

# **Strategic Plan: 2010 and Beyond**

**College of Liberal Arts and Sciences**

**University of Illinois at Chicago**

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# Contents

Executive Summary	3
Section 1: Purpose of Liberal Arts and Sciences at UIC	
LAS Mission / Vision	5
LAS Guiding Values	6
Mandates Impacting LAS	7
Section 2: Planning Strategy of LAS	
Strategic Intent	8
Environmental Assessment	9
Competitive Benchmark Analysis	15
Strengths, Weakness, Opportunities, and Threats Analysis	17
The Strategic Goals of LAS	20
Stretch Actions	30
Section 3: Resource Plan for Achieving LAS Strategic Goals	
Resources Needed	31
Resource Procurement	33

## Section 4: Monitoring/Evaluation of the LAS Plan

Performance Metrics	35
Appendix I: The Logic of the LAS Planning Process	39
Appendix II: Sources Consulted and Total Data Available	40
Appendix III: Key Intramural Benchmarks	42
Appendix IV: Key Extramural Benchmarks	44
Appendix V: The Talloires Declaration	46

### Executive Summary

**Who we are.** UIC's College of Liberal Arts and Sciences provides foundational learning that opens career opportunities for students at many levels in a rapidly changing multicultural world. College faculty and students pursue research across the disciplines of the natural sciences, social sciences and the arts and humanities. The College provides core educational experiences for undergraduates and graduate students. For example, LAS serves other UIC colleges by typically providing 30-50% of their core courses. Furthermore, LAS is the hub of UIC graduate training. We consistently provide more doctoral degrees than any other UIC college; in fact, LAS natural science departments alone conferred more doctoral degrees than any other single UIC college from 2000-2004.

**Our goals and mission.** We aspire to achieve a level of national and international recognition commensurate with the strong dedication of our faculty to ensuring **access** for all students and maintaining **excellence** in scholarship. We believe that a liberal arts education serves as the foundation for life-long learning and provides a gateway to the flexible pursuit of career opportunities. The mission of the College has four main components:

**Research** the most challenging questions of our time and extend the frontier of knowledge.

**Inspire** our students to love learning for its own sake and to remain part of an extended community as alumni.

**Stimulate** curiosity and collaboration across the boundaries between

the natural sciences, social sciences, arts, and humanities.

**Engage** the intellectual life of the College with the concerns of the people and institutions of our city, state, country, and world communities

**Challenges to mission.** The greatest operational challenge facing the College and threatening our ability to realize our aspirations is the loss of full-time tenure-track faculty. This has been occurring at an increasing rate since 2000 and will not quickly reverse in a climate of declining support (i.e., nominally “flat” budgets) from the state. LAS must respond to the challenge of restricted state resources by (a) increasing the efficiency of its business operations, (b) dramatically increasing development efforts and the cultivation of private giving, (c) becoming entrepreneurial and identifying revenue sources related to the scholarly and technological expertise within LAS, (d) managing tuition so that it more appropriately matches the real costs of delivering instruction, and (e) controlling costs incurred and charged to state funds during the conduct of research.

**Basis for moving ahead.** The College has several spires of scholarly excellence and we intend to support these existing signature areas and create new ones. Currently, two LAS departments—Mathematics, Statistics and Computer Science (Natural Science division) and Philosophy (Humanities division)—are rated in the top quartile nationally. Recent hiring, although modest in volume, has brought fine scholars into LAS and it is reasonable to believe that we can add two additional spires of excellence in these two divisions by 2015. In addition, we must add two spires in the Social Sciences and at least one in Interdisciplinary Studies. All of this presumes that the financial support of the College can be stabilized to ensure both replacement hiring and strategically targeted new hiring. Areas with strong potential include, but are not limited to, environmental science, materials science and nanoscience, psychology and neuroscience, social sciences with an urban and or health focus, history, creative writing, and the study of race, gender, and ethnicity.

Our position with respect to diversity also provides some sources of pride and some new opportunities. Undergraduate racial and ethnic diversity in LAS compared to benchmark national and local universities (with similarly organized colleges of arts and sciences) shows that only LAS at Wayne State University (at 35%) is ahead of LAS at UIC (27%) in percentage of African-American and Hispanic students. The national average for our benchmark schools was only 15%. If Asian American students are considered, LAS at UIC trails only UCLA (see Appendix IV for all data). Furthermore, LAS has an annual tuition rate of \$7,500, compared to an average of \$21,000 for local benchmark schools and \$15,000 for national benchmarks. (That number is considerably higher for national competitors if it is based on out-of-state tuition.) Thus, LAS at UIC has some highly ranked programs (with the potential for more), high student diversity, and very reasonable tuition.

**Specific strategic goals.** Working from this base of access and emerging excellence we developed eight strategic goals. Themes emphasized in these goals include: breaking down barriers between disciplines in both pedagogy and research, sustaining student diversity and increasing the diversity of faculty, surviving tough financial times by dramatically increasing advancement efforts and working in

partnerships with other UIC colleges and metro Chicago institutions, and internationalizing teaching and research. Some of our goals can be realized through almost immediate actions, others will emerge by 2010, all of them are worth the efforts of our faculty, students, and staff.

## Section 1: Purpose of Liberal Arts and Sciences at UIC

### **Mission / Vision**

The College of Liberal Arts and Sciences is a diverse community of scholars and students actively acquiring and communicating knowledge across a broad spectrum of disciplines. We offer excellence in graduate and undergraduate education that prepares students to become engaged citizens in a world of multiple cultures, places, and possibilities.

We seek to:

**Research** the most challenging questions of our time and extend the frontier of knowledge

*We will encourage scholarship and pedagogy that actively contribute to an equitable society, a sustainable environment, and a flourishing economy.*

**Inspire** our students to love learning for its own sake and to remain part of an extended community of life-long learners as alumni

*We will instill in students the ability to think critically and creatively.*

**Stimulate** curiosity across the natural sciences, social sciences, arts, and humanities.

*We will foster a culture of enquiry that crosses boundaries between disciplines and values collaboration.*

**Engage** the intellectual life of the College with the concerns of the people and institutions of our city, state, country, and world communities

*We will make knowledge accessible beyond the campus and encourage our students to creatively tap reservoirs of knowledge beyond the university.*

## **Guiding Values**

We believe that the purpose of research and education in the Liberal Arts and Sciences is a better understanding of the natural world and of people as individuals and as social beings. As new knowledge is created by our scholarly work, we believe that open access to that knowledge is essential. We will be a welcoming and productive community for all people pursuing these endeavors.



