



STRATEGIC PLAN 2012 – 2017

“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.

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EXECUTIVE SUMMARY

The Frank Batten School of Leadership and Public Policy experienced a highly successful start-up period. During our first five years, we demonstrated that the School has the potential to become one of the premier public policy schools in the world. To realize this ambitious vision we must transition from a start-up mindset into a period of strategic growth. Our strategic plan will serve as a road map, providing the framework that will guide us as we make critical decisions over the next five years.

Our look back and analysis of the start-up period led to the inescapable strategic conclusion that in order to become one of the top public policy schools in the world, we must:

1. **Commit to intellectual rigor** – in other words, we must be “fundamentally strong.” Our students must graduate with strong analytic skills, including the ability to apply complex quantitative modeling. Our faculty research must meet or exceed the highest academic and professional standards. Our teaching must challenge students to frame and think about traditional policy challenges differently, using the most advanced tools and techniques in the classroom and in the field.
2. **Differentiate ourselves from our competitors, not mimic their curriculum and activities**, by fully integrating the social scientific study of leadership into our curriculum and solidifying our commitment to adopting an intellectual framework that incorporates the full range of policy interests at all levels of government and across the non-profit and for-profit sectors.

FOUNDING OBJECTIVES

Expressly and implicitly two overriding objectives, proposed at the Batten School’s inception, have solidified into core objectives throughout our start-up phase and they will continue to guide us through strategic growth.

Objective 1: To educate leaders who are focused on solving problems. From the beginning, the Batten School faculty has demanded that our students develop solid quantitative analytical skills. These quantitative analytical skills are necessary in devising solutions to problems. Yet even as these quantitative skills are necessary to solving problems, they are also insufficient to effect transformational change in the world. Our faculty and staff have just as fervently challenged our students to go “beyond analysis” and learn how to lead change by using rigorous analysis to inform and guide their actions.

Objective 2: To impact the policy world in a way that “changes conversations.” We continually focus on real-world results. We want to have a transformational impact on problem-solving efforts at all levels of government (local, state, national, and global) and in all sectors of society (public, private, and nonprofit) through our two most important products: our alumni and our research.

CURRICULAR INNOVATIONS

As the Batten School embarked on its start-up phase, the faculty determined that the traditional model of the MPP degree – that it would operate as the training ground for policy analysts that would go to work in the U.S. Federal Government – was insufficient to educate leaders and ineffective in driving transformational change in the policy world. We brought two curricular innovations to the MPP degree to address the insufficiency and ineffectiveness of the traditional model:

Innovation 1: We added coursework in leadership and context to the traditional core of quantitative courses found in other policy programs.

Innovation 2: We expanded our thinking about policymaking by focusing on the ends of policy: solving problems in society. By focusing our research and teaching on solving problems in society, we expanded our thinking about policymaking vertically, to include all levels of government, and horizontally, to include the entire world that exists outside of government. This expansion in our thinking about policymaking dramatically enhances the leader’s problem-solving toolkit.

PLANNING PRINCIPLES FOR THE 2012-2017 STRATEGIC GROWTH PERIOD

Based on our ability to recruit well-qualified students to our degree-granting programs, our success placing students in internships, our alumni’s success in the job market, and the strong response to our recent faculty searches, it is clear that our foundational objectives and curricular innovations are attractive. With this early affirmation of our philosophy and approach as a backdrop, we will ground our strategic growth period in three planning principles:

Principle 1: We will deepen by **building on our existing foundation** in the study and education of **leadership and context**.

Principle 2: We will broaden by **building a complementary foundation** to support our **expanded thinking about policymaking**.

Principle 3: We will strengthen by **consolidating the gains** of our start-up phase and **solidifying key foundational elements** (*people, money, space, culture*).

Guided by thorough internal and external analysis that included many stakeholder interviews, we have identified **six priority initiatives** that will deepen and broaden the School and **ten operational imperatives** that will strengthen our foundation.

As we enter a planned growth period, it is very important that we become adept at concurrently expanding and consolidating. **We will pursue resource-backed smart growth strategies that are sustainable over the long-term.**

2012-2017 STRATEGIC INITIATIVES

Principle 1: We will **deepen** by building on our existing foundation in the study and education of leadership and context.

1. We will hire a senior leadership scholar of national prominence to launch a multi-disciplinary leadership center.
2. We will offer a unique and innovative student experience for undergraduates participating in the public policy and leadership major.

3. We will study opportunities to expand our reach by offering revenue generating, non-degree granting programs focused on leadership and public policy.

Principle 2: We will **broaden** by building a complementary foundation to support our expanded thinking about policymaking.

1. We will globalize our master of public policy programs.
2. We will lead the University's cross-Grounds initiative in social entrepreneurship.
3. We will integrate the full range of policy interests and the horizontal and vertical expansion of our thinking about policymaking in both the graduate and undergraduate curricula and co-curricular programs.

2012-2017 OPERATIONAL IMPERATIVES

Principle 3: We will **strengthen** by consolidating the gains realized during our start-up period and solidifying key foundational elements through a strategic allocation of resources (*people, money, space, culture*).

1. We will secure the school's financial basis by paying off the Garrett Hall renovation debt.
2. We will recruit, reward, and retain top faculty using a mix of strategies such as named chairs and a "faculty excellence fund."
3. We will improve our support – through systems and resourcing – of faculty research and faculty development and build upon the early success of our joint research centers.
4. We will establish and build a student fellowship program to attract top students and free them to take full advantage of the leadership development opportunities we offer.
5. We will investigate and invest in a new instructional technology platform to support multiple methods of curriculum delivery.
6. We will begin to study and plan for physical space expansion to accommodate anticipated growth.
7. We will offer public events and social media that broadly engage the policy and leadership interests of our constituencies.
8. We will seek meaningful opportunities to integrate the graduate and undergraduate students into a cohesive public policy community while providing for the unique needs of each population.
9. We will develop a proposal for and seek approval to charge differential undergraduate tuition.
10. We will develop a first-rate communications infrastructure.

MISSION, VISION, VALUES

Together, the planning principles and the Batten School mission, vision, and core values will drive our strategic initiatives and imperatives, guiding all resource allocation decisions.

Mission Statement

The Frank Batten School of Leadership and Public Policy generates useful knowledge and educates leaders who are prepared to serve communities of all sizes and lead necessary transformational change.

Vision Statement

The Frank Batten School of Leadership and Public Policy will become one of the top public policy schools in the world.

We strive for this level of recognition because we believe in our approach to solving our communities' challenges and we require that credential to effect transformational change in communities. The stakes are simply too high for us to be only mediocre.

Core Values

DIFFERENTIATION

We pursue excellence by being distinctive. We do not seek to be different just for the sake of being different, just as we do not advocate change just for the sake of change. Instead, we focus on providing value to our students, our stakeholders, and society. By being an organization that listens to, adapts to, and responds creatively to societal needs and demands, we model a philosophy that we teach.

INTELLECTUAL RIGOR

The Batten School recognizes the importance of excellent “fundamentals.” We demand rigorous analysis, thorough research, and a nuanced understanding of context from our students. Our faculty members conduct research that meets or exceeds the highest academic and professional standards. We study leadership, in particular, through disciplines like social psychology to ensure that we apply the same rigor to our study of leadership.

COLLABORATION

Our degree offerings are multidisciplinary, drawing upon political science, economics, history, philosophy, law, and psychology. The study of the most pressing policy matters of the day – education, health care, the environment, global development, transnational security – lie also at the core of the curriculum in the Schools of Education, Business, Medicine, Law, and Architecture so we teach in collaboration with those schools. To impact society, we must engage and collaborate off-Grounds, as well.

COMMUNITY

The Batten School instills the importance of deep, meaningful engagement within our school and society because it is a prerequisite for transformational leadership. Indeed, our study of leadership tells us that the ability to define and build a sense of community is a central component to fostering ownership of change in the people we lead.

PLANNING PROCESS OVERVIEW

In May 2012, Dean Harry Harding initiated a school-wide comprehensive strategic planning process. The process was the appropriate response to a natural progression in the life cycle of the Batten School: we are in the midst of a transition from a start-up period to an important period of strategic growth. The strategic planning process has provided important insight regarding our status and necessary direction as we embark on the next period in the life of the Batten School.

Our planning process began with a critical analysis of the start-up period (2007-2012), the refinement of our mission and vision, and a clear articulation of our core organizational values. With this foundation laid, we conducted an environmental scan using a traditional “Strengths, Weaknesses, Opportunities, Threats” analysis that examined both internal and external dimensions of our environment, a competitor analysis of 12 public policy schools, and a series of individual stakeholder conversations. The result of our work led to an inescapable strategic conclusion:

In order to establish the Batten School as one of the top public policy schools in the world, we must:

- Remain committed to intellectual rigor – in other words, we must be “fundamentally strong,” and
- Differentiate ourselves from our competitors, not mimic their curriculum and activities.

We then set about identifying the “priority initiatives” that will serve as strategic differentiators in the coming strategic growth period and “operational imperatives” that will solidify the foundation we have built during the start-up period. At the same time, we have updated our 5-Year Financial Plan to ensure that our strategic plan reflects both capabilities-based and resource-based planning.

The Batten School senior leadership team, faculty and staff vetted the initiatives and imperatives detailed in this plan, and they were shared with additional stakeholders for validation. Importantly, this strategic plan is not a script for us to follow verbatim for the next five years. Instead, it represents a snapshot of a moment in time. It reflects the state of our strategic thinking midway through calendar year 2012. Our strategic plan will undergo continuous review and we will confirm and deny various aspects of the plan as we work to operationalize the plan over the next five years. Our true aim is to imbue a strategic mindset into the culture of our young school.

OUR START-UP PERIOD 2007-2012

The Frank Batten School of Leadership and Public Policy is transitioning from its start-up period into a strategic growth period. To understand and contextualize this progression, it is important to look back and understand the objectives that have provided direction to the Batten School through its start-up. Both expressly and implicitly, two overriding objectives proposed at the inception of the Batten School have solidified into core objectives through our first five years:

Objective 1: We educate leaders who are focused on solving problems.

From the beginning, the Batten School faculty has demanded that our students develop solid quantitative analytical skills. These quantitative analytical skills are necessary in devising solutions to problems. Yet even as these quantitative skills are required to solve problems, they are also insufficient to effect transformational change in the world. Our faculty has just as fervently challenged our students to go “beyond analysis” and learn how to lead change on the back end of their analysis.

Objective 2: We impact the policy world in a way that “changes conversations.” We have always focused on real-world results. We want to have transformational impact on problem-solving efforts at all levels of government (local, state, national, and global) and in all sectors of society (public, private, and nonprofit) through our two most important products: our alumni and our research.

As the Batten School embarked on its start-up period, the faculty determined that the traditional model of the MPP degree – that it would operate as the training ground for policy analysts that would go to work in the U.S. Federal Government – was **insufficient** to educate leaders and **ineffective** in driving transformational change in the policy world. We brought two curricular innovations to the MPP degree to address concerns about the traditional model:

Innovation 1: We added coursework in leadership and context to the traditional core of quantitative courses found in other policy programs.

Innovation 2: We expanded our thinking about policymaking by focusing on the ends of policy: solving problems in society. By focusing our research and teaching on solving problems in society, we expanded our thinking about policymaking vertically, to include all levels of government, and horizontally, to include the entire world that exists outside of government, dramatically expanding the toolkit available to leaders.

We carry these objectives forward into our strategic growth period and memorialize them in the Batten School mission and vision statements. Of course, the Batten School will reach an expanding sphere of students as we launch the undergraduate major in public policy and leadership program in fall 2012. Applying the objectives and innovations from the Batten School’s start-up period – when it was exclusively a professional school – to the strategic growth period – when it will be both a professional school and an undergraduate institution – will be of critical strategic importance to the school.

OUR STRATEGIC GROWTH PERIOD 2012-2017

Planning Principles

The Batten School’s early foundational objectives and curricular innovations have proven very attractive to prospective students, to the employers of our alumni, and to other external stakeholders. With this early affirmation of our philosophy and approach as a backdrop, the Batten School’s transition to strategic growth is grounded in three foundational planning principles:

Principle 1: We must **deepen** our early success by building on our existing foundation in the study and education of leadership and context.

Principle 2: We must **broaden** our early success by building a complementary foundation to support our expanded thinking about policymaking.

Principle 3: We will **strengthen** our school by consolidating the gains of our start-up period and solidifying key foundational elements of our school through a strategic allocation of resources (*people, money, space, culture*).

