

Reallocating of Resources to Achieve Strategic Balance

Within

The University of Virginia's School of Continuing and Professional Studies

Background Information

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. As one of the eleven academic schools in the University, the School of the Continuing and Professional Studies seeks to support the achievement of this goal by providing continuing education programs of the highest quality to the Commonwealth and the nation.

On July 1, 2005, Virginia's public system of higher education formally entered a new era of accountability created by the Restructuring Higher Education Act, which grants all public colleges and universities greater financial and administrative autonomy in exchange for their commitment to meet specific statewide goals, which include the development of a six year plan. The University's Six Year Plan (2006-2012) was developed in 2004-05 as part of the planning process to comply with this Restructuring Act. Building on this planning document, in 2007 President Casteen launched the Commission on the Future of the University, a group charged with proposing strategic directions for the university over the next decade and beyond. Recommendations from this group were incorporated into the six year planning document and reflected in the institutions current 2008-2014 Six Year Plan.

The University's Six Year Plan consists of twelve goals for which it is accountable and must demonstrate a good faith effort to meet expectations of the Restructuring Act. One such goal is to "...conduct the institution's business affairs in a manner that maximizes operational efficiencies and economies for the institution...." As one of the eleven academic schools in the University, the School of the Continuing and Professional Studies must be responsive to this goal as well. During an era of decreasing state funding, the University and SCPS will be required to position themselves to strike a strategic balance among mission, strategic priorities, and the reallocation of resources needed to sustain them. In order for the School of Continuing and Professional Studies continually to serve the University's outreach mission across Virginia, attention must be given to the continuous review of programs, offerings, and resources needed to support the strategic priorities of the University and SCPS.

Strategic Context

In order to remain a self-sufficient School of the University, SCPS has committed to a market-based approach to program development (See Appendix 1).

The following criteria will be used to determine program trajectory: **(Sample of some of the criteria)**

1. Must provide evidence or indicators that the proposed offering will provide increased enrollments to meet revenue targets and eliminate subsidy
2. Reflects favorable progress within SCPS' systematic approach to assessment of program metrics and trend data
3. Focused on emerging employment or other economic development needs in the regions of the Commonwealth
4. Addresses documented market needs across the Commonwealth in multiple regions
5. May be expanded beyond the region of the founding regional Center, depending upon market demand
6. Provides for revenue-sharing opportunities with academic partners inside and outside the University
7. Offers reliably predicted profitability (based on documented market demand)
8. Provides for fulfillment of the University's and SCPS' mission
9. Provides revenue according to SCPS targets
10. Offers at least one proposed measure of success:
 - a. Service to southwest Virginia counties and region
 - b. Numbers of nonregistered students served
 - c. Numbers of enrollments and associated revenues
 - d. Percentage of in- and out-of-state students served

Program Review Process and Responsibility

Program reviews will occur according to SCPS' scheduled reviews (See Appendix 2), or they may be conducted on an ad hoc basis.

The Associate Dean for Academics is responsible for insuring the conduct of regular and ad hoc program reviews according to the prescribed protocols.

Responsibility for determining the need for ad hoc program review is determined by the Senior Leadership Team and is based on data which are derived from SCPS' "systems of record" for the various types of programs the School offers.

Two documents are required for program review: the Program Viability Worksheet (completed by the associate deans; see Appendix 3) and the Program Director's Response to SCPS Resource Reallocation Criteria (See Appendix 4).

Process for Regular Program Review

1. The Associate Dean for Academics notifies senior program directors of their programs' scheduled review(s).
2. Associate deans collect data from systems of record and provide to Associate Dean for Academics. SCPS systems of record include, but are not limited to, end-of-year reports, enrollment and budget reports, class evaluations, data and plans provided during the budget process, and other sources.
3. All associate deans collaborate to complete a drafted "program viability worksheet" (see Appendix 3).
4. Associate Dean for Academics provides all data and completed program viability worksheet to senior program director.
5. The program director completes the Resource Reallocation document, including comments on the worksheet and returns to Associate Dean for Academics (see Appendix 4).
6. All Associate Deans review documents and draft programmatic recommendation for the Dean's review and decision at SLT.

Process for Review of a Pilot Program

1. At the end of a prescribed program pilot, the director of academic quality, the senior program director, and program director will collaborate to determine what, if any, changes to the program are required to support its required approvals.
2. At that time, the senior program director will provide appropriate rationale and associated costs required to improve the program, to expand the program to additional, identified markets with demonstrated demand, or to abandon the pilot.
3. After consultation with the other associate deans, the director of academic quality and Associate Dean for Academics will recommend to the Senior Leadership Team the best course of action for the piloted program.

Process for Ad hoc Program Review

The Research and Metrics Subcommittee will report to SPRAC and the SLT at least quarterly on SCPS' progress in achieving its goals according to established metrics.

Based on data from the Research and Metrics Subcommittee, the Senior Leadership Team will determine the appropriate courses of action for insuring the viability of the School's programs, and its regional contributions, including the invocation of an ad hoc program review.

An ad hoc review will mirror the regular program review other than its timeframe for completion.

Program Director's Responses to Resource Reallocation Criteria

The program director will complete the Response to Resource Reallocation Criteria and provide it to the Associate Dean for Academics through the senior program director according to the prescribed timeline.

Review of the Senior Leadership Team: Possible Courses of Action

The Associate Dean for Academics will provide the program director's response and supporting documentation to the other associate deans for review.

The associate dean's will prepare a recommended course of action for the dean's review and decision.

Possible outcomes include but are not limited to:

- 1) Continued program support,
- 2) Approval of the pilot,
- 3) Identified required goals and criteria for program improvement and an associated timeline in order to insure continued program support, or
- 4) Discontinuation of the program, etc. with appropriate consideration of currently enrolled students.

Recommended Options

Once the Dean has recommended a course of action, the Associate Dean for Academics informs senior program director of the outcome of a regular or ad hoc program review and insures that appropriate actions occur thereafter.