## **Mandates Impacting LAS**

### **From the Federal Government**

Protection of Human Subjects, including compulsory training (IRB) mandated by NIH  
Equal Employment Opportunity Commission  
FERPA - Student Privacy  
Americans with Disabilities Act - various regulations and compliance issues  
Family Leave Act  
Hazardous waste and asbestos abatement regulations and related expense  
Immigration/visa restrictions and related processing expense

### **From the State of Illinois**

Conflict of Interest (RNUA) mandated by the State  
Ethics Training Mandated by State of Illinois  
SURS and new restrictions on salary increases/benefits  
Illinois Purchasing Act - restrictive bidding guidelines, sole source requirements,  
multiple levels of review and approval  
State travel guidelines - limits on hotels, meals, per diem, liquor, etc., and complex  
guidelines on funding this expense

### **From the University of Illinois**

Property control—complex rules on inventory and disposal of equipment  
imposed by Central Management Systems  
Animal care and facility expense

### **Other**

AAUP Tenure Guidelines  
Fire Department Room Size Codes  
North Central Accreditation guidelines  
Civil Service and union guidelines/restrictions—complex and confusing

## Section 2: The Planning Strategy of LAS

### Strategic Intent

The approach we took to developing and carrying out an LAS planning exercise was first and foremost to be empirical in our analysis of data and furthermore to delineate a strategic process that would be ongoing.

In collecting data, we chose a two-step process (see below) designed to select institutions for benchmark analysis without biasing our selection toward any pre-determined outcomes. Given the time constraints for preparing this plan, we want this document to be viewed as the starting point for ongoing discussion among faculty, students, and staff. The data should be re-visited and the discussions renewed on a regular basis over the next two years so that the specificity of the document can be refined. In addition, one of the chief benefits of a strategic planning process is that it precipitates discussions and self-examination, and these have just begun.

The goal of all of our planning was to obtain an objective notion of where the College of Liberal Arts and Sciences stands in American higher education and to determine initial actions that we can take to identify adequate resources for achieving our aspirations. Simply put, those aspirations are:

1. To operate in an environment where we can pursue **excellence** in research *and* teaching without constantly having to make tough choices between them because of chronic under-funding of our operations.
2. To achieve a level of national and international recognition commensurate with the strong dedication of our faculty to ensuring **access** for all students and maintaining excellence in their scholarship.

## **Environmental Assessment**

In discussing our future, we have considered implicitly—and often explicitly—several key trends in the world at large, in the domain of higher education, and within our university system. In this section we summarize those trends and explain the general ways they have influenced the contents of this strategic plan.

### ***World Trends and Impacts on Education***

The world has been changing physically because of human activity, and that fact has only recently been fully appreciated. Global climate change is occurring and it has become clear that we must determine its rate more accurately and predict the consequences for the human population. The global extinction of many species of plants and animals continues, the management of scarce natural resources is much debated, and pollution threatens both urban and rural America. Therefore, *an understanding of environmental issues—of the threats we face and of the limits of our knowledge—is essential for any educated citizen of the 21<sup>st</sup> century.*

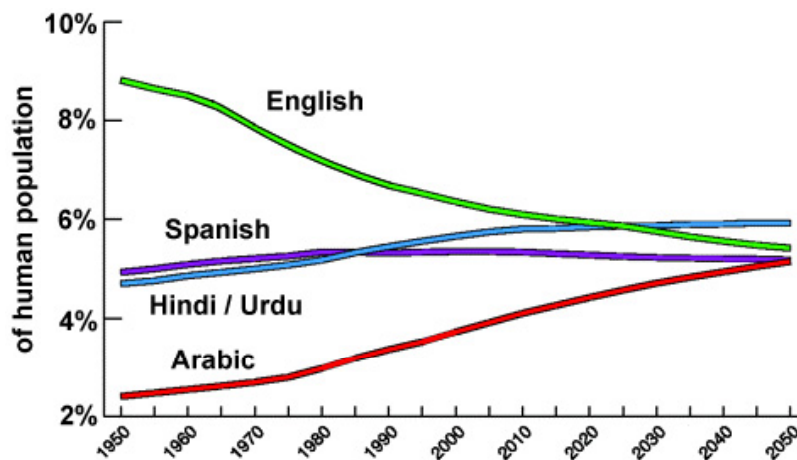
Technologies derived from computer science and the physical sciences are influencing the lives of people on every continent. Information technology and materials science are advancing theoretically, and in the production of new tools, at a very high rate. The new possibilities they present are being revised on the scale of months rather than years. In addition, the recent ability to describe and probe the genomes and proteomes of humans, as well as an ever growing list of animals and plants, will make the coming century a “biological century.” Significant resources will surely be dedicated to understanding the flood of genomic and “post-genomic” information and putting it to use to serve human health and environmental integrity. *Students not strongly conversant with the natural sciences and mathematics will have narrowed job prospects and vastly reduced ability to engage in important national and global debates.*

The global political environment that we face is also changing rapidly. Recent tensions clearly highlight something that goes beyond the momentary concerns of national security. These tensions underscore the need for us to understand other cultures, political systems, and ideologies. One very objective indicator of the cultural shifts that we are experiencing is to consider the shift in the place of the English language in the world. Chinese is the language most commonly spoken in the world, and English is waning in its position among other commonly spoken languages (Figure 1). It is unlikely that English will retain its unique position of dominance in science and commerce throughout the 21<sup>st</sup> century, and multilingualism will become increasingly important.

Through a combination of continued immigration and on-going differences in fertility rates, the ethnic and racial composition of the U.S. population will be dramatically different in 2025 as compared to 1965. This change, too, will produce an environment that rewards those who are culturally versatile, while it handicaps those who are not. *Students without broad exposure to cultural diversity, and those who are monolingual, will be at a competitive disadvantage for employment and will not be*

able to engage in some of the most important intellectual debates of the next 20 to 40 years.

The internal human environment is now being explored with a level of precision only recently possible. A human mind is dependent on the biological particulars of brain function and of the social environment in which the brain develops. These interactions are being analyzed by neuroscientists, cognitive psychologists, philosophers, social scientists, geneticists, engineers, and clinicians. New imaging technologies and molecular probes make it possible to understand not only pathological behavior but also typical human behaviors of deep importance. Among these are: the relation of emotion to cognitive processing, the limits of learning, the stages of memory storage and retrieval, and the deeper roots of human social interaction. Acquisition of this knowledge will raise many corresponding ethical questions. *Any educational endeavor that fails to incorporate up-to-date understandings of human social behavior, cognition, communication, and the neural mechanisms of learning into its design is not likely to have lasting value. Furthermore, students must be comfortable balancing ethical concerns against political, economic, and technological possibilities.*



**Figure 1.** The position of Chinese as the most common human language will remain unchallenged in the future and the relative position of the next four most common languages is projected to shift just after 2010 as shown in this graph (D. Graddol, *Science*, Vol. 303, p.1329, 2004).