- Note: The “operational imperatives” supporting Principle 3: 1) respond directly to SWOT areas of concern, and 2) provide the infrastructure required to support our differentiating initiatives aligned with first two planning principles with resources.

These planning principles will require us to focus our strategic initiatives and imperatives for the next five years. As we use these principles to identify attractive strategic initiatives and operational imperatives, we remind ourselves that every organization represents some combination of people and systems. We will develop and explore strategic initiatives that represent:

- Systems – “What” we do. We will continue to add necessary systems and programs and continuously improve existing ones.
- People – “Who” we are. We will continue to add people to the Batten community who are capable of leading us in new, relevant directions using practical imagination.
- Value and Culture – “How” we do what we do. We will evaluate our choice in systems and in people with a keen focus on whether they 1) add value, and 2) reflect and strengthen our culture. We will also consider and pursue efficiencies when determining how we do what we do.

What follows, then, is a strategic plan based on the articulated process and principles. Again, the written plan simply captures a process and mindset – reflecting numerous stakeholder and leadership conversations, substantial research, and continuous evolution – we are building a culture that will enable us to sustain excellence for many years to come.

MISSION, VISION, VALUES

Just as our planning principles focus the strategic initiatives and operational imperatives articulated in this plan, so too do the Batten School mission, vision, and core organizational values.

MISSION STATEMENT

The Frank Batten School of Leadership and Public Policy generates useful knowledge and educates leaders who are prepared to serve communities of all sizes and lead necessary transformational change.

Policy is Everywhere. Lead from Anywhere.

VISION STATEMENT

The Frank Batten School of Leadership and Public Policy will become one of the top public policy schools in the world.

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COMMUNITY

The Batten School instills the importance of deep, meaningful engagement within our school and society because it is a prerequisite for transformational leadership. Indeed, our study of leadership tells us that the ability to define and build a sense of community is a central component to fostering ownership of change in the people we lead.

ENVIRONMENTAL SCAN – COMPETITOR ANALYSIS

We conducted a thorough analysis of thirteen schools of public policy to benchmark the Batten School's resource allocation, highlight trends, and identify open niches in the marketplace where opportunities to differentiate may exist. The following schools are aspirational peers and local competitors.

- Goldman School – U.C. Berkeley
- Kennedy School – Harvard
- Ford School – Michigan
- Harris School – Chicago
- Wilson School – Princeton
- Sanford School – Duke
- Maxwell School – Syracuse
- LBJ School – Texas
- School of Public Policy – Maryland
- Trachtenberg School – George Washington
- School of Government and Department of Public Policy - UNC
- School of Public Policy – George Mason
- Institute for Public Affairs – Cornell University

USN RANK		Distinctive Offerings (Strategic Differentiators)	MPP	MPA	PhD	BA	Joint/Dual Degrees	Mid-Career?	Other Master's	Exec. Ed.?	Total enrollment	Admitted Per Year	Student: Faculty Ratio	In-State Tuition	OOS Tuition	%Receiving Aid	Offer Full Fellowships? (100%)
1	Goldman School – U.C. Berkeley	Undergraduate minor; hosts PPIA-JSI Institute: Program on Housing and Urban Policy "supports housing and urban policy studies by GSPP students for their IPA projects, summer internships, and APAs. BPUP also sponsors economic research and teaching by students and faculty on wide-ranging topics in urban development and policy and encourages closer links between the university and the community of urban professionals"; Project on Information Technology and Homeland Security "provides research and professional training opportunities for GSPP students...specializes in problems in which GSPP faculty can use social science analysis"; Center for Environmental Public Policy - lectures, seminars, courses with researchers, "bridge the gap between environmental theory and policy implementation"	Yes	No	Yes	No	MPP/MPH, JD, MS (Engineering), MA (International and Area Studies), ERG (Energy Resource Group), MSW (Social Welfare)	Not at degree level; average MPP age 27	No	Yes - programs for mid-career government officials and public policy professionals. Customized programs, summer Berkeley Executive Seminar (one week), e-Government Workshop; Executive Environmental Program (one week)	Size of entering MPP class: 75; PhD program accepts 2 - 3 students annually	Fall 2011 704 applicants, 88 entering class, 39% M, 61% F, 39% minority, 5% international	36 faculty, about 80 students	\$ 22,274	\$ 34,975		Richard & Rhoda Goldman Fellowship Award - for top applicant, full ride (all fees/tuition and living stipend) for two years
2	Kennedy School – Harvard	Center on Public Leadership; several centers	Yes	Y - Two year program; regular or international development track	Yes - Public Policy; Political Economy & Government; Health Policy; Social Policy	No	Joint MPP or MPA-ID/JD, MPP or MPA-ID/MBA, concurrent /Medical School, /Dentistry School, /Graduate School of Design, /Divinity School offered with MPP or MPA/ID either at Harvard or partner school	Y - MPA, one year, 8 credits preceded by one-month summer program	No	Yes - several. Leadership development; Tax Policy and Administration; Innovations in Governance; Crisis Leadership in Higher Education; Global Change Agents; Reframing the Work of Nonprofit Boards; Innovation for Economic Development. Most seem to last 5 - 10 days			Lists 244 faculty members	MPP, MPA2, MPA/ID - \$44,691; Executive Education in the \$6,500 - \$20,000 range per class, with lower tuition for nonprofit oriented programs (\$1,500)	Same	Aid offered to about 35% of admitted students. About 50% of enrolled students receive aid, which averages out to half-tuition (about \$20K) - phone call with Michael in financial services on 6/28	Presidential Scholarships and Public Service Fellowships - full-tuition and possible stipend fellowships established by alumni, friends, and former president Summers to support students committed to working in public sector for three years upon graduation (or else repay tuition)

USN RANK		Distinctive Offerings (Strategic Differentiators)	MPP	MPA	PhD	BA	Joint/Dual Degrees	Mid-Career?	Other Master's	Exec. Ed.?	Total enrollment	Admitted Per Year	Student: Faculty Ratio	In-State Tuition	OOS Tuition	%Receiving Aid	Offer Full Fellowships? (100%)
3	Ford School – Michigan	Non-degree certificates in: science, technology and public policy; real estate development; Latin American and Caribbean studies; women's studies, survey methodology	Yes	Yes	Yes - joint with economics, political science, and sociology	Yes, selective. Apply for final two years	MPP/JD, MBA, MD, MPH, MA Russian and Eastern European Studies, MA Higher Education and Public Policy; Asian Studies, Information and Public Policy	No	No	Non-degree certificates in: science, technology and public policy; real estate development; Latin American and Caribbean studies; women's studies, survey methodology			MPP: Class size varies depending on the particular course. Our core courses can be as large as 80 students while our seminars can be as small as 10 students. BA: seminars usually 25 students/each, other courses usually 70 students each with one faculty member and one GSI	\$ 21,148	\$ 38,488	Fellowships (merit-based) offered to 60% of incoming class ranging from \$5,000 per year to full tuition/stipend/healthcare . Fellowships cover anywhere from 10-100% of cost of attendance	Yes. Bohnett Fellowship - Two years tuition support and paid internship with City of Detroit mayor's office
4	Harris School - Chicago	Cooperative MPPs with Tel Aviv University and University of Chile; certificate program in health administration and policy	Yes; accelerated option	No	Yes, Public Policy	No	MPP/Middle Eastern studies, Divinity, MBA, JD, social work	Graduate student at large program	MA in Public Policy; MS in Environmental Science and Policy; MA in Public Policy and International Relations	No			Lists 50 faculty members	\$ 40,758	Same		
5	Wilson School – Princeton	PPIA-JSI institute site; certificates to add area depth to degree. For example, certificate in urban policy to replace MPA/Urban and Regional Planning degree; sponsors Scholars in Nation's Service Initiative (SINIS)	Yes	Yes	Yes, Public Affairs	Yes, was selective, but from class of 2015 on no application process	MPA/JD	No	No	Not listed	130 MPA, 15 MPP, 25 PhD (about 170 total graduate)		Lists 100 faculty, 3 practitioners in residence, 34 lecturers	\$ 38,620	Same	100% - <i>"Unless they are fully supported by external funds (Japanese government), we award full tuition of \$40,500 based on merit."</i> \$650 million endowment - <i>"Our mission is to enable graduate students to complete their degree with as little loan indebtedness as possible so that they can pursue careers of public service in the public or non-profit sectors."</i>	Yes. Determine awards for stipends based on a student's self-reported cash savings and assets. Any admitted student who has less than \$10,000 in savings and assets receives a full stipend of \$23,500 for 10 months of living expenses. 90% of our enrolling MPA students are fully funded through the WWS endowment or in combination with external fellowships.

USN RANK		Distinctive Offerings (Strategic Differentiators)	MPP	MPA	PhD	BA	Joint/Dual Degrees	Mid-Career?	Other Master's	Exec. Ed.?	Total enrollment	Admitted Per Year	Student: Faculty Ratio	In-State Tuition	OOS Tuition	%Receiving Aid	Offer Full Fellowships? (100%)	
6	Sanford School – Duke	Summer Geneva Program on Global Policy and Governance; Several centers (health policy, international development, public law, leadership program)	Yes	No	Yes	Yes; non-competitive, application any time, but must declare one major at Duke by spring break of fourth semester	Available with Duke or UNC for /JD, /MBA, /MEM (environment), /MD	MIDP - Master of International Development Policy, interdisciplinary with other units	MIDP - Master of International Development Policy, interdisciplinary with other units	Offered through Center for International Development			In terms of faculty/student ratio, our core classes are no larger than 95 students, and depending on faculty preferences, we have split the core classes so that faculty teach 45 students at a time. Furthermore, elective courses vary in size from 5 to 20 to 30 or so.	\$ 42,156	Same		1. Professional Degree Supplemental Tuition (PDST) fee, which was established as a means to directly fund graduate professional programs with higher costs in order to maintain excellence in education. PDSTs are fees paid by professional students (like public policy or city and regional planning) on top of regular tuition. These were programs with a primary focus on instruction and hence with few research dollars. We are required to return over 30% of the PDST fees back to financial aid. 2. Another significant source of aid comes from teaching assistantships both within the school and across the university campus. 3. We also provide students with funding from donors and fundraising opportunities.	
8	Maxwell School – Syracuse (specifically department of public administration & international affairs)	MA in International Relations (MAIR)/MDS or MPP Dual Degree Program in International Security and Development Policy. A two-year transatlantic degree program that combines the Maxwell MAIR degree with a master's of public policy (MPP) from the Hertie School of Governance in Berlin OR a master's of development studies from the International Institute of Social Studies of Erasmus University in The Hague. Students spend the first year at Maxwell and the second year in Europe focusing on security and development policy and in the process earn a degree from each continent.	No, except through transatlantic program	Yes	Yes - Public Administration	Yes - School offers BA in Policy Studies as well as undergraduate degrees in social sciences	Yes, MAIR/MS Public Relations, MAIR/MPA, MAIR/JD, MAIR/Econ, MAIR/EMPA, transatlantic MAIR/MDS or MPP in International Security and Development Policy	Yes - Executive MPA, Executive MIR, Executive dual MPA/MIR, Master of Social Science	MAIR - International Relations; MPH	Yes - see some under mid-career. Also offers stand-alone certificates in public administration, conflict resolution, health services management and policy, and leadership of international and NGOs	About 25 total PhD	100 - 110 new admits to PhD each year		\$ 28,944	Same			

USN RANK		Distinctive Offerings (Strategic Differentiators)	MPP	MPA	PhD	BA	Joint/Dual Degrees	Mid-Career?	Other Master's	Exec. Ed.?	Total enrollment	Admitted Per Year	Student: Faculty Ratio	In-State Tuition	OOS Tuition	%Receiving Aid	Offer Full Fellowships? (100%)
11	LBJ School – Texas	Washington DC program - over summer, students take two seminars and complete complementary internships, for all LBJ students, UT graduate students, and students from other graduate schools. Alumni and other policy professionals may apply through continuing education.	No	Master of Public Affairs	Yes, Public Policy	No	Yes, with several departments including law, business, social work, engineering, middle eastern studies, energy and Earth resources	Yes - mid-career MPAif offered for students with 10+ years of policy-level experience in public affairs	Master of Global Policy Studies					\$ 10,312	\$ 19,820		
16	School of Public Policy – Maryland	Emphasis on management: DC location combined with R1 university status	Yes	Yes (Master of Professional Studies in Public Admin.)	Yes, Policy Studies	No, but offers undergraduate courses	Accelerated BA/MPP, MPP/MBA, MPP/JD, MPP/MS in Conservation Biology	MPS-PA open to mid-career students	Master of Public Management, Master of Engineering & Public Policy (single degree offered jointly with engineering school)	Executive Master of Public Management		5 - 7 new admits to PhD each year	Appears to be 46 teaching faculty	\$ 17,214	\$ 36,534		
19	Trachtenberg School – George Washington	Research Centers - GW Institute of Public Policy; Center for Washington Area Studies; Midge Smith Center for Evaluation Effectiveness; GWU Regulatory Studies Center	Yes	Yes	Yes	No	Yes - MPA/JD, MPP/JD, MPP/PhD political sciences, BA/MPA if BA in criminal justice, human services, economics, or political science			Nonprofit management certificate				\$ 27,022	Same		Don't currently list any full scholarships
20	School of Government - University of North Carolina	MPA@UNC offered online	No	Yes	No	No	No	Yes - MPA@UNC online	No	No	120	60	27 faculty, 21 MPA class of 2013 students				Many merit scholarships: web says "provides financial assistance to many of its students"
	Department of Public Policy (College) – University of North Carolina	Graduate Minor in Public Policy	No	No	X	X	No	No	No	No	25		1:15. 15 faculty, 25 PhD students, 200 BA students	\$ 7,159	\$ 21,811		

