



External Relations & Partnerships: Restructuring

Restructuring Frequently Asked Questions

For a comprehensive summary go to
<http://www.virginia.edu/restructuring/>

Why do we have Restructuring?

The need for restructuring arose from the volatility of state funding over the last several decades as Virginia's public colleges and universities experienced vast fluctuations and declines in revenue streams from the Commonwealth. In an effort to ease demand on the budget and to provide continued excellence in public higher education in Virginia, three of the state's leading institutions – Virginia Tech, the College of William and Mary, and the University of Virginia – developed a proposal to establish a new relationship with the Commonwealth.

What did Restructuring Achieve?

Approved in 2006, this new relationship gave the University increased autonomy and flexibility in six core functional areas: capital projects, leases of real property, information technology, procurement, human resources, and financial operations and management. The Restructuring Act and Management Agreement together also reaffirmed the Board's authority to set tuition and fees and granted the Board the authority to better align employee salaries with market levels.

How does it affect Curry?

In exchange for this additional autonomy and authority came greater accountability in the form of various performance measures on which the University must annually report its progress to the state. Of these 11 Restructuring Act Goals (also known as "State Asks"), number 9 is most closely linked to the mission and expertise of Curry faculty. Goal #9 states that the University will "work actively and cooperatively with elementary and secondary school administrators, teachers, and students in public schools and school divisions to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen leadership skills of school administrators."

Why is the focus in Southwest Virginia?

As part of the Restructuring Agreement with the Commonwealth, the three initial institutions – Virginia Tech, the College of William and Mary, and the University of Virginia entered partnerships with specific geographic regions. The focus for U.Va. is southwest Virginia, which includes the city of Norton and the counties of Lee, Scott, Wise, Russell, Dickenson, Tazewell, and Buchanan. U.Va.'s College at Wise plays a coordinating and consulting role in many of the planned activities.



U.Va.'s efforts in Southwest Virginia are grouped into three categories:

1. [Access to Health Care](#)
2. [Support for K-12 Education](#)
3. [Business Support](#)

What are our current challenges?

1. Getting the word out that many Curry faculty have been working in significant partnership in SW Virginia for years.
 - TEMPO courses
 - Reading First Academies
 - PALS I, II, III, and IV
 - M.Ed. degree programs in Administration and Supervision
 - M.Ed. degree programs in Instruction
 - Communication Disorders faculty assessing speech and hearing
 - Middle Mathematics grant and Mathematics Outreach
 - My Teaching Partner
 - Cine con Clase
 - Teaching American History
 - Space Science for Teachers
 - Numerous courses offered through the Southwest Virginia Higher Education Center including requested courses in Differentiated Instruction, Classroom Management, Counselor Education, and Higher Education
2. Defining a “partnership.” The University first needs to listen carefully to how those living in the region (including our many potential partners such as UVa at Wise) want to collaborate and how *they* define their needs.

This new obligation has clarified for us the nature of a true partnership. Too often in the past, we have forged ahead with our self-interests to provide “service” and “outreach” to recipients whose needs we defined. With the Restructuring Agreement, we have criteria to determine the priorities for all partnerships, regardless of whether they are in Southwest Virginia, across the globe, or in joint programs with SCPS. Those criteria are as follows:

- The partnership focuses on a High-Need School Division and High-Need Schools based on student poverty levels and/or teachers unlicensed for their academic subject or grade level (For U.S. schools, see NCLB Title II, Part A, Subpart 3)
- The partnership focuses on minority populations that are over-represented in low achievement, school dropout or unemployment data (African American, Latino, Native American, etc.)
- The partnership focuses on Curry faculty expertise that is substantial and long-term
- There is evidence that those who partner with Curry have initiated, or are willing to enter, the collaboration

What is our future direction?

Focus groups of citizens living in Southwest Virginia were convened by Health and Medical personnel as part of one strategy to identify needs. Reports back from stakeholders in both Health Services and Economic/Workforce Development identified an intervention that would target very early parent training to provide language and literacy experiences for low-income children using the structure and delivery within the free pediatric and health clinic visits. We are exploring this new direction that reflects substantial and multi-dimensional strengths within Curry. In July, Paige Pullen presented to the working group of Health/Medicine and Business/Economic colleagues a background in evidence-based interventions that promote early language acquisition.