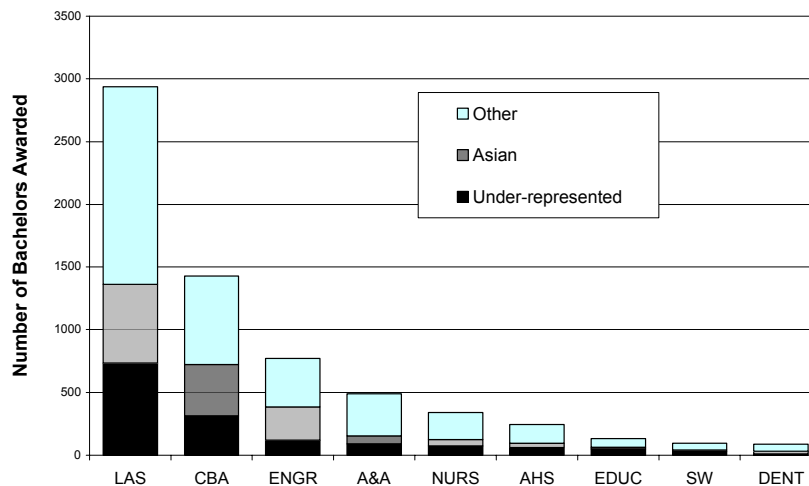
In a culture that sometimes focuses narrowly on careerism, it is necessary to be clear about the real value of a liberal education. Broad study in the Liberal Arts and Sciences is the best way to provide students with balanced knowledge of science and the humanities, quantitative literacy, and the ability to blend ethical reflection with a practical knowledge base. Such study, moreover, is the foundation for responsible citizenship and civic engagement (see AACU report on Liberal Education Outcomes, November 2005). ***Thus, liberal arts education is not antithetical to career training; rather, it is the foundation for life-long learning and a gateway to the flexible pursuit of career opportunities in a rapidly changing and multicultural world.***

### ***Illinois, UIC, and the College of Liberal Arts and Sciences***

Public education today faces many challenges. One of these is concern about rapidly escalating costs for obtaining a college degree. This issue is particularly relevant to a public university in Illinois, a state where higher education has traditionally been valued and well supported—but seems recently to be losing out to other priorities. Illinois is one of only four states that cut funding for higher education this year, joining Missouri, Mississippi, and West Virginia (*The Chronicle of Higher Education*, 13 January).

By comparison to both national and local benchmark institutions, UIC provides an education in the liberal arts and sciences at a very favorable cost (see Appendix IV). This cost effectiveness is a great strength and provides the UIC College of LAS with a strategic opportunity to become a sought-after destination for college education. However, the pricing of a UIC education may be unreasonably low from the perspective of maintaining the vigor of our programs. This is especially true in the areas that are the most expensive to support from our current levels of operating funds—the natural sciences and some areas of the social sciences that are technology intensive.

An equally important concern about higher education is to insure that it is accessible to a diverse set of students that have completed secondary education. Moreover, quality of education needs always to be linked to access. Those arriving in LAS should be able to succeed academically and complete degree requirements in a reasonable amount of time (four years in *most* cases, five years or more in a few). LAS is an ethnically and racially diverse college (Figure 2). Indeed, to the extent that the University system and the Chicago campus can cite favorable data on student diversity, the student population of LAS is a major factor. Our student diversity is an



**Figure 2.** Recent data on the diversity of the LAS student population in comparison to other UIC Colleges. Data are pooled across FY 2003/FY 2004 and are for undergraduates only.

attribute of which the college is proud, and it is one that we seek to preserve and enhance. There are several ways to define diversity. We aspire to be known nationally as a diverse college in the broadest possible terms, where the campus environment is welcoming to all racial, ethnic, and linguistic groups and students with disabilities and where people of all genders and sexual orientations are comfortable.

To ensure quality education and broad access, we must work actively with Chicago and metro-area public schools to optimize the ability of students to understand the preparation they need to enter and succeed at the University. Metro Chicago is our home and a major source for our diversity. We need to make sure that programs for first-year students (now actively under development in the college) integrate arriving students into the world of scholarship of the faculty, as well as into the social network of the campus. The college also can work with various student support groups on campus to ensure that efforts are not duplicated and that the college and support groups work synergistically toward retention and student success.

Almost by definition, a college of liberal arts and sciences provides many core educational experiences for the total student population of a university. The College of Liberal Arts and Sciences provides a high level of service to other UIC colleges—many of these colleges base between 30% and 50% of their course offerings on courses taught by LAS faculty (see Appendix III). As part of this mission, we have provided leadership in modernizing the general education curriculum, and we are the natural locus for continued stewardship of “gen ed.” However, the college has an important attribute that impacts the quality of education and dramatically influences our research profile and our finances—we are the hub of graduate education at UIC.

We are aware that, for historical reasons, some mistakenly perceive LAS in narrow terms as being merely the main UIC “undergraduate college.” We are that . . . but more, and the data speak to the inaccuracy of this notion. LAS consistently awards more doctoral degrees than any other single UIC college and for the most recent periods with data available (FY 00-04) LAS has granted between 32 and 42% of *all* doctoral degrees at UIC. ***Even considering just the four LAS Natural Science departments that award PhDs, the number of PhD degrees conferred by LAS science and mathematics surpassed the totals from any other UIC college in each of these years (see Figure 3 below).***

	Number of PhDs Conferred			
	LAS Total	LAS Nat Sciences	#2 ranked UIC college	#3 ranked UIC college
2000	73	36	31	26
2001	66	32	31	21
2002	65	31	26	16
2003	95	53	35	27
2004	68	39	30	20

**Figure 3.** PhD degrees awarded by LAS and other UIC colleges. Data from the latest Graduate College report.

Given the centrality of LAS in the education of undergraduates, graduate students, and the research productivity of UIC (see Appendix III, Figures 2 and 3), it is important to note several areas of concern. First, the diversity of our faculty—though it has improved in the past five years (Appendix III, Figure 1b)—is not impressive, given the strong diversity of our student body. Second, the single greatest threat to the viability of the College of Liberal Arts and Sciences is the persistent loss of tenure-track faculty (Figure 4).