USN RANK		Distinctive Offerings (Strategic Differentiators)	MPP	MPA	PhD	BA	Joint/Dual Degrees	Mid-Career?	Other Master's	Exec. Ed.?	Total enrollment	Admitted Per Year	Student: Faculty Ratio	In-State Tuition	OOS Tuition	%Receiving Aid	Offer Full Fellowships? (100%)
24	School of Public Policy – George Mason		Yes	No	Yes	No	MPP/JD	Some of the other master's degrees seem mid-career oriented	MA International Commerce and Policy (with accelerated option for students majoring in global affairs); MA Organizational Development & Knowledge Management; MA Peace Operations; MA Transportation Policy, Operations, & Logistics; MA Health and Medical Policy	Transportation and Logistics Policy certificate; Executive MPP (EMPP-CIP); customized programs; open enrollment programs	996	116 enrolled MPP		\$ 20,363	\$ 37,275	Merit-based scholarships between \$5,000-\$25,000	
24	Institute for Public Affairs – Cornell University	Webinar in Statistics, Microeconomics, Excel; Off-campus study program where students may take one semester off-campus (Rome, Nepal, Barcelona, Mexico City, Budapest, DC for externship); Public Service Exchange Program where students conduct real world projects for nonprofit and government agencies	No	Yes, Accelerated option, select a concentration	No	No	No	No	No, average age 26	No	240	120 (about 500 applicants)	1:17 (14 core faculty members, 240 students)	\$ 41,325	\$ 41,325.	No full scholarships; 80%	No full scholarships

ENVIRONMENTAL SCAN – SWOT ANALYSIS

(Strengths, Weaknesses, Opportunities, and Threats)

The Frank Batten School strengths, weaknesses, opportunities and threats are considered in three focus areas. This analysis identifies who we are, how we operate, and what we produce. Each element of the SWOT analysis is organized as follows:

- **Inputs**
 - People
 - Culture. It is important to note we purposefully include culture as a resource and with great consideration. We believe that cultivating and then leveraging the culture of our school will, as much as any physical resource propel our school towards our vision.
 - Resources (Physical Space, Time, Money)
- **Processes**
 - Teaching / Professional Development. We link “Teaching” and “Professional Development” because through the lens of the student’s perspective, they are inseparable. Our curricular and co-curricular offerings should be mutually supportive and integrated.
 - Research
 - Service
- **Outputs**
 - Alumni
 - Intellectual Capital

STRENGTHS

INPUTS

- **People**
 - Strong, engaged students in the first classes.
 - High quality of initial faculty hires. We reach this conclusion for a number of reasons. First, the diversity of disciplines and research interests that our faculty members provide reflects a similar diversity in student interests, thereby enhancing the student experience. This diversity of disciplines and research interests also reinforces our brand as a school that values a multi-disciplinary and inter-disciplinary approach to policy. Second, our initial faculty hires bring energy to their work and the community that has been critical through our start-up period. Third, the junior faculty members demonstrate tremendous potential in both their teaching ability and research agendas. Finally, to a person, our faculty hires have shown tremendous “fit” with the culture of the school.
 - Relatedly, the ease of collaborative faculty appointments with partner academic departments is a strength. This is a recruiting tool for us and is distinctive. At a university, which, like other universities, struggles to foster faculty collaboration, we think that this characteristic of our faculty sets the conditions in a structural way for greater collaboration among faculty.
 - Strong and committed professional staff. We reach this conclusion for reasons similar to those that describe our faculty. First, the staff similarly has worked with a level of energy that has been critical through our start-up period. Second, each of the director-level and dean-level staff is essentially over-credentialed with a rich diversity of skills and backgrounds. This credentialing, background, and experience offers real credibility in student advisement and true creativity in shaping the student experience. Third, the staff is wholly committed to the student experience. Finally, to a person, our staff “fit” with the culture of the school.
- **Culture**
 - We are entrepreneurial. We possess a start-up spirit.
 - We are service-minded and results focused. Intrinsicly, the students, staff, and faculty that we attract to the Batten School are selfless. Extrinsicly, our school – the collection of our students, staff, and faculty – work together for the benefit of society. Professor Jeanine Braithwaite put it well: “We live our work.”
- **Resources**
 - Strong sense of place – Garrett Hall facilities.
 - Garrett Hall is a premier event space.
 - Garrett Hall is located centrally on Grounds. This raises the visibility of the Batten School and operates as a metaphor for our collaborative, multi-disciplinary and inter-disciplinary approach to policy.
 - Strong sense of place – University of Virginia.
 - We have numerous historic spaces available to us across Grounds.
 - We are able to draw on the library system and resources of the central University.

- Strong sense of place – Charlottesville, VA.
 - Centrally located with easy access to local, state, federal, and global governance bodies.
- We are exceedingly fortunate stewards of Frank Batten’s endowment.
- Strong UVa brand and reputation of the University’s professional schools.
- Initial national ranking for the Batten School.
- Ability to charge a differentiated Batten graduation tuition.
- Strong support of the senior administrative team at the University.

PROCESSES

• Teaching / Professional Development

- Intimate, supportive student experience.
 - Low student / faculty ratio.
 - Personalized staff attention.
- Distinctive (to UVa) Accelerated Bachelor/MPP Program. This program provides value in terms of time and money to students. It is responsive to a larger societal concern about the value of higher education. For example, the Virginia state government passed the “Preparing for the Top Jobs of the 21st Century: the Virginia Higher Education Opportunity Act of 2011” §23-38.87:10, para. 7, which challenges institutions “To preserve and enhance the Virginia higher education system’s excellence and cost-efficiency through reform-based investment that promotes...improved rate and pace of degree completion...”
- Distinctive MPP curriculum.
 - Leadership.
 - Context.
 - Heavy experiential component in the IPA, APP and required summer internship.
 - Freedom to take electives across Grounds.
- Distinctive dual degree programs.
 - MPP/JD – marriage of quantitative and legal analytical skills.
 - MPP/MBA – marriage of organizational and external leadership skills.
 - MPP/PhD in Education Policy – marriage of analytical skills and research skills.
 - Powerful substantive expertise (MPP/MPH and MPP/MUEP)

• Research

- Two established research centers: the Center on Education Policy and Workforce Development and the Center for Health Policy.
- Three existing social psychology labs: Professors Eileen Chou, Ben Converse, and Sophie Trawalter.
- Sophie Trawalter: partnership with the School of Architecture.
- Ray Scheppach: partnership with the Miller Center.
- Bill Shobe: partnership with the Weldon Cooper Center.

• Service

- Public events.

OUTPUTS

- **Alumni**

- Brand-reinforcing placement record. Placement record shows a diversified alumni base. We are producing what we say we are producing: alumni capable of working within an expanded conception of policymaking.
 - Vertical expansion: our alumni work at several levels of government.
 - Horizontal expansion: our alumni work in every sector.
- Value to the consulting community. The policy analysis process is very similar to the consultative analysis process.

WEAKNESSES

INPUTS

- **People**
 - Too few budgeted faculty.
 - Small number of MPP students in each class. This limits the number of electives that we can sustain and the growth of our alumni base.
 - Small alumni base. This affects current student placement, support for the current student experience, and fundraising.
 - Lack of a first-rate, dedicated communications director.
- **Culture**
 - Limited early collaboration between faculty members on Grounds. While faculty members have well-established collaborative networks throughout their disciplines across the country, those networks are still developing across Grounds.
 - Competing demands limit ability to directly impact the policy arena with research and analysis. Increased teaching responsibilities upon the advent of the undergraduate major, tenure requirements, administrative responsibilities, and other UVA and Batten School community engagements are all competing priorities.
- **Resources**
 - Garrett Hall is already near capacity. Expansion of it will be complex and costly.
 - Lack of dedicated classroom and lab space.
 - Insufficient operating revenue. We will spend approximately \$1 million a year through 2026 to service the debt on the Garrett Hall renovation.
 - Many central University funding uncertainties.
 - Lack of identified external revenue sources/streams.
 - Declining ability to offer merit-based fellowships.

PROCESSES

- **Teaching/Professional Development**
 - Insufficient coordination across the curriculum.
 - Trace exposure to instructional technology. No resident expertise in using it.
- **Research**
 - Low volume of recent published faculty research. We have a relatively small number of faculty members who are still very much in transition to the Batten School. The rate of publication since arriving at the Batten School will increase with time.
 - Insufficient administrative research support.

OUTPUTS

- **Alumni**
 - Relatively junior professional placements.
- **Intellectual Capital**
 - Lack of Batten School presence in the national media.

OPPORTUNITIES

INPUTS

- **People**
 - Strong academic hiring market. A significant opportunity for us while the School is still building its core faculty.
 - Hire professors of practice. These faculty members will increase the School's presence in policy arenas and media.
 - Increasing international student interest in the Batten School.
- **Culture**
 - Expanded student body, faculty, and network of external stakeholders. The growth of the Batten School's footprint will allow us to pursue co-curricular opportunities and partnerships that reinforce our School's distinctive culture.
- **Resources**
 - Increased tuition revenue. The expansion of our undergraduate cohort and post-graduate MPP cohort should yield increased tuition dollars.
 - Pursue differential tuition of undergraduate tuition as a strategy to preserve the defining sense of community.

PROCESSES

- **Teaching / Professional Development**
 - Expanded student body, faculty, and network of external stakeholders. The growth of the Batten School's footprint increases our ability to support electives and permits us to pursue important strategic initiatives like globalizing the MPP program.
 - Renewed cross-Grounds energy and sense of community. The resignation and subsequent reinstatement of President Sullivan coupled with potential budgetary incentives to collaborate with faculty across Grounds result in this new energy and community. This environment positions the Batten School well to set an example for cross-Grounds collaboration in teaching. Specifically, this is an opportunity to further entrench multiple disciplines (history, social psychology, global development studies, etc.) in our more expansive approach to policy analysis (i.e., incorporating more than the traditional analytical tools of economics and political science).
- **Research**
 - Interest in cross-Grounds research collaboration. Members of our faculty already have, in a very short amount of time, developed research projects across Grounds. Sophie Trawalter's research project on space-utilization at UVa in conjunction with the Architecture School and Ray Scheppach's work with the Miller Center are examples of this. Christine Mahoney appears poised to develop a similar project in social entrepreneurship.
 - Creation of the Center on Education Policy and Workforce Development and the Center for Health Policy. These centers provide an opportunity for funding research and promoting off-Grounds research collaboration. For example, the Center on Education Policy and Workforce

Development has an exclusive arrangement with DC public schools allowing access to the school district's internal data.

- Growing faculty. Administrative/service duties for personnel should be distributed more broadly, allowing for increased research time.

OUTPUTS

- **Alumni**

- Maturation of our existing alumni and the first cohort of the post-graduate MPP class. These two developments will both 1) expand the reach of our alumni base into all sectors in which we place graduates and 2) increase the levels at which our alumni are potentially hired.

- **Intellectual Capital**

- The Power of Place.
 - Proximity of Washington, DC and general interest in establishing a UVa presence in DC. The potential to piggyback on a University initiative or to partner with other schools or programs on Grounds could allow us to create a physical presence in DC at a somewhat reduced cost.
 - Located in the so-called "Presidential Precinct," the Batten School is uniquely positioned to take the lead in developing and delivering substantive programming to external audiences descending on central Virginia from all over the world.
- The reduction of federal and state budgets may prompt an increase in government contracting. This may provide an opportunity for our faculty and students to expand the reach of our research and analysis by competing for these contracts or supporting firms in northern Virginia, for example, that are receiving these contracts. This is obviously a potential revenue source, as well.
- There exists in the policymaking world and in society a perceived "leadership gap." This provides us ample room to conduct and publish rigorous research on leadership.

