.
- 10.3t We will make presentations to and have individual meetings with prospective users of the package to create general awareness about availability and potential benefits of use.
- 10.4t We will host an open-source platform for the package that facilitates development of a user community equipped to contribute to its continuous development and improvement.
- 10.5t We will create and implement a formal continuous improvement loop to keep the model fresh, forward-looking, and relevant.

HOW WILL WE KNOW WE DID IT? (TACTIC COMPLETION)

- 10.1c A package platform is in place and populated with the process maps, procedures, and other relevant “how to” information.
- 10.2c Number of presentations made and conversations had about the model.
- 10.3c Number of people, both internal and external to the University, contributing to the open-source platform.
- 10.4c Appropriate updates and improvements are made to the platform, exploiting opportunities and remediating risk.

WAS THIS INITIATIVE SUCCESSFUL? (EVALUATING IMPACT ON BATTEN GOALS)

- 10.1e Number of public policy schools accessing the platform.
- 10.2e Number of public policy schools building/have built their operations model based on the Batten School platform.



2018-2023
**STRATEGIC
PLAN**



UNIVERSITY
of VIRGINIA

FRANK BATTEN SCHOOL
of LEADERSHIP *and* PUBLIC POLICY



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