	No. Undergrads	No. T/T faculty	S:F Ratio	No. NS Faculty
1995	9141	429	21 to 1	164
2000	9230	417	22 to 1	155
2001	9270	420	22 to 1	152
2002	9879	411	24 to 1	148
2003	9586	393	24 to 1	140
2004	9360	374	25 to 1	137
2005	9049	363	25 to 1	131
Since 1995		-15%		-20%
Since 2000		-13%		-15%

**Figure 4.** Summary of the trend in student-faculty ratio in LAS over the past five and ten years.

The issues of faculty diversity are widespread and variously affect the different divisions of the college. For example, the scarcity of women faculty is acute in most natural science departments, but it also exists in a few departments outside that division. In addition, throughout the College women and minorities are not well represented at the rank of professor. We are undertaking efforts to increase faculty diversity. This requires careful consideration of the entire search process so as to maximize the breadth of the applicant pool with a view to optimizing the recruitment of candidates from underrepresented groups. These efforts have to be renewed each year.

The loss of regular faculty FTEs is a serious threat, especially so in the Natural Science division where the loss has been steepest (Figure 3, column on right). If these losses are not reversed they will begin to erode our research productivity quite

soon, and it will become impossible to reverse a trend of tenured and tenure-track faculty teaching fewer general education and introductory class sections. Consequently, this should be a time of planning and action for faculty renewal, but it is not. The number of our tenure-track faculty holding the rank of full professor is high in most of our departments and in some cases very high (for example, greater than 50% of all faculty in the Departments of Chemistry, Communication, Earth and Environmental Science, Political Science, and Mathematics, Statistics and Computer Science). Given this fact, and the age of our faculty, we are facing a substantial number of retirements during the next few years. This could be a time of hiring strategically to strengthen the College and thus a great opportunity. However, the decline in state support is not expected to reverse, and the identification of alternative sources of personnel funding will take time to develop.



## **Competitive Benchmark Analysis**

This process was performed in two distinct phases in order to increase the objectivity of our benchmarking analyses.

In phase I, we collected very recent fundamental data about a large number of schools represented on the rosters of the CIC institutions, AAU institutions, the IBHE defined “peer group,” and some national institutions not represented on any of the preceding lists. This initial review was made solely to select schools possessing a College of Arts and Sciences with structural and environmental characteristics generally similar to LAS at UIC (see criteria below).

In phase II, additional data were gathered on schools from this more focused list and only then were explicit comparisons made between LAS at UIC and these institutions.

The criteria used in the initial screening were that the schools be Research Institutions with the following characteristics: (1) Overall size (enrollment) of the institution = size of UIC plus or minus approximately 15 places, (2) Overall size (enrollment) of College of Arts and Sciences = size of LAS plus or minus approximately 5 places, (3) Structure of Arts and Sciences college = Liberal Arts and Sciences present within one unified college, and (4) Presence of Colleges of Medicine and Engineering within the same university as LAS. (A college of medicine sets a political tone on a campus and represents significant resource holdings; a college of engineering is an example of a college that is typically a consumer of LAS courses.)

The only exception to the application of these criteria was the inclusion of local competitors, schools within the metro Chicago area, and those near Chicago, where data from admissions indicate that we are in competition for students. It should be noted that within this group we included two schools (DePaul and Illinois State University) that are not primarily known as research institutions and they were used only for purposes of considering metrics related to students. (They are highlighted with an asterisk on the list below.)

It should also be noted that our procedures did not limit our comparisons to urban institutions only or to public institutions. This was quite intentional. We wanted to determine *after the work of benchmarking was completed* if either of these variables made a difference in understanding our relative position among schools.

### ***NATIONAL Benchmark Comparison Schools***

Case Western Reserve  
Cornell University  
Florida State University  
University of California – Davis  
University of California – Los Angeles  
University of Cincinnati  
University of Iowa  
University of Kentucky  
University of Miami  
University of Michigan  
University of North Carolina – Chapel Hill  
University of Pittsburgh  
University of Virginia  
University of Wisconsin – Madison  
Vanderbilt University  
Virginia Commonwealth University  
Wayne State University  
SUNY – Buffalo  
SUNY – Stony Brook

### ***LOCAL Benchmark Comparison Schools***

DePaul University\*  
Illinois State University\*  
Loyola University  
Northern Illinois University  
Northwestern University  
University of Chicago  
University of Illinois – Urbana-Champaign

\*Not a research university, considered for student metrics only

### ***Summary of Benchmark Analysis***

As of February 2006 our collection of data for competitive benchmarking is on-going. It is fair to say that data on our finances and relative position within UIC are substantial and that the focus of our analysis is on extramural competitors.

Preliminary results can be found in Appendices III and IV. Full results will follow.

## **Strengths, Weaknesses, Opportunities, and Threats Analysis**

The SWOT analysis of LAS considers the issues raised by the UIC Strategic Plan and modifies the lists to emphasize factors especially important for LAS or unique to our challenges.

### ***Strengths***

- Growing excellence and recognition of LAS scholarship
- Increasing attractiveness to students
  - High quality, affordable undergraduate education in a Research I university
  - Interdisciplinary programs
  - A developing set of Learning Centers in science, mathematics, and language and culture
- Steady increase in research activities
- Broad representation of academic disciplines
- Location in the world-class city of Chicago
- History of engagement in the metro Chicago region
- Largest number of students from underrepresented groups among UIC colleges
- Several spires of excellence in scholarship (especially Mathematics and Philosophy)
- Involvement of undergraduate students in research

### ***Weaknesses***

- Internal physical, operational, and cultural barriers to coordination of activities, including:
  - Isolating physical environment
- Disappointing graduation rates and time to degree for undergraduates
- Success of students and faculty is not being successfully attributed to the college
  - Perception of LAS as a solely undergraduate, service unit
- Traditional neglect of alumni and sluggish development opportunities

### ***Weaknesses (Cont.)***

- Under-resourced operating and capital needs
- Faculty understaffing and insufficient faculty diversity (see Appendix III)
  - Undergraduate community lacks a sense of cohesion
  - Low-level educational technology in most classrooms
  - Understaffed advising resources and inadequate advising facilities
  - Inadequate research, teaching, public meeting, and office space

### ***Opportunities***

- Interdisciplinary research through combination of our assets and skills
- Expanded engagement with the communities of Chicago and the State of Illinois and the cultural, financial, and technological institutions of Chicago
- Pre-professional educational programs contributing to professional development
- Increasing internationalization of Chicago and the region
- Entrepreneurial activities that fully engage LAS skills
- Demand for continuing and distance education in local and global communities
- Building of development and alumni activities
- Collaborations with other research universities and institutes in Chicago, Illinois, and with CIC institutions
- New programs for first-year students
- Improvement of campus resources for science teaching and research
- Adult education in evening hours and weekends
- Enhanced collaboration with area experts in the classroom