THREATS

INPUTS

- **People**
 - Faculty retention. As strong junior faculty members develop their reputations and publishing records, we can expect that other schools will recruit them heavily.
 - Long-term demand among prospective students for a two-year residential graduate program. This potential threat should push us to develop processes for clearly defining and constantly reassessing value for prospective students.
- **Culture**
 - Growth in the student body. A larger student body may threaten the strong community component of the student experience.
- **Resources**
 - General economic conditions.
 - May negatively affect endowment return.
 - May negatively affect efforts to diversify revenue streams used to grow and develop the Batten School.
 - We are heavily weighted on the revenue side to return on the endowment.

PROCESSES

- **Teaching / Professional Development**
 - Change in societal perspective on the purpose and value of higher education.
 - Instructional technology. Both a threat and an opportunity, alternative delivery methods employed by competitors may be seductive alternatives for prospective students to our full-time residence programs.
- **Research**
 - Potential inefficacy of a University “center” as a research base. Experience shows that research centers do not always realize their potential for cross-Grounds, multi-disciplinary, research collaboration.

OUTPUTS

- **Alumni**
 - Perpetual stagnation in the job market – both unemployment and underemployment.
- **Intellectual Capital**
 - Increasing polarization of the policy making process. As we aspire, to deliver research and analysis that has an impact on the world, we perform a function that is traditionally within the purview of a think tank. Think tanks are becoming increasingly partisan and ideological, co-opted as advocates on behalf of one political part or the other (e.g., see the work of Allen McDuffee). As we guard against partisan or ideological alignment, our intellectual capital may be viewed in policy circles as less relevant. Even “neutral” research or analysis might be co-opted by these forces and argued to, in fact, support a particular partisan or ideological policy proposal.

STRATEGIC INITIATIVES 2012-2017

We have identified six priority initiatives for the Batten School strategic growth period from 2012-2017. The initiatives align with one of the two planning principles that they reflect or support. Each of the strategic initiatives is detailed below, including a set of measures that will be used to assess and evaluate our progress.

Principle 1: We must deepen our early success by **building on our existing foundation** in the study and education of **leadership and context**.

1. **We will hire a senior leadership scholar of national prominence to launch a multi-disciplinary leadership center. We will conduct, publish, and teach groundbreaking collaborative research on leadership.**
2. **We will offer a unique and innovative student experience for undergraduates participating in our public policy and leadership major. This will require full development and implementation of curricular and co-curricular leadership training and education.**
3. **We will study opportunities and expand outreach by offering revenue generating, non-degree granting programs focused on leadership and public policy.**

1. **We will hire a senior leadership scholar of national prominence to launch a multi-disciplinary leadership center. We will conduct, publish, and teach groundbreaking collaborative research on leadership.**

Value Proposition: We have the potential to influence and change the national conversation about leadership. A core group of junior faculty has put the study of leadership, through the discipline of social psychology, at the center of their research agendas. Other faculty members are exploring leadership through different disciplines. An investment in an endowed full professorship will enable us to hire a leader who can consolidate early gains and accelerate movement towards national prominence and distinctiveness by establishing a collaborative research center. Our location on the central Grounds and our multidisciplinary curriculum, which draws scholars from many schools and departments, provides the perfect launching pad from which to develop, test, and incubate groundbreaking ideas and promote intellectual entrepreneurship in this emerging scholarly discipline. In some respects, this is a unique opportunity to define the parameters of an emerging conversation on this topic (rather than change an established conversation).

Return on Investment: Both the University of Virginia community and society at large will benefit from our collaborative center's groundbreaking research by gaining practical insight into what leadership strategies are most effective within varying contexts. What differentiates our approach is its social scientific grounding and scholarly rigor. This is an aggressive "first-in market" initiative in an untapped niche offering an opportunity to bring a range of educational and professional development opportunities to market. There is a national appetite for new conceptions and thinking about leadership. A coordinated, collaborative, well-resourced initiative will establish our faculty as thought and action leaders in an emerging scholarly discipline. Because we are a professional school, we will quickly translate incubating research into useful knowledge. There is not another public policy school that has integrated the "science of leadership" into its core curriculum. Prospective employers will quickly realize that our graduates have been exposed to the most current and complex thinking about how to communicate, persuade, and mobilize people in pursuit of a common purpose and they will become sought after for their acquired skills, abilities, and knowledge.

Implementation Timeline: A recently appointed assistant professor focused on social psychology begins her term in August. She will join two Batten School social psychologists already on the faculty. A collaborative center will provide the organizing mechanism required to draw faculty from across Grounds with similar interests together. Funding to support a senior faculty hire and establishment of the center will enable the Batten School to provide the leadership required to have this collaborative initiative implemented by fall 2014.

Measures of Success

- 1) Adoption of teaching materials developed at the Center by other universities, businesses, and other nonprofit organizations
- 2) Impact and quality of faculty research, measured by citation, invited presentations at national meetings, and competitive grants
- 3) Quality of faculty affiliated with the Center, measured by awards and membership in National Academies
- 4) Reputation of speakers at public events, and attendance at and media coverage of those events
- 5) Leadership impact of Frank Batten School alumni
- 6) Assessment of student learning outcomes through self-assessment, faculty assessment and formal evaluation tools

2. We will offer a unique and innovative student experience for undergraduates participating in our public policy and leadership major. This will require full development and implementation of curricular and co-curricular leadership training and education.

Value Proposition: Inspired by the vision of our founding donor Frank Batten, the University made an early strategic decision to offer an undergraduate degree program within its School of Leadership and Public Policy. Most of our aspirational peers do not offer an undergraduate degree, meaning this initiative differentiates us from them. Through the public policy and leadership major, we will develop “enlightened and ethical” future leaders with a strong liberal arts background. Developing capable leaders while educating them about public policy through multiple disciplines must be an integrated experience that seamlessly blends classroom learning and co-curricular experiences.

With respect to leadership education, students will be required to take two courses that evolve from the highly successful leadership curriculum in our MPP program: Introduction to Civic Leadership and Value and Bias in Public Policy. In addition to their coursework on leadership, we will also provide students exposure to certain marketable skills: research methods and data analysis, successful group work, professional writing, and oral presentations. Leadership development will occur outside of the classroom, as well. The co-curricular components of our program will include visits to Washington, D.C. and Richmond, participation in state-of-the-art simulations addressing current issues, experiential leadership training, opportunities to organize and attend major public events, and subsequent small group meetings with the prominent speakers/panelists. We will also provide our undergraduate students some specialized career services to support their transition to work life. Ninety-five students applied for fifty seats in the inaugural undergraduate class, and early anecdotal feedback suggests that the mix of a liberal arts education with a handful of marketable skills – particularly those skills focused on leadership – is very attractive to the undergraduate population at UVa.

Return on Investment: We will propose an undergraduate differential tuition to cover the cost of creating the personalized and integrated approach described above. Our students’ success securing employment and/or admission to graduate/professional schools will provide the tangible justification for this incremental cost. Additionally, our development strategy will seek funding for specific co-curricular leadership programming. We will realize a return on this investment in two ways. First, the Batten School brand is improved as we further differentiate ourselves from our policy school peers. Most public policy schools focus their attention on graduate students. We are offering a unique hybrid undergraduate degree/experience that straddles the line between liberal arts and professional education, similar to the undergraduate offering in the McIntire School. As an early differentiation strategy, we have woven leadership into our public policy curriculum and aim to educate and develop transformational leaders in both our graduate and undergraduate programs. Second, we expect to graduate students who are equipped to become change agents and leaders capable of navigating and thriving in turbulent environments at a relatively young age. In this sense, the undergraduate experience is an investment in the Jeffersonian heritage of the University and Frank Batten’s commitment to developing enlightened and ethical leaders prepared for public life in their chosen profession. Our investment in undergraduate education acknowledges that the talented students who are admitted to the University of

Virginia are intellectually capable of studying public policy and leadership as third and fourth year students. We will strategically leverage this University asset (highly capable undergraduates) by challenging them to think differently about leadership and advocacy at a very formative stage in their lives.

Implementation Timeline: Our first class of 50 undergraduate students was admitted and matriculated in the fall 2012 semester. The first class, like the first cohort of accelerated MPP students, will be charged with collaborating with faculty and staff to begin developing a unique undergraduate experience, driven by the curriculum that has been established by the faculty. The Batten School's ability to fund specific plans and proposals will depend on approval of a differential tuition and identification of fundraising strategies that target co-curricular programs.

Measures of Success

- 1) Course evaluations
- 2) Co-curricular program evaluations
- 3) Peer review of teaching and student life
- 4) Objective/subjective assessments of student learning inside and outside the classroom
- 5) Student retention
- 6) Student satisfaction (confidential survey and exit interviews)
- 7) Alumni giving rate
- 8) Agency and corporate engagement and involvement
- 9) Internship offerings/placements
- 10) Graduate/professional school acceptance rate
- 11) Public events schedule, attendance, and student participation in them

3. The Batten School will study opportunities and expand its reach by offering revenue generating, non-degree granting programs focused on leadership and public policy.

Value Proposition: We are experiencing demand for various forms of executive education from two or three potential markets. Additionally, foreign government officials in East Asia and Africa have expressed interest in receiving programming on leadership and policymaking from the Batten School as they wrestle with challenges in their own countries. We have begun conversations with Monticello, Montpelier, Ash-Lawn, and Morven Farms about establishing a “Presidential Precinct” that would provide programming on the American experience as a new democracy. Such offerings have the potential to enrich our learning environment and intellectual capacity as faculty and staff collaborate to develop curriculum for these programs. Additionally, they will become a source of external revenue for the School. They will also offer an opportunity to build a network of international friends and colleagues with an affinity for the Batten School as we embark on the effort to globalize our profile.

Return on Investment: To be viable, any executive education/professional development offering must be a net revenue generator. Rigorous due diligence must be completed prior to launching any program. Given our articulated strategic priorities, existing School resources cannot subsidize these offerings. Batten School faculty and staff, collaborating with colleagues in relevant departments and offices will seek economies of scale by developing a framework, grounded in set of core principles, which could be tailored to meet the needs of targeted audiences. Once this framework and a body of content is developed and tested, the Batten School will be positioned to deliver a range of executive education/professional development offerings each year. An indirect, non-financial return on this investment will be the relationships will developed with agencies, colleges and universities in the United States and abroad, and the sites and venues within the historic triangle bounded by Washington, D.C., Charlottesville, and Williamsburg. These relationships will help increase the public profile of the Batten School and strengthen our reputation.

Implementation Timeline: Potential institute offering will be developed concurrently with the global track. Hiring of faculty to teach global versions of the core courses and electives focused on global issues and alignment of these resources with the resident experts from across Grounds focused on the domestic policy agenda will create the comparative perspective required to establish an institute. The Batten School aims to host a trial version of an institute program by summer 2014 and to establish relationships with multiple clients by summer 2015. We anticipate offering other forms of executive education towards the end of this five-year planning cycle.

Measures of Success

- 1) Net revenue generated
- 2) Demand offerings as measure by annual number of participants and programs
- 3) Increase in global profile of the Batten School as measure by media mentions
- 4) Strengthening of the Batten School brand and reputation as measured by rankings
- 5) Number of Batten School students offered international internship and/or employment opportunities based on relationships developed through these programs

Principle 2: We must broaden our early success by **building a complementary foundation** to support our **expanded thinking about policymaking.**

1. **We will globalize our master of public policy programs.**
2. **We will lead the University's cross-Grounds initiative in social entrepreneurship.**
3. **We will integrate the full range of policy interests and the horizontal and vertical expansion of our thinking about policymaking in both graduate and undergraduate curricula and co-curricular programs.**

1. We will globalize our master of public policy programs.

Student, employer, and stakeholder demand increasingly calls for a more global emphasis in addressing chronic societal challenges. This initiative will include both curricular and co-curricular innovation.