### ***Threats***

- Continuous decline in level of direct state support threatens the quality of the core mission of instruction
- Shift toward more lecturers teaching and fewer tenured and tenure-track faculty teaching courses
- Leveling off or decline in federal funding for research will challenge our ability to sustain research growth
- Necessary tuition increases threaten our ability to maintain access and diversity
- Increasing regulation and oversight by state and national government constitute unfunded mandates
- Declining morale in a situation of under-resourced opportunity
- On-going compression of faculty and staff salaries
- Start-up packages and space for new faculty
- Devaluing of a liberal arts and sciences education
- Increase in class sizes and shrinking number of seats in classrooms
- Competitive staff (labor) market
- U of I Foundation does not serve us (campus or the college) equally with Urbana

## **The Strategic Goals of LAS**

1. Provide students with a distinctive liberal arts education
2. Continue to foster research that draws recognition and raises the bar for excellence
3. Combine strength in disciplines with cooperation across disciplinary boundaries
  - Natural Sciences
  - Social Sciences
  - Humanities
  - Interdisciplinary Studies
4. Sustain the diversity of students and augment the diversity of faculty and staff in building an inclusive scholarly community
5. Create a fully integrated LAS advancement effort
6. Connect with the rich resources of metro Chicago to enhance learning and research and seize opportunities to return benefits to the community
7. Internationalize teaching, research, and education
8. Make LAS an environment where students, faculty, and staff want to study and work and that attracts visitors and scholars

## ***LAS Strategic Goals (and Associated Actions in Detail)***

### **Goal 1. Provide Students with a Distinctive Liberal Arts Education**

#### **A. Prepare students for many career options in a changing world**

- Make education relevant to a world where science and technology have global influence
- Educate students to become life-long citizen-scholars
- Ensure strong preparation of undergraduate students for entry into professional and graduate programs
- Support departmental programs in training high quality secondary school teachers
  - Improve the governance, advising, and cooperation of joint LAS and College of Education programs
  - Increase the number of student teachers in high demand fields (e.g., mathematics, science)
  - Strive to play a leadership role in the creation of local, state, and national standards

#### **B. Strengthen the quality of an LAS undergraduate education**

- Restore the number of tenure-track faculty
  - Specifically, restore regular faculty to 415-420 and the student-to-faculty ratio to 22:1; correspondingly reduce reliance on lecturers
- Enhance and expand the emerging LAS first-year experience program
- Provide easy access to academic advising and reduce cross-unit advising conflicts
- Provide leadership for learning centers and promote coordination among them

### **Goal 2. Continue to Foster Research That Draws Recognition and Raises the Bar for Excellence**

#### **A. Departments will strategically focus on research in select areas of existing or developing strength**

- Build at least two spires of excellence in each division of the college

B. Provide faculty with appropriate resources and support

- Competitive salaries
- State-of-the-art laboratories and computing technology
- Appropriate teaching loads
- Rationalize research support in the college
  - Negotiate a temporary increase in ICR stream to allow creation of a fund for covering appropriate startup packages in the sciences
  - Move appropriate research related costs in the sciences from state sources to external sources
  - Create a policy on publication subventions for faculty books
  - Work with the development office to find private and foundation support for a research fund for the humanities
  - Expand the Office of Social Science Research to become a unit that facilitates grant and contract applications and award management for the Humanities and Interdisciplinary Studies

C. Measure excellence by multiple scholarly benchmarks

D. Strengthen collaborative efforts between LAS departments and health-related programs at UIC

**Goal 3. Combine Strength in Disciplines with Integration across Disciplinary Boundaries**

A. Natural Sciences

- Hire aggressively to rebuild faculty size in the natural science departments, with a target of 165 faculty in the division.
- Offer competitive start-up packages for new hires based on an ICR return rate of 60% to the College.
- Work cooperatively with other colleges to build environmental science relevant to metro Chicago and other global cities
- Defend the position of the Department of Mathematics, Statistics, and Computer Science in the first quartile of national rankings, and support longer-term efforts to move a second department in the Natural Sciences into the first quartile to form two "Spires of Excellence."



- Expand on opportunities for cross-disciplinary research—and joint hires—in basic sciences both within the division and across colleges, particularly in bioscience, nanoscience, and materials science.
- Foster collaboration with national laboratories in the metro Chicago area and exploit opportunities for joint hires and shared start-ups. Support efforts to expand collaboration for graduate training and research with area institutions such as the Botanical Gardens and the Field Museum.
- Support development of Learning Sciences as a bridge between Social Sciences and Natural Sciences, and as a connection with the College of Education.
- Evaluate the size of graduate programs and their role in teaching support with a view toward maintaining competitive graduate stipends. Expand efforts to obtain training grants and other external support for graduate study.
- Work with Office of Social Science Research to expand its mission to include support for writing "non-bench" research grants, such as IGERT proposals and other training grants.
- Strive to balance student demand for science majors with the carrying capacity of those majors; improve the rate of undergraduate degree production in science majors.
- Rationalize remedial mathematics education to improve the basic mathematical preparation of undergraduates. Expand and focus the roles of the Mathematical Sciences Learning Center and the Science Learning Center.

#### B. Social Sciences

- Build at least two departmental "Spires of Excellence" in the Social Sciences where graduate programs would be ranked in the top quartile nationally.
- Facilitate research that draws on opportunities within the metro Chicago area
- Continue to encourage research that crosses divisional boundaries, including Integrative Neuroscience, Violence Studies, Visual Culture, Urban Racial and Ethnic Dynamics, Globalization, and Biological/Medical Anthropology and Sociology.
- Exploit opportunities for creative adaptation/reuse/reassignment of existing space in BSB including capturing "dead" space, relocating service units, and pooling unassigned space for short-term use.

- Expand the Office of Social Science Research to support “non-bench” research grants from all divisions of College including IGERT proposals, WISEST proposals, and related activities
- Identify existing courses and develop new ones that support the “cultural/social” aspects of learning in the Language and Cultural Learning Center

### C. Humanities

- Build at least two departmental “Spires of Excellence” in the Humanities where graduate programs would be ranked in the top quartile nationally
- Increase our national visibility in the humanities to a level commensurate with the quality of our faculty
  - Develop support for conference initiatives that bring top scholars and public intellectuals to UIC (e.g., the film and globalization conference at the Institute for the Humanities, the Society for Science, Literature and the Arts, Project Biocultures)
  - Channel donor interest in scholarships toward the support of graduate student fellowships in the humanities so that we can attract the best students to our graduate programs.
  - Build donor interest in endowing named chairs in the humanities so that we can hire targets of opportunity without jeopardizing junior appointments
  - Work with departments to enhance the image of our humanities programs on the Web
- Partner with local organizations to become the premier venue in the Midwest for public arts and humanities
  - Build donor support to endow the Stanley Fish annual lecture
  - Build donor support to endow the Institute for the Humanities
  - Formalize ties with Chicago-Kent College of Law around specific programs (e.g., the Forum for Research in Law and the Humanities and the Jewish-Muslim Initiative) to sponsor events that will bring public audiences and visibility to both institutions
- Develop new channels for financing faculty research in the humanities, where outside grants are not a standard means of support

- Provide publication support for junior faculty members
- Ensure that all Humanities units (Asian Studies, Asian American Studies, Asian languages) have departmental homes, i.e., remove them from direct management by Dean's office
- Increase the number of outside awards, fellowships, and academic prizes

#### D. Interdisciplinary Studies

- Develop a joint Ph.D. program encompassing Gender and Women's Studies, African-American Studies, and Latin American and Latino Studies
- Explore the possibility of an undergraduate major in International Studies
- Develop mechanisms to make team-taught courses across departments more feasible (e.g., greater flexibility in enrollment credits and faculty teaching loads)
- Explore the possibility of service-learning options in Native American Studies for students across the college and campus
- Streamline mechanisms for cross-departmental promotion and tenure evaluations and distribution of service responsibilities for faculty with joint appointments
- Expand outreach to community groups and cultural institutions (such as the Mexican Fine Arts Museum or the Newberry Library) in order to enrich the educational experience of students
- Ensure that all interdisciplinary studies units (e.g., Jewish Studies, Catholic Studies, and Religious Studies) have departmental homes and are removed from direct management by Dean's office

### **Goal 4. Sustain the Diversity of the Student Body and Augment the Diversity of Faculty and Staff in Building an Inclusive Scholarly Community**

- A. First, improve our retention rates and graduation rates, then work to improve student preparedness in area schools so that we can increase selectivity while retaining the diversity of our student body
- B. Increase the ethnic and racial diversity of the faculty, especially senior faculty
- C. Create an environment friendly to students with disabilities

D. Increase representation of women in the sciences and other disciplines in which women continue to be underrepresented

- Continue to partner with the WISEST campus initiative

### **Goal 5. Create a Fully Integrated Advancement Effort in the College**

A. Coordinate the work of alumni relations, communication, marketing, College departments, and the University of Illinois Foundation with LAS Development

- Re-evaluate impact of AtLAS Magazine and produce an alumni newsletter to communicate with a broader number of LAS alumni
- Articulate for College faculty and staff the relationship between the LAS Development Office and the Foundation
- Increase the number of “touches” or contacts with LAS alumni and friends
- Collaborate with College departments in the segmentation of their alumni for cultivation and solicitation messages

B. Create and implement a central role for the Dean in development

- Identify and update LAS fundraising priorities for targeted solicitation
- Establish standards for involving the Dean in cultivation and solicitation activities—individuals or groups
- The Dean manages a portfolio of the highest level LAS prospects
- Establish system for communicating through letters, email, newsletters, etc.

C. Increase major gifts, planned gifts, and endowed funds to address current and future student, faculty, program, and capital needs

- Increase staff time in the field to advance networking, cultivation, and solicitation of major gifts
- Create strategies to engage foundation and corporate sources in the life of the College
- Make LAS a primary destination for six- and seven-figure gifts

D. Increase annual participation rates and total dollars contributed by LAS alumni

- Increase direct mail and telemarketing efforts to contact all LAS alumni

- Create an education and information campaign for LAS students regarding the importance of philanthropy and alumni participation
  - Collaborate with the Dean and department leadership to create messages that will encourage increased participation
- E. Expand the role of the Associate Deans, College faculty, Board of Visitors, the LAS Alumni Association Board and other volunteers in advancing the College
- Arrange increased contact for selected Associate Deans and faculty with prospects
  - Educate and train the Board of Visitors in how they can help promote the University and College and meet their responsibility to “give and get” to benefit LAS
  - Collaborate with the LAS Alumni Association Board in efforts to expand our reach to LAS alumni and gain greater support in annual giving
  - Coordinate with the Dean and faculty leadership when we have volunteers wishing to support the University through financial and in-kind resources
- F. Increase budget and staff resources of the Development Office to provide increased interaction with alumni and other potential donors
- G. Improve stewardship efforts
- Collaborate with the Foundation and Central Development to strengthen the utility of the donor database
  - Improve LAS systems for gift processing, acknowledgement, program reporting, pledge reminders, recordkeeping, and general communication with donors and prospects
  - Develop a stewardship calendar for LAS
  - Create and implement effective reporting and performance measurements for development activities

**Goal 6. Connect with the Rich Resources of Metro Chicago to Enhance Learning and Research and Seize Opportunities to Return Benefits to the Community**

- A. Publicize research results that could inform community and public policy decisions
- B. Strengthen linkages between LAS and non-UIC institutions that contribute to the educational and career goals of our students (e.g., Field Museum, Newberry Library, Art Institute, Chicago Historical Society, Museum of Broadcast Communication)
- C. Continue to develop department-based programs to identify metro Chicago internships for students
- D. Support outreach programming with Chicago Public Schools
- F. Develop the means by which Chicago-area professionals in a wide array of fields can enhance LAS education (teaching, mentoring, advising, etc.)
- G. Develop a business plan for a vigorous continuing education initiative that will provide professional enhancement for teachers, degree completion options, and lifelong enrichment opportunities for adults. The model should provide a revenue stream for the College and departments.