Value Proposition: The Frank Batten School will globalize its MPP programs to meet student, employer, and stakeholder demand. When the Batten School was founded in 2007, a white paper authored by the School's first leadership recognized both the demand for a global perspective in students' coursework and the reality of the impact of globalization on our policymaking. Indeed, since 2007, a consistent mantra at the Batten School has been that it is increasingly irrelevant to distinguish between "domestic" policy on the one hand and "foreign," "international," or "global" policy on the other hand. Many of the policy issues with which we struggle – transnational security, poverty alleviation, regulation of global financial capital markets, health – know no geographic boundaries. Our early leadership also recognized the potential to distinguish the School from other policy schools that have not fully integrated a global perspective into their policy studies. Five years later, repeated interactions with prospective students and external stakeholders have affirmed the vision of the School's early leadership. This initiative will require a curricular and co-curricular focus both on knowledge (cultural facts, historical facts, languages) and skills (unique negotiation skills, unique leadership skills, quantitative analytical skills using "dirty" international data). It will also provide the justification for growing the size of our MPP cohort from thirty to approximately sixty students.

Return on Investment: The return on an initial investment to globalize MPP programs will be large – in part, because the Batten School is in a position to capitalize on efficiencies to underwrite the initial investment. Specifically, faculty members like Molly Lipscomb already apply economic principles to global policy issues. Having her teach the introduction to economics courses involves only marginal cost. Similarly, cross-listing courses with the politics department, for example, would open a range of substantive coursework in area studies or history to our students. For those steps requiring greater capital investment (hiring additional faculty – say, in international law – or funding global immersion co-curricular programs), the value-added to students and potential employers of our graduates will be significant. Finally, from a branding perspective, the Frank Batten School will benefit from being a pioneer in taking the study of public policy from its infancy (an almost exclusive focus on domestic, Great Society-type policies) to the forefront of current, complex, global policy issues.

Implementation Timeline: This initiative lends itself to an incremental implementation. Faculty adjustment to coursework and cross-listing courses could be accomplished by the fall 2013 term. Similarly, the immediate admissions cycle could be adjusted to expand the recruitment target from thirty to sixty students now. We already have several components of a globalized MPP program that we would simply need to package or market as formal elements in a globalized MPP program: several students have participated in international internships, several students have conducted APPs on global policy issues or for global policy organizations and students already have the capacity to enroll in electives across Grounds. Long-term components, such as additional faculty hires, additional course offerings, or co-curricular global immersion programs, will follow as resources permit. The School has already convened a working group to conduct research on different ways of globalizing our MPP program.

Measures of Success

- 1) Number of students entering the MPP program because of an increased global focus in the program
- 2) Placement rate of MPP graduates
- 3) Increased MPP graduate placement with international employers or organizations with a global focus
- 4) Quality and quantity of external partnerships generated by an increased global focus within the MPP program

2. We will lead the University's cross-Grounds initiative in social entrepreneurship.

Value Proposition: The Frank Batten School could be the first public policy school in the country to house a university's social entrepreneurship program. Of more than twenty top universities surveyed, virtually all social entrepreneurship programs are housed in business schools; not one is housed in a policy school. As a policy school functioning as the intellectual home of the pan-University social entrepreneurship initiative, the School could provide the type of thought leadership that would expand the field. Additionally, by virtue of being both an undergraduate and graduate institution with course enrollment open to students across the University (unlike Darden and McIntire), the School has a real opportunity to meet student demand in a way that other schools do not. A social entrepreneurship initiative would include components in three areas: teaching and curriculum, research, and experiential learning or co-curricular opportunities.

Return on Investment: The return on investment should be large. Philosophically, we have committed ourselves to the idea that we need to expand our thinking about policymaking horizontally to include organizations and sectors outside of government. We have not yet built a curricular or programmatic foundation that reflects this philosophical commitment. An investment in social entrepreneurship will allow our School to build that foundation and to demonstrate the viability of this expanded view of policymaking. In addition to this reputational value, there could be potential for weeklong certificate courses or high school summer workshops in social entrepreneurship that would serve both as revenue generators and marketing and recruiting vehicles.

Implementation Timeline: The Frank Batten School has already secured funding for a pilot three-course offering this coming academic year. Christine Mahoney is chairing a cross-Grounds Social Entrepreneurship Working Group. An endowed professorship and the establishment of a center for the study of social entrepreneurship are three-year goals. The School will develop a business plan by mid-October 2012 to guide the implementation of this initiative. Within that plan, incremental implementation will continue to be the appropriate approach.

Measures of Success

- 1) Number of students enrolled in social entrepreneurship courses
- 2) Number of partner schools, programs, and faculty members
- 3) Revenue generated by certificate programs
- 4) Revenue generated by high school summer workshops
- 5) Number of successful and sustained impact investing projects
- 6) Volume of published work on social entrepreneurship

3. **We will integrate the full range of policy interests and the horizontal and vertical expansion of our thinking about policymaking in both graduate and undergraduate curricula and co-curricular programs.**

Value Proposition: Through our graduate and undergraduate programs, we will develop in our students the capacity to serve “in their communities, in their professions, in the world at large.” This charge requires the integration of the horizontal and vertical expansion of our thinking about policymaking seamlessly through classroom learning and co-curricular experiences. For graduate students: With respect to coursework, students currently gain exposure to problem solving through multiple sectors and at multiple levels of government through their electives and, on an ad-hoc basis, through specific core courses. Additionally, the IPA and APP provide opportunities to work with a diverse range of organizations in different sectors. Outside of the curriculum, students similarly take their internships and participate in professional development opportunities and short courses to create their own opportunities to gain exposure to multiple levels of government and multiple sectors. We will be more deliberate in institutionalizing these opportunities for students. For undergraduates: With respect to coursework on expanded thinking about policymaking, students currently gain exposure to problem-solving through multiple sectors and at multiple levels of government through electives and special topics courses. Courses in social entrepreneurship and global monetary institutions are examples of how we presently incorporate these concepts. Going forward, we will explore ways in which the core undergraduate curriculum may better address these concepts, as well. From a co-curricular perspective, we will collaborate with the students to explore the establishment of an undergraduate society or organizations that would be dedicated to philanthropy and service. Our career services efforts – towards both internship assistance and job placement – will focus on the many different sectors and different levels of government in which our graduate students work. We will develop a professional development program that reflects the diversity of organizations and policy fields that we have successfully incorporated in the MPP program.

Return on Investment: First, the Batten School brand is improved as we further differentiate ourselves from our policy school peers. Most public policy schools focus their attention on graduate students. We are offering a unique hybrid undergraduate degree/experience that straddles the line between liberal arts and professional education, similar to the undergraduate offering in the McIntire School. As an early differentiation strategy, we have woven this expanded thinking about policymaking into our public policy curriculum. We aim to educate both our graduate and undergraduate students to lead in different sectors and at different levels of government in both our graduate and undergraduate programs. Second, we expect to graduate students who are equipped to become change agents and leaders capable of navigating and thriving in turbulent environments at a relatively young age. In this sense, the undergraduate experience is an investment in the Jeffersonian heritage of the University and Frank Batten’s commitment to developing enlightened and ethical leaders prepared for public life in their chosen profession. Our investment in undergraduate education acknowledges that the talented students who are admitted to the University of Virginia are intellectually capable of studying public policy and leadership as third and fourth year students. We will strategically leverage this University asset (highly capable undergraduates) by challenging them to think differently about leadership and advocacy at a very formative moment in their lives.

Implementation Timeline: We will grow our post-graduate MPP cohort beginning in the AY 12-13 admissions cycle. This will grow our capacity to institutionalize our co-curricular programming in this expanded view of policymaking in fall 2013. Similarly, as we conduct a curriculum review of the MPP program to achieve several of our other strategic initiatives (study and education of leadership, social entrepreneurship, globalizing the MPP program), we will also consider ways in which we are integrating this expanded view of policymaking in our curriculum. Our first class of 50 undergraduate students was admitted and matriculated in fall 2012. The first class, like the first cohort of accelerated MPP students, will be charged with collaborating with faculty and staff to begin developing a unique undergraduate experience, driven by the curriculum that has been established by the faculty. The Batten School's ability to fund specific plans and proposals will be dependent on the School's efforts pursue differential tuition and identify fundraising strategies that target co-curricular programs.

Measures of Success

- 1) Course evaluations
- 2) Co-curricular program evaluations
- 3) Peer review of teaching and student life
- 4) Objective/subjective assessments of student learning inside and outside the classroom
- 5) Student retention
- 6) Student satisfaction (confidential survey and exit interviews)
- 7) Alumni giving rate
- 8) Agency and corporate engagement and involvement
- 9) Internship offerings/placements
- 10) Graduate/professional school acceptance rate
- 11) Public events schedule, attendance, and student participation

OPERATIONAL IMPERATIVES 2012-2017

We intentionally distinguish **strategic initiatives** from **operational imperatives** in our plan to recognize that as we enter a period of planned growth, we must become adept at simultaneously expanding and consolidating. The School grew quickly during its start-up period, and if we neglect consolidation, we risk our early gains in pursuit of new directions. We seek to remain innovative, responsive, and nimble by developing and implementing smart, incremental growth strategies that take full advantage of our articulated strengths and the identified opportunities to differentiate. We will allocate our resources accordingly.

Principle 3: We will **strengthen** our School by consolidating the gains realized during our start-up period and solidifying key foundational elements through a strategic allocation of resources (*people, money, space, culture*).

1. We will secure the School's financial basis by paying off the Garrett Hall renovation debt.
2. We will recruit, reward, and retain top faculty using entrepreneurial strategies such as named chairs and a "faculty excellence fund."
3. We will improve our support – through systems and resourcing – of faculty research and faculty development. Relatedly, we will build upon the early success of our joint research center on education policy with the Curry School and support our investment in our joint research center on health policy with the Medical School.
4. We will establish and build a student fellowship program to 1) attract top students to our MPP programs, and 2) free those students to take full advantage of the leadership development opportunities at the Batten School.
5. We will investigate and invest in a new technology platform to support multiple methods of curriculum delivery.
6. We will begin to study and plan for physical space expansion to accommodate anticipated growth.
7. We will offer public events and social media that broadly engage the policy and leadership interests of our constituencies
8. We will seek meaningful opportunities to integrate the graduate and undergraduate students into a cohesive public policy community while respecting the unique needs of each population.
9. We will develop a proposal and seek approval for undergraduate differential tuition.
10. We will develop a first-rate communications infrastructure.

1. We will secure the school's financial basis by paying off the Garrett Hall renovation debt.

Value Proposition: Were we to pay off the \$10 million Garrett Hall loan (15 year/4.75%) from the University today, we would realize an immediate annual cash infusion of about \$913,000 per year. In addition to representing an approximately \$15 million benefit to our school for a \$10 million investment, retiring our Garrett Hall debt will provide the operating capital necessary for immediate implementation of several of our strategic initiatives.

Return on Investment: Approximately \$5 million if the debt is retired in 2013 rather than paying it off through the 15-year loan term. For example, the infusion of \$913,000 in operating funds could cover the following:

- Annual contribution to a "Faculty Excellent Fund" \$100,000
- 20 full MPP Scholarships @ \$35,000 ea. \$525,000
- Support for globalization, undergraduate co-curriculum, etc. \$288,000

A gift from a donor or group of donors that settles the debt could be packaged to meet a range of interests and priorities. A donor could choose a naming opportunity within Garrett Hall, could name a scholarship or faculty award, or could provide annual support for a co-curricular initiative. This is a unique and flexible development/fund-raising opportunity.

Implementation Timeline: Because of the inarguable value this imperative represents (\$15 million in value over 15 years for a \$10 million investment) this is a high priority for the School. We will work aggressively to identify a group of donors who share our enthusiasm about this value investment and will attempt to settle the debt by the end of 2013.

Measures of Success

- 1) Zero balance of the Garrett Hall renovation debt
- 2) Number of Frank Batten School strategic initiatives funded using the resulting operating cash infusion

2. We will recruit, reward, and retain top faculty using entrepreneurial strategies such as named chairs and a “faculty excellence fund.”

Value Proposition: To become a global leader in leadership and public policy advocacy, research, and teaching we must recruit, reward, and retain faculty who conduct groundbreaking research, excel in teaching, and shape national conversations in their fields of expertise. Established scholars will strengthen the School’s academic reputation and attract junior scholars, visiting scholars, and students seeking opportunities to work directly with these leaders in their disciplines. Endowed professorships and a “Faculty Excellence Fund” are the tools that will support our Dean’s efforts to aggressively recruit, invest in, and retain an excellent faculty.

Return on Investment: The significant risks for senior faculty contemplating an appointment at a public institution like UVa are that (1) state politics will have a disproportionate or unpredictable effect on salaries and (2) institutional support for their research agendas will prove inadequate or uncompetitive compared to what top private institutions offer. Our Dean must be in a position to assure current and prospective faculty that the School has mitigated these risks using entrepreneurial fiscal strategies. Additionally, during our start-up period we have made seven strong junior faculty hires. Each of these individuals has the potential to become a leading national scholar. The Dean must have ready access to the resources required to retain them as they work through the promotion and tenure process. Losing rising junior faculty members, who have established themselves at the Frank Batten School while engaged in building our distinctive culture, would be a major setback. A well-established “Faculty Excellence Fund” will allow the Dean to demonstrate that the School is shielded from societal and political influence that is often deemed beyond a public university’s control. With the required resources in place, we will be positioned to compete for the very best scholars.

Implementation Timeline: As demonstrated by the recent loss of a rising star and prolific scholar to Stanford, this is an urgent imperative. Aligned with interest from donors and partners, our Dean will seek approval from the Provost to implement a merit-based process for rewarding and retaining faculty. The Dean will determine the salary level required to insure that the Frank Batten School salaries remain in the top national quartile. With adequate private financial support in place, annual review and salary adjustments will be a planned, merit-based process rather than a reaction to state politics. We aim to have funding in place to implement this approach no later than FY14-15. Additionally, to compete for top scholars, the Dean must be prepared to use endowed professorships to attract top prospective faculty members and as a tool to retain current faculty.

Measures of Success

- 1) For tenure-line faculty: graduate and post-doctoral training, reputation (measured by letters, external reviews)
- 2) For professors of practice: national standing (e.g. op-ed pieces published, media mentions and appearances), leadership and policy experience
- 3) Membership in national academies
- 4) Leadership positions in national organizations
- 5) Faculty awards
- 6) Faculty retention rate
- 7) Student course evaluations

3. **We will improve our support – through systems and resourcing – of faculty research and faculty development. Relatedly, we will build upon the early success of our joint research center on education policy with the Curry School and invest in a joint research center on health policy with the Medical School.**

Value Proposition: We want our faculty research to “change conversations” and influence policy. For the Batten School to realize its research potential, we must invest in the infrastructure and systems required for our faculty members to fund, conduct, publish, promote, and apply their research. We will properly resource front-end grant administration to help faculty members compete for grants. Similarly, we will properly resource back-end grant administration to facilitate proper administration and accounting of research grants. We will develop virtual and real networks to circulate working papers on- and off-Grounds to facilitate important peer feedback and collaboration. We will support the development of partnerships with organizations off-Grounds that can provide access to critical data for faculty research. Additionally, we must take full advantage of opportunities to participate and collaborate in research centers and institutes that provide our faculty opportunities to demonstrate the applied value of their groundbreaking work and to participate in furthering relevant policy agendas. Our early involvement in the Center on Education Policy and Workforce Competitiveness and the Center on Health Policy are examples of strategic alliances that we will continue to nurture.

With respect to faculty development, our investment in relevant research centers will be viewed as one avenue for this important leadership responsibility at our School. As we grow our faculty to an anticipated 20 FTE, we must be thoughtful about creating meaningful opportunities for them to engage as a full faculty and fully benefit from our multi-disciplinary environment. Specifically, we will support faculty – especially junior faculty working towards tenure – in their work in their respective disciplines and affiliated departments. Simultaneously, we will create opportunities for our full, affiliated, and practice faculty to come together as a community and learn about one another’s research. Finally, the dual research and applied mandate of a professional school at a well-regarded research university compels us to adequately resource faculty development as not only teachers and researchers, but also as advocates and consultants in the policy arena.

Return on Investment: The return on an investment in research support and faculty development will accrue to the Frank Batten School across many dimensions. First, gaining a reputation as a public policy school that produces relevant research, challenging the boundaries of traditional academic disciplines and historically rigid policy areas will support our efforts to recruit and retain top faculty from varied disciplines. We will attract those who genuinely seek an interdisciplinary environment. Second, as we develop the infrastructure to support the research process from identification of grant opportunities through publication and then promotion in relevant arenas, the School’s ability to participate and lead conversations about the most important policy issues will be realized. Our continued involvement in cross-Grounds research centers will solidify the Batten School as a hub within the intellectual community at UVa, and we aspire to serve in this capacity, becoming a point of intersection that enhanced the reputation of both the School and University.

Implementation Timeline: We will begin to acquire research administration support in early 2013, create a faculty development plan by the end of AY12-13, and create a repository and web-presence for our faculty research no later than the beginning of AY13-14.

Measures of Success

- 1) The national prominence and recognition of our joint research centers.
- 2) The number of junior faculty members who are tenured through our faculty development process.
- 3) The number and size of research grants obtained by our faculty members.
- 4) The number of faculty publications circulated on various networks like SSRN, etc.
- 5) Surveys of faculty members on satisfaction with grant application and administration processes.
- 6) The number of faculty presentations to practitioner audiences and participation in practitioner workshops/policymaking processes.

4. **We will establish and build a student fellowship program to 1) attract top students to our MPP programs, and 2) free those students to take full advantage of the leadership development opportunities at the Batten School.**

Value Proposition: This is a mission-driven imperative. A key component of the Frank Batten School's long-term success will be our ability to attract the smartest students who demonstrate tremendous potential and desire to lead. The graduates of the first ten classes will become the foundation upon which the reputation of the School develops and grows. Our base must be strong. Rather than simply responding to admissions inquiries and building each class by reacting to applications, the School will embark on an aggressive effort to target, recruit, and admit 12-15 of the top MPP prospects in the world each year. To be distinctive, fellowships awarded to these students must cover the full cost of attendance in the 2-year MPP program. To provide the students with a rigorous and transformational two-year experience, we do not want them distracted by unchallenging, unrelated part-time employment that prevents them from fully participating in curricular and co-curricular leadership development at the School and the University. As we build our reputation and compete for these top students against competitors with better-established reputations, our financial aid awards will be more heavily merit-based than they will be over the long-term. Even during our formative period (start-up and growth periods) need-based aid will be a priority, but using strategic merit-based packages as a tool, we will actively build our reputation through our alumni base.

Return on Investment: The return on an initial investment in a merit-based fellowship program balanced with a long-term commitment to need-based financial aid will be significant. First, as we succeed in achieving our goal of developing civic-minded leaders, each of the fellows will graduate with a genuine affinity for the distinctive Batten approach and believe in its value to the individual and society. There will be no better spokespeople for the value of an education at the Frank Batten School. The fundraising capacity and reputational value that the first 120-150 fellows return will far exceed the initial investment in a merit-based fellows program. Second, a merit-based fellowship program will distinguish the School from its aspirational peers. The Goldman School at Berkeley does not offer a distinctive merit-based fellowship program. The Kennedy School at Harvard does offer a few fellowships, but does not guarantee that the full cost of attendance will be covered for any student, and in fact warns repeatedly on its website that student financial support is limited.

The Wilson School at Princeton mirrors a philosophy underlying this imperative. The Wilson School states, "Our goal is to try to preserve the savings and assets of MPP candidates so that they are able to acquire professional training, and then continue careers in public service." Most importantly, as it relates to the academic mission of the Frank Batten School, the intellectual capital that the fellows will bring to classrooms, research laboratories, and the University Grounds will give rise to a learning environment that draws people and resources to Garrett Hall. To be a credible School of Leadership and Public Policy at the University of Virginia, our School community must include leaders who stand out within a broader community of leaders. As does any distinguished organization, we must invest in intellectual capital.

Paired with our long-term commitment to robust need-based financial aid this comprehensive approach to financial aid will insure that the diverse range of perspectives, experiences, and interests required to develop, advocate for, and implement public policy that genuinely has potential to foster transformational change are

represented within the Frank Batten School and its alumni base. Many argue the lack of such perspectives, experiences, and interests within policy arenas are the underlying reason for the failure of so many initiatives. Using a robust need-based financial aid program, the Batten School aims to change this societal dynamic.

Implementation Timeline: This initiative lends itself to incremental implementation and possibly to a “matching strategy” to leverage existing funds. Our aim is to have adequate resources to guarantee a full fellowship to the highest caliber candidates early in the admissions cycle through the next five academic years. At an estimated \$35,000 full cost of attendance, for each \$70,000 raised, the School can offer a top recruit a two-year fellowship. Developing the recruiting pipeline for the targeted students will require 1-2 admissions cycles. With funding committed to this initiative by 2013, the Frank Batten School would aim to admit the first class of fellows for the fall semester in 2014. Ideally, this group of admits would include at least five fellows (\$350,000). Success in this effort will require hiring an Admissions Counselor to insure that as our enrollment grows, we are able to improve our targeted outreach and extend our intimate and individualized approach to recruiting prospective students.

Measures of Success

- 1) Number of applicants in each program
- 2) Selectivity of admissions for each program
- 3) Admitted student academic profile (GPA, SAT/GRE scores, grades in demanding courses)
- 4) Diversity of applicant pool and student body
- 5) Demonstration of leadership potential through participation in student organizations or other co-curricular leadership experiences
- 6) Admissions yield
- 7) Shift in the percentage of merit-based vs. need-based financial aid (increasing) over a 5-10 year period

5. We will investigate and invest in a new technology platform to support multiple methods of curriculum delivery.

Value Proposition: We will investigate and then invest in instructional technology that enhances learning and creates operational efficiency. While we acknowledge that delivering a comprehensive leadership and public policy curriculum (1) demands significant face-to-face, human interaction and that (2) our faculty are responsible for developing both curriculum and specifying delivery methods, the entire Batten community must be involved in identifying and implementing emerging technology. Leading important conversations within the public policy school community is a reputational imperative. Our pathway to excellence through distinctiveness must include provision for new approaches to teaching and learning delivered from state-of-the-art platforms, with the potential to expand audiences and venues beyond traditional physical limitations.

Return on Investment: This imperative represents an infrastructure investment that is required to establish the Batten School as a first-rate public policy school. Initially, we will implement capture and live-streaming technology tools. This technology will enable flexible and creative scheduling of core courses and efficient use of faculty time. We use a cohort-based instructional model to create small learning communities. Many core courses are taught twice a semester (once for each cohort), and therefore require multiple professors teaching duplicate sections. Alternatively, equipped capture technology and two capable teaching assistants, a single professor will be able to teach both sections of the core course. Live-streaming technology, creating virtual classrooms will be an important tool for the globalization and executive education initiatives articulated in this plan. The ability to extend the classroom, in real-time, will be a prerequisite for any credible globalized curriculum. Investment in and early adoption of these technologies, will create immediate opportunities to weave instructional technology into our curriculum making timing is an important factor. Having the technology readily available for faculty as they create classes and build their research portfolios at the University will maximize the return on this investment because it will enable front-end integration.

Implementation Timeline: Our faculty and staff are testing basic live-streaming technology for workshops and selected class sessions during the summer and fall of 2012. Additionally, information gathering, peer research, and participation on a faculty senate “Task Force on Digital and Online Learning” will occur in fall 2013. Full implementation of technology infused core courses will align with the rollout of globally oriented MPP classes and the associated growth in enrollment in fall 2014. Once a full-fledged virtual learning platform is developed, tested, and implemented, there will be numerous opportunities to expand and grow the curriculum by leveraging the new resource.

Measures of Success

- 1) Quality and breadth of IT infrastructure and resources (based on faculty and student satisfaction and peer review)
- 2) Number of courses using integrated/interactive technology (based on requests for IT support and/or connectivity in course development and delivery)

- 3) Documented efficiencies realized as a result of integrated/interactive technology (cost savings, changed enrollment patterns (i.e. smaller elective seminars, large core courses), number of summer and J-Term offerings)
- 4) Annual funding allocated to building technological infrastructure (both internal budget allocations and University ETF allocations)

6. We will begin to study and plan for physical space expansion to accommodate anticipated growth.

Value Proposition: Garrett Hall has exceeded expectations as a place where students, faculty, alumni, and community members gather for important work, programs, and conversations. Within the next four to six years, our needs will exceed the building's limited faculty and staff office capacity and its presently sufficient student conference room space. Additionally, as we grow enrollment and expand the curriculum to include executive/professional education it will be important that we have access to designated, theater-style classrooms. We aspire to expand our footprint within the Central Grounds precinct surrounding the Amphitheater and create a University destination for leadership and public policy programs and events.

Return on Investment: The operational return on this investment is that an expansion of the School's footprint within the existing precinct will provide the physical space required to accommodate planned faculty growth, expansion of our enrollment (undergraduate, graduate, executive education), and a rapidly growing public events calendar. It will be difficult to deliver high quality, revenue generating executive education/professional development programs without properly sized and equipped space.