**Goal 7. Internationalize Teaching, Research, and Education**

- A. Substantially increase undergraduate participation in study abroad
  - Pursue student scholarships through development efforts and through foundations in partnership with Study Abroad office
- B. Increase international travel and study opportunities for faculty and graduate students
- C. Increase number of undergraduates recruited from non-U.S. locations
- D. Foster connections with immigrant communities and foreign governmental organizations (e.g., Chicago-based consulates)
- E. Develop the new language and culture center as a focal point for communications and programming for international partners

**Goal 8. Make LAS an Environment Where Students, Faculty, and Staff Want to Study and Work and a Destination That Attracts Visitors and Scholars**

- A. Create student advisory board (undergraduate, graduate)
- B. Create undergraduate parents advisory board
- C. Provide state-of-the-art classrooms and teaching laboratories
- D. Fully integrate information technology into business operations
- E. Operate the college in the spirit of the *Talloires Declaration for a Sustainable Future* (see Appendix V) and encourage UIC to sign it
- F. Coordinate, publicize and support unit-level extra-curricular activities that can help LAS build a sense of community

## **Stretch Actions**

### ***Human Resources***

1. Increase the number of endowed professorships and chairs to a minimum of one in each department and recruit at least three faculty at the National Academy level
2. Ensure that each department has a minimum of two endowed fellowships for graduate students
3. Acquire a college-centered admissions and recruiting operation
4. Provide college-based financial support to all highly qualified undergraduates
5. Create a partnership with one or more voluntary youth service organizations, e.g., City Year <http://www.city-year.org/sites/chicago/>, that would (a) allow high school seniors to take time off to engage in community service and then (b) guarantee these seniors a place in a first-class research university

### ***Programmatic***

6. Begin steps to develop an Institute for the Social Sciences that would parallel the Institute for the Humanities, including fellowships for UIC faculty and a modest number of fellowships and lectureships for outside scholars
7. Create programming across the college to attract a strong cadre of pre-law students
8. Develop an existing or create a new research institute that would have national/international prominence along the lines of the Institute for Advanced Study at Princeton or the Center for Advanced Study in the Behavioral Sciences at Stanford

### ***Physical Environment***

9. “Acquire” and renovate a building adjacent to Grant Hall and create a language mini-campus
10. Plan and build a new Social Sciences building
11. Renovate SES and SEL for 21st-century research and teaching
12. Restructure the third floor of UH (or comparable space) into an LAS student-friendly academic resource center that incorporates advising and other services



## Section 3: Resource Plan for Achieving LAS Strategic Goals

To realize the eight goals and stretch actions proposed will require the energetic participation of a highly motivated faculty and support staff. In the first section below, we identify the resources needed to muster a faculty that is both large enough and sufficiently supported and equipped, often literally, to achieve these ends. In the second section, we discuss a variety of strategies for garnering the appropriate resources.

### **Resources Needed**

The need for new resources is acute, in part because recent years have resulted in net resources being lost to budget cuts and internal reallocation. These are some areas where the need is greatest:

- A. Faculty and Staff Salaries and Instructional Funds. By considering some recent benchmarks, we can deduce an approximate number that represents a reasonable overall size for the tenured and tenure track-faculty (T/TT) faculty of the college. In the fall of 2000, the College was poised to enter the new millennium with 417 T/TT faculty responsible for 10411 students (9230 undergraduates and 1181 graduate students). By the fall of 2005, the faculty had diminished to 363 T/TT positions, while the number of students remained nearly constant at 10369 (9049 undergraduates and 1320 graduate students).<sup>1</sup> Thus, funds are needed for a combination of new hires and replacements that will restore the number of faculty positions to a minimum of about 400, but more appropriately to about 415 (to reach a student faculty ratio of about 22:1). In addition, pools of funds are needed to address salary compression issues, to allocate special salary enhancements, and to respond to outside offers (i.e., create a college-level replacement for the former campus level RRCFS program). Finally, there is a need to restore funds (soft money) for lecturers, visiting faculty, and additional teaching assistants to temporarily replace faculty on leave.
- B. Graduate Assistant Compensation. UIC, despite the higher cost of living in Chicago, regularly lags behind other universities in the level of stipends that it offers to graduate students. Upgraded packages are needed not only at the beginning levels and low end, but at all levels in all disciplines. At this historical moment, on-going union negotiations add an additional layer of uncertainty

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<sup>1</sup> Number of students taken from Student Data Book (<http://www.dria.uic.edu/students/default.asp?section=sdb>) and number of faculty taken from internal college records. The reduced number of undergraduates over this period is the result of planned reductions to compensate for the unwieldy and unplanned nearly 10,000 undergraduates in 2002

about teaching assistant compensation and staffing. If average compensation costs increase, the college will require additional resources to maintain current staffing levels, unless there are to be fewer supported graduate students in some programs.

- C. **Research Support.** The financial reorganization of the University has resulted in the College being solely responsible for providing start-up funds for new faculty hires, including expenditures for equipment, supplies, salaries, and remodeling. This transfer of responsibility has come at a time when demands for such spending are growing in two ways. In the natural sciences, the levels of support needed for a single hire in some fields has now increased to the range of three-quarters of a million dollars and upwards. In the social sciences and humanities, start-up packages, admittedly at a lower monetary level, are now becoming common place, if not universal, compared to the recent past when they scarcely existed. Beyond start-up funding, there is a need for ongoing expenditures on the renovation of laboratory, office, and research (dry lab) space. Some grants and projects require cost sharing and matching funds for which there are no state GRF's available. And, to maintain a prestigious college faculty means to routinely provide release time for research in the form of fellowship enhancements, research leaves, and summer funding.
- D. **Staff services.** The need for administrative support services often translates into a need for more efficient use of staff and more flexibility in staff hiring, salaries, job assignments, and termination. Meeting this need implies changes in Civil Service guidelines or uncoupling the University from the state Civil Service system.
- E. **Space.** In this arena, the College has three needs: More useable and flexible classroom, instructional, and office space; Renovation of teaching laboratories and systematic upgrading of teaching-related technologies; and More public space for lectures, receptions, interdisciplinary collaboration, and public service activities, and in particular for such space to be available without the imposition of user fees.
- F. **Advising and Student Services.** The College is probably understaffed by at least forty percent in undergraduate and graduate student advising—both in central advising offices and in decentralized advising in units with large numbers of majors. There continues to be a need for support of effective First-year Experience programs that ease the transition from high school to college life. Finally, funds are needed to staff and maintain the college's network of "learning centers" and to expand summer "bridge" programs as an alternative to non-credit remedial courses.
- G. **Development and Fund Raising.** Additional support is needed to expand the development staff and to enable an increase in targeted development and fund-raising activities.

- H. Other Support Funds. Achieving parity with our “peer group” or benchmark comparators requires resources to support a number of traditional academic activities. Included here are conference and research travel for both faculty and graduate students, assistance for scholarly journals (at least seven are currently edited by LAS faculty), and departmental seminars and lectures. On average, departmental expense budgets in the College have not increased in fifteen years, putting pressure on upgrades of office technology (computers, printers, photocopiers, and software), and constraining necessary expenditures on other items such as undergraduate student wages and telecommunications.