Implementation Timeline: Initially, we will work with the Office of the University Architect, the Provost's Office, and Facilities Management to determine the amount and type of space required based on two phases of expansion. After completing this assessment, we will develop a list of potential locations for expansion and study the pros and cons of each one. When an expansion program and preferred location are identified, we will price the project and begin to work on funding strategies. The planning/feasibility studies will be funded using existing resources and should be in progress by the end of FY13. We should have a site identified and anticipated cost by the end of FY14. We anticipate the need for additional space to intensify by the end of FY17, with physical space expansion being a high priority within the next Batten School 5-year planning cycle (2017-2022).

Measures of Success

- 1) A completed feasibility study that articulates a program plan and identified a potential location(s) for the additional square feet to meet the School's needs for instruction (traditional and executive), office, event, and co-curricular space.
- 2) University and Board of Visitors approval of a project plan and timeline
- 3) A preliminary development/fundraising plan to support Frank Batten School facility expansion

7. We will offer public events and social media that broadly engage the policy and leadership interests of our constituencies

Value Proposition: Our public events serve one of two purposes: (1) the professional development of our students, and (2) the transformational impact of our faculty research and analysis on the policy arena. We will play a leadership role at the University and in the Commonwealth by hosting events that enlighten and stimulate conversations on the most important public policy topics. Our annual schedule will be balanced from a viewpoint perspective and diverse from a policy perspective including events focused on wide-ranging policy topics and from different sectors of government and industry. This approach will insure that the public face of the Frank Batten School reflects our curricular commitment in this regard.

Return on Investment: The return for students will be opportunities to lead and collaborate in the planning and execution of important events that engage both the University and broader communities. They will learn through first-hand experience both the mechanics of event management and the power of public gatherings and debate as public policy tools. They will make important government and industry connections through this process. For the Batten reputation, the events will stimulate the intellectual community and position the School as a thought-leader on Grounds, creating rich opportunities for collaboration. Additionally, media coverage of well-executed, interesting events will provide national and international recognition.

Implementation Timeline: During our first year in Garrett Hall, we offered many events across a range of topics and interests. As the School matures we will become more purposeful in our event planning, working to proactively to put together an annual schedule of events that in sum effectively engages a wide-range of leadership and public policy interests. Rather than a collection events conceived individually, the event schedule will become a series of episodes contributing to a narrative that reflects the guiding principles articulated in this plan. The schedule will include a balanced mix of student-initiated events, faculty led forums, and major public events addressing the most important leadership and public policy topics.

Measures of Success

- 1) Number of events hosted per year
- 2) Number and diversity of partners/co-sponsors for events
- 3) Balance between student-initiated, faculty sponsored, and major public events
- 4) Student contacts made through event planning that lead to internship and/or employment opportunities
- 5) Reputational boost as measured by rankings ascent

8. We will seek meaningful opportunities to integrate the graduate and undergraduate students into a cohesive public policy community while respecting the unique needs of each population.

Value Proposition: The culture at the Frank Batten School – as manifested in our strong sense of community – is both an asset to be leveraged and a key component of our success as a school. We must preserve this sense of community as our school evolves and grows from purely a professional school to a mixed-function professional and undergraduate institution. We have achieved tremendous success through our accelerated bachelor/MPP program, as measured by the percentage and quality of initial job placements of our alumni, the increasing number of employers that recruit directly from the School for internship and full-time job candidates, and the steadily improving quality and size of our applicant pool. Early signs indicate that the post-graduate MPP program is on a similar trajectory. Integrating the graduate and undergraduate students into a cohesive public policy community requires that we remain committed to excellence as a professional school as our top priority. Serving the curricular and co-curricular needs and demands of graduate students will inevitably elevate the experience of our undergraduates as the same faculty that teach at the graduate level borrow substance and techniques from their graduate classrooms and introduce them to the undergraduates, as well. Additionally, strong speaker series and events targeted at professional degree candidates, but open to the whole community will give undergraduates at the Batten School entrée to a graduate experience even as they complete their liberal arts education. School-wide service opportunities like Batten Builds will provide graduate students the opportunity to interact with and mentor the undergraduates, contributing to the sense of community. Finally, admissions standards for the undergraduate program will increase over time, ensuring that the very best qualified undergraduate students are joining highly capable and experienced graduate students to create a formidable intellectual hub on the University Grounds.

Return on Investment: The return on investment for our school of maintaining this culture of excellence and community as we bring these two cohorts together will be both reputational and impactful. We do not run the risk of “dumbing down” the professional degree when we make it our priority as a School. By preserving our sense of community, we “practice what we preach” regarding the critical leadership skills we teach our students, reinforcing both their education and our brand. Finally, forming and experiencing a strong sense of community as students should translate to a strong sense of community as alumni at a time when establishing foundational alumni base is of critical importance.

Implementation Timeline: This initiative is ongoing. The faculty constantly reviews the MPP curriculum. The student services team constantly reviews the co-curricular MPP programming.

Measures of Success

- 1) Surveys of student satisfaction
- 2) Continued monitoring and assessment of quality metrics like job placement, etc.
- 3) The number of quality annual events that bring together the entire Frank Batten School community

9. We will develop a proposal and seek approval for undergraduate differential tuition.

Value Proposition: The undergraduate experience at the Frank Batten School will be every bit as rich and intimate as the graduate experience, which means providing greater individual attention and robust curricular and co-curricular offerings that go beyond the average undergraduate experience at the University. Interactive simulations, field trips, and career planning workshops are specific examples of costly co-curricular elements that will distinguish our offering. The type of leadership infused public policy education we will deliver requires small faculty-to-student ratios, particularly for advising capstone projects. We also seek to globalize our curriculum. Creating opportunities to bring the world to Batten and send our students out to all corners of the world will require investments in both infrastructure and programming. Differential tuition will help fund this extraordinary experience.

Return on Investment: Because the differential tuition will be borne directly by students and their families, we must demonstrate value directly to them. When considered in sum, a rich and intimate experience where the student is able to build close relationships with faculty and gain access to industry, agency, and government contacts through events and activities will increase the likelihood of success and satisfaction after graduation. Whether the student chooses to enter the workforce or pursue a graduate degree, the Batten undergraduate experience will position the individual to realize a significant return on the investment.

Implementation Timeline: We will request approval of a \$3,000 undergraduate differential tuition to be effective for 3rd year students in fall 2014. We plan to grow this differential by \$500 per year to \$5,000 per year for both 3rd and 4th year students. In our proposal, we will provide a detailed breakdown explaining how the differential revenue will be used. Additionally, we do not currently receive tuition for 4th year undergraduates who are also 1st year accelerated MPP students. Currently 100% of the tuition they pay is remitted to the College. This approach is unsustainable. If the status quo does not shift during implementation of the University's new internal financial model, we will also request that a differential approach be used to help cover the cost of delivering a year of graduate instruction and support services to these 4th year students in this program.

Measures of Success

- 1) Faculty-to-student ratio in the undergraduate program
- 2) Quality of student capstone projects and measured by external recognition
- 3) Satisfaction with co-curricular offerings as measure by student survey data
- 4) Job placement and graduate school acceptance rates for graduates
- 5) Established partnerships with agencies, industry, and government
- 6) Established partnerships with foreign colleges and universities

10. We will develop a first-rate communications infrastructure.

Value Proposition: Public policy school rankings are purely reputational. To influence reputational rankings, we must have a strategy and the resources required to share our accomplishments in the relevant arenas on a regular basis. Additionally, an improved communications infrastructure will facilitate projection of our thought leadership into the policy world. As the initiatives articulated in this plan are developed and implemented, we must communicate progress, new developments, and successes. Additionally, effective strategic communications, which leverage new technologies, have become a critical policy advocacy tool, and building the capacity to shape conversations about leadership and public policy through formal and informal channels enables us to model best practice and a critical organizational competency for our students.

Return on Investment: A cohesive communications strategy will increase our public profile by enabling us to segment our stakeholder groups and then develop targeted messages and materials to reach them. Our reputational rise will hinge on our ability to make a credible case that we are achieving excellence through distinctiveness. Success will require focused daily attention to rapidly moving the knowledge created by faculty and their opinions and perspectives on the most important policy issues into the relevant public arenas in real time. The work that our students are doing inside and outside the classroom must be immediately showcased to the world on the most modern and popular media platforms and outlets.

The return on an investment in the resources required to strategically message on a daily basis will be heightened awareness of our accomplishment and achievements and the ability to make a legitimate, documented case that the Frank Batten School is providing leadership by shaping and/or influencing important public policy debates and discussions. The result will be a reputational boost, and a strong reputation is one of the most valuable assets our young School can acquire.

Implementation Timeline

Currently, responsibility for communications related functions are spread between three administrative areas within the Frank Batten School. An effective and persistent communications effort requires focused, daily attention. Hiring a communications director will enable the School to develop, implement, and monitor a comprehensive communications plan/strategy. A communications director will be hired as soon as the necessary resources become available.

Measures of Success

- 1) Reputational rankings
- 2) Media mentions and appearances in relevant major outlets
- 3) Opinion columns written by Batten faculty and published in major outlets
- 4) Number of targeted emails distributed to strategically segmented stakeholders
- 5) Recognition and awards for Batten School publications (electronic and print)

FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY FIVE YEAR FINANCIAL PROJECTION FY13-FY17

	Actual FY10-11	Budget FY 11-12	Actual FY11-12	Budget FY12-13	Proj FY13-14	Proj FY14-15	Proj FY15-16	Proj FY16-17
ENROLLMENT PROJECTIONS								
Undergraduate Major - 3rd year	0	0	0	50	60	75	75	75
Undergraduate Major - 4th year	0	0	0	0	50	60	75	75
BA/MPP - 4th year, enrolled in College	30	30	29	36	36	36	36	36
BA/MPP - 5th year, enrolled in Batten	26	30	29	30	36	36	36	36
MPP - 1st Year	0	15	17	23	40	47	50	50
MPP - 2nd Year	0	0	0	15	23	40	47	50
MPP w/Joint Degree - 1st Year	0	5	5	5	5	5	5	5
MPP w/Joint Degree - 2nd Year	0	0	0	3	5	5	5	5
TOTAL ENROLLMENT	56	80	80	162	255	304	329	332
REVENUES								
Undergraduate Average Weighted Tuition	\$ -	\$ -	\$ 16,537	\$ 17,222	\$ 17,653	\$ 18,094	\$ 18,546	\$ 19,010
Tuition after 2nd Semester Melt	\$ 15,038	\$ 16,537	\$ 16,196	\$ 16,867	\$ 17,289	\$ 17,721	\$ 18,164	\$ 18,618
Graduate Average Weighted Tuition	\$ -	\$ -	\$ 17,152	\$ 17,687	\$ 18,572	\$ 19,500	\$ 20,475	\$ 21,499
Tuition after 2nd Semester Melt	\$ 15,328	\$ 16,494	\$ 16,799	\$ 17,323	\$ 18,189	\$ 19,099	\$ 20,054	\$ 21,056
Undergraduate Differential Tuition - 3rd Year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,500	\$ 4,000
Undergraduate Differential Tuition - 4th Year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,500
BA/MPP Differential - 4th Year	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
TUITION REVENUE								
Undergraduate Tuition net of AccessUVA Tax	\$ -	\$ -	\$ -	\$ 460,475	\$ 1,178,772	\$ 1,622,125	\$ 2,008,295	\$ 2,103,986
Gross Graduate Tuition	\$ 398,528	\$ 824,700	\$ 856,732	\$ 1,290,566	\$ 1,937,149	\$ 2,492,374	\$ 2,817,529	\$ 3,021,574
Total Undergraduate and Graduate Tuition Revenue	398,528	824,700	856,732	1,751,042	3,115,921	4,114,498	4,825,823	5,125,559
less: University Revenue Tax (15%)	(59,779)	(123,705)	(128,510)	(262,656)	(467,388)	(617,175)	(723,873)	(768,834)
NET GRADUATE AND UNDERGRADUATE TUITION REVENUE	\$ 319,956	\$ 700,995	\$ 728,222	\$ 1,488,385	\$ 2,648,533	\$ 3,497,324	\$ 4,101,950	\$ 4,356,725
STATE GENERAL FUND SUPPORT	\$ -	\$ -	\$ -	\$ 2,286	\$ 176,473	\$ 185,000	\$ 192,500	\$ 200,000
GENERATED REVENUE (Gifts and Strategic Initiatives)	\$ -	\$ -	\$ -	\$ 1,220,000	\$ 200,000	\$ 450,000	\$ 500,000	\$ 500,000
TOTAL ENDOWMENT SUPPORT	\$ 5,184,892	\$ 5,398,200	\$ 5,415,003	\$ 5,608,798	\$ 5,740,925	\$ 5,876,185	\$ 6,014,654	\$ 6,156,408
INTEREST FROM INVESTED CASH RESERVES	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
ETF ALLOCATIONS	\$ 8,359	\$ 132,875	\$ 132,875	\$ 50,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
OTHER INCOME	\$ 24,080	\$ 414,445	\$ 310,078	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 5,537,287	\$ 6,646,515	\$ 6,586,178	\$ 8,369,469	\$ 8,820,930	\$ 10,063,509	\$ 10,864,104	\$ 11,268,134

	Actual FY10-11	Budget FY 11-12	Actual FY11-12	Budget FY12-13	Proj FY13-14	Proj FY14-15	Proj FY15-16	Proj FY16-17
EXPENDITURES								
Personal Services								
Sub-Total Administrative Faculty	\$ 1,076,325	\$ 1,362,536	\$ 1,321,629	\$ 1,560,089	\$ 1,693,195	\$ 1,739,868	\$ 1,748,030	\$ 1,796,139
Sub-Total Instructional Faculty	\$ 967,994	\$ 1,547,668	\$ 1,443,364	\$ 1,990,501	\$ 2,656,798	\$ 3,487,987	\$ 3,982,565	\$ 4,102,042
Sub-Total Faculty Buyouts and Instructional Wages	\$ 254,699	\$ 440,500	\$ 290,231	\$ 426,774	\$ 417,507	\$ 410,000	\$ 395,000	\$ 380,000
Sub-Total University Staff	\$ 453,458	\$ 618,892	\$ 656,058	\$ 785,486	\$ 974,885	\$ 1,091,325	\$ 1,114,080	\$ 1,137,314
Sub-Total Other Personal Services	\$ 96,685	\$ 74,000	\$ 253,827	\$ 282,325	\$ 260,000	\$ 287,250	\$ 319,568	\$ 326,955
TOTAL PERSONAL SERVICES	\$ 2,849,161	\$ 4,043,595	\$ 3,965,109	\$ 5,045,174	\$ 6,002,384	\$ 7,016,430	\$ 7,559,242	\$ 7,742,449
Other than Personal Services (OTPS)								
Sub-Total General Administration	\$ 222,981	\$ 237,000	\$ 227,600	\$ 304,700	\$ 271,288	\$ 276,195	\$ 266,225	\$ 271,380
Sub-Total Academic Affairs	\$ 153,016	\$ 326,300	\$ 202,600	\$ 379,500	\$ 413,500	\$ 430,750	\$ 436,519	\$ 437,307
Sub-Total Student & Alumni Services	\$ 99,616	\$ 191,000	\$ 114,900	\$ 165,500	\$ 255,019	\$ 302,309	\$ 334,463	\$ 337,684
Sub-Total Admissions & Strategic Initiatives	\$ 17,075	\$ 26,000	\$ 18,200	\$ 25,000	\$ 40,921	\$ 45,746	\$ 46,404	\$ 46,404
Sub-Total External Affairs	\$ 29,052	\$ 62,000	\$ 39,570	\$ 52,000	\$ 62,750	\$ 66,256	\$ 69,788	\$ 73,345
Sub-Total Communications	\$ 9,441	\$ 42,000	\$ 11,300	\$ 40,000	\$ 43,000	\$ 46,013	\$ 49,038	\$ 52,076
Sub-Total Technology Services & Support	\$ 53,198	\$ 88,000	\$ 180,275	\$ 95,000	\$ 97,375	\$ 99,184	\$ 101,039	\$ 102,940
Sub-Total Other Expenses	\$ 148,397	\$ 120,000	\$ 187,457	\$ 77,477	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
TOTAL OTHER THAN PERSONAL EXPENSES (OTPS)	\$ 732,776	\$ 1,092,300	\$ 981,902	\$ 1,139,177	\$ 1,283,852	\$ 1,366,452	\$ 1,403,475	\$ 1,421,136
SUB-TOTAL FINANCIAL AID	\$ 165,733	\$ 530,200	\$ 454,612	\$ 957,074	\$ 975,297	\$ 1,238,628	\$ 1,412,036	\$ 1,517,938
<i>Average Fellowships/Financial Aid per MPP Student</i>	\$ 6,374	\$ 10,604	\$ 8,914	\$ 12,593	\$ 8,948	\$ 9,313	\$ 9,874	\$ 10,397
<i>Estimated MPP Discount Rate</i>	42%	64%	53%	74%	50%	50%	50%	50%
DEBT SERVICE (Garrett Hall)	\$ -	\$ 456,800	\$ 532,989	\$ 740,137	\$ 566,557	\$ 566,557	\$ 556,557	\$ 556,557
TOTAL EXPENDITURES	\$ 3,747,670	\$ 6,122,895	\$ 5,934,612	\$ 7,881,562	\$ 8,828,091	\$ 10,188,066	\$ 10,931,309	\$ 11,238,080
NET SURPLUS/(DEFICIT)	\$ 1,789,617	\$ 523,620	\$ 651,566	\$ 487,907	\$ (7,161)	\$ (124,557)	\$ (67,205)	\$ 30,054

5-YEAR FINANCIAL PLAN ASSUMPTIONS

Strategic Assumptions

- (1) Enrollment in FY 17: 332 students. 150 undergraduates (2 x 75), 72 BA/MPP (2 x 36), and 110 MPP (2 x 55)
- (2) Provision for implementation of a "global" component to the MPP curriculum
- (3) Implementation of an undergraduate differential tuition that grows to \$4,000 per year by FY17. Provides funding required to provide a unique/intimate undergraduate offering
- (4) Implementation of a differential tuition for 1st year BA/MPP students at \$5,000 per year recognizing their dual status as undergraduates in the College and graduate students in Batten.
- (5) \$10 million in new endowment money raised by FY16 to provide for a) maintain competitive faculty salaries, b) increased fellowship funding for MPP students, c) an endowed full professor to lead Leadership Center
- (6) Fellowship funding from the existing budget is increased to maintain an average 50% discount rate on MPP tuition. This funding will serve as the foundation for the Batten School's 1/2 of a "matching campaign."
- (7) Assumes a \$3.6 million lump-sum payment towards the \$15 million Garrett Hall debt prior to the end of FY13.

Operational Assumptions

- (1) Undergraduate tuition increases by 2.5% per year
- (3) Graduate tuition increases by 5% per year until it reaches market comparable level
- (4) Undergraduate tuition split 70/30 between the Batten School and the College
- (5) The Batten School receives \$0 tuition for 1st year BA/MPP students while concurrently enrolled in the College as undergraduates (*but see Strategic Assumption (4)*)
- (6) 22% AccessUVa Financial Aid Tax
- (7) 15% General Revenue Tax assumed to cover all central overhead
- (8) Continued State funding for new undergraduate enrollment based on central Budget Office projections
- (9) Annual endowment payout is projected to increase by 2.4% per year which requires reasonable growth and a consistent Board of Visitors endowment payout methodology
- (10) Average annual salary growth rate is 3.0% for faculty and 2.0% for staff
- (12) 20 total Batten School Faculty lines by FY 17: 5 full professors, 4 associate professors, 7 assistant professors, 2 lecturers, and 2 professors of practice
- (13) College faculty continue to provide 7 courses per year
- (14) Includes funding for approximately 5 adjunct taught courses at \$15,000 per course
- (15) 2 additional staff positions hired through FY17
- (16) Expenditure growth rate is generally 2.5% per year with the exception of student services and admissions which grow based on a "per student" methodology

Appendix A: ABOUT THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY

The Frank Batten School of Leadership and Public Policy is the first school to be established at the University since the founding of the Darden School of Business in 1954. It was made possible by a generous gift from the late Frank Batten Sr. a 1950 alumnus of the College and former CEO of Landmark Communications, and the founder of the Weather Channel.

The Batten School embodies the Jeffersonian vision that a democratic society requires both effective leadership and enlightened citizenship. The mission of the Batten School is to prepare women and men to embrace civic responsibilities and to effect transformational change.

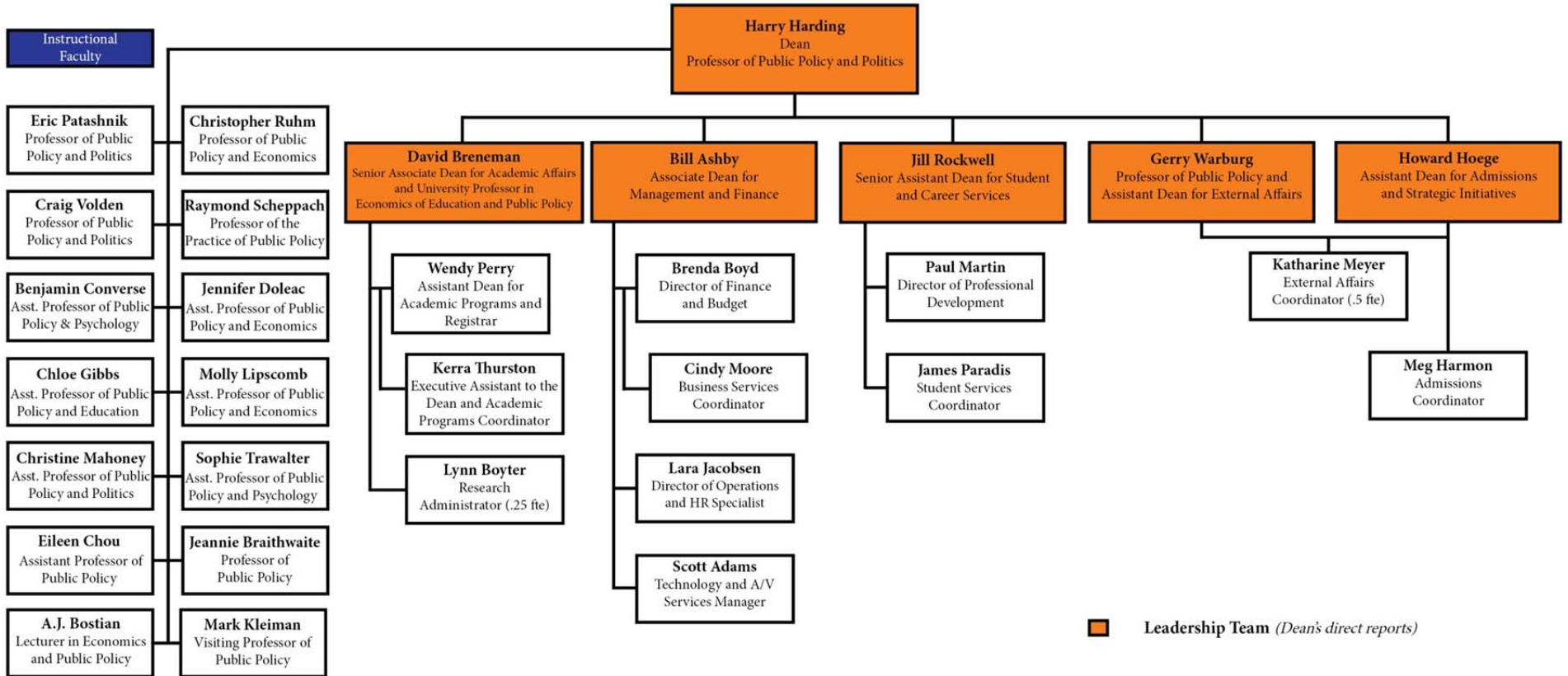
The School offers a selective undergraduate major in Public Policy and Leadership, the Master of Public Policy degree, and joint degree programs with the School of Law, Darden School of Business Administration, the Curry School of Education, the Public Health program in the School of Medicine, and the Urban and Environmental Planning program in the School of Architecture. The Batten School curriculum is unique among distinguished public policy schools in its emphasis on teaching leadership. Through capstone projects carried out for public service organizations, Batten students develop leadership skills in persuasion, oral and written communication, team building, negotiation, and advocacy.

The Batten School has placed a major emphasis on applied knowledge, recruiting professors of practice who bring the lessons from decades of leadership experience into the classroom. At the same time, the Batten School emphasizes cutting-edge research on leadership effectiveness. No fewer than seven faculty members teach courses on leadership and collaborate with other leadership initiatives across Grounds. The research faculty has been trained at the nation's top business schools and social science departments. They regularly publish in leading journals and win competitive grants and awards.

Appendix B: ORGANIZATIONAL CHART

FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY ORGANIZATIONAL CHART

Fall 2012





UNIVERSITY *of* VIRGINIA

FRANK BATTEN SCHOOL *of* LEADERSHIP *and* PUBLIC POLICY