## **Resource Procurement**

Assuming no further reductions in the flow of state general revenue funds to UIC (and also no increases), we propose a variety of policy changes that would allow the College to engage its goals with at least some minimal chance of success.

- A. An essential step is for the College to recover a much larger share of revenues from tuition increases. We believe that responsibility for necessary enhancements of student financial aid attaches to the “one System,” and not the “three campuses.” Given the College’s central role in providing basic education in core courses to students across campus, we also assert that we should be protected from reallocation of instructional funds for infrastructure, central administration, and other “unavoidables.”
- B. Another desirable policy shift would be to allocate a greater share of grant indirect cost recovery for research purposes from the current 50% (i.e., college plus department) to at least 60%.
- C. We also propose that both credit hours and tuition assessment be removed from remedial classes (those which carry no graduation credit). Instead, a nominal fee would be paid by those requiring the courses. These course fees would flow directly to units or centers responsible for providing instruction, and remedial courses would become self-sufficient rather than a continuing drain on existing institutional resources.
- D. A long-term source of faculty support lies in development activities that would fund endowed chairs in a variety of departments. Assuming continued growth and productivity in the LAS Development staff, this mechanism will be vigorously pursued.
- E. A long-standing item on the College’s procurement agenda is to institute “facility fees” for courses requiring extraordinary resources and expenditures, viz., most science laboratory courses, courses requiring special computer equipment and software, or language courses requiring special shared facilities. Unlike existing laboratory fees that purchase consumable supplies, these facility fees would be used to upgrade or renovate teaching facilities, to purchase and maintain

equipment and software, or to subsidize the instructional costs of additional teaching assistants and instructors.

- F. We believe that the current Illinois Bill of Health proposal should be modified to include the cost of basic research and instruction on the East Campus. Given the central role of LAS in providing science instruction to a large fraction of those who eventually enroll in UIC programs in the health professions, the rationale for this request should be obvious. In addition, basic research in some LAS departments also contributes to new drugs and other technologies in the health arena.
- G. At the departmental level, the College proposes to institute policies that would recover a larger share of research-related staff salaries from grants and projects. Some efficiencies might also be realized by combining administrative and staff resources in smaller academic units, particularly in a context of greater flexibility in Civil Service and union rules.

## **Section 4: Monitoring/Evaluation of the LAS Plan**

### **Monitoring and Evaluation Plan**

The development of the LAS strategic plan is guided by the overall university and campus strategic planning framework. This framework calls for the creation of a series of drafts with intervals of review and discussion. The first draft of the plan was created by the LAS Dean and Associate Deans in close consultation with a faculty committee selected to represent the different divisions of the college (see Appendix I). The further evaluation of this plan will follow the following timetable:

- A. Draft of LAS Strategic Plan submitted to UIC Campus and to LAS Faculty by February 28, 2006. It will immediately be made available on the Web for download by faculty, staff, and students.
- B. Discussion of LAS Strategic Plan at Faculty meeting on February 28, 2006.
- C. Based on the discussion at the February 28 meeting and subsequent written suggestions and comments from the faculty and staff, the plan will be revised and reconsidered at the LAS Faculty meeting on April 12, 2006.
- D. The second draft will be completed by April 30, 2006.
- E. The final version will be completed by June 30, 2006.
- F. The faculty will be asked to evaluate the plan with an emphasis on the following criteria:
  1. Does the plan accurately represent our goals and vision for the college?
  2. Does the plan realistically engage the challenges that the college faces?
  3. Are the actions presented in the plan the best reasonable approach for achieving our goals?
  4. Are the criteria for measuring the success of the plan properly chosen?

### ***Performance Metrics and Result***

We propose the following metrics for measuring success in achieving our goals:

#### **Goal 1. Provide Students with a Distinctive Liberal Arts Education**

- A. Prepare students for many career options in a changing world
  - Track academic success of all members of our student body, as measured by:
    - Retention and graduation rates

- Students dismissed and on academic probation
- Mean time to degree
- Graduate and Professional School Admissions
- Job Placement

**B. Strengthen the quality of an LAS undergraduate education**

- Monitor national and local reputation, as measured by:
  - Admission selectivity
  - National rankings of faculty quality
  - Academic success rates as in Part A
- Survey satisfaction level of colleges relying on LAS for fundamental education of their students

**Goal 2. Continue to Foster Research That Draws Recognition and Raises the Bar for Excellence**

- Track traditional measures of faculty achievement and research impact, including:
  - Departmental rankings
  - Rates of publication
  - Fellowships awarded
  - Prizes
  - Discipline-appropriate measures, including levels of grant funding where appropriate.
- Oversee searches to focus departmental efforts on quality rather than breadth.
- Maintain rigorous tenure and promotion reviews.
- Carefully review success of faculty recruitment efforts, number of outside offers from different institutions, and success of counter-offers.
- Track success of graduate student recruitment efforts.
- Track academic success of graduate students:
  - Postdoctoral fellowships and awards

- Job offers
- Long-term success of graduate students in academic and non-academic jobs.

### **Goal 3. Combine Strength in Disciplines with Integration across Disciplinary Boundaries**

*See Goal 2.*

### **Goal 4. Sustain the Diversity of the Student Body and Augment the Diversity of Faculty and Staff in Building an Inclusive Scholarly Community**

- Track diversity of undergraduates, graduate students, and faculty, by discipline.
- Monitor success rates of undergraduates by gender and ethnicity; track success rates of subgroups.
- Similarly monitor success rates of faculty promotions by gender, ethnicity and race.
- Monitor search efforts carefully to insure they are aggressive in promoting this goal.

### **Goal 5. Create a Fully Integrated Advancement Effort in the College**

- Track the size of the endowment, the rate of annual giving, and the number of large gifts to the College.
- Monitor the time percentage the Dean devotes to development as opposed to administrative tasks.
- Increase LAS alumni annual fund participation to %100 by 2010

### **Goal 6. Connect with the Rich Resources of Metro Chicago to Enhance Learning and Research and Seize Opportunities to Return Benefits to the Community**

- Track visibility of LAS in local media
- Monitor joint events with Chicago-Kent College of Law, number of pre-law students, scope of programs.

- Track programs that collaborate with local institutions.
- Track graduate degrees awarded based on collaborative work.
- Track efforts involving CPS.

#### **Goal 7. Internationalize Teaching, Research, and Education**

- Count participation in study abroad programs by students. This number (now about 50 per year) should triple by 2010
- Count number of international faculty exchanges
- Count number of international collaborations
- Count number of international conference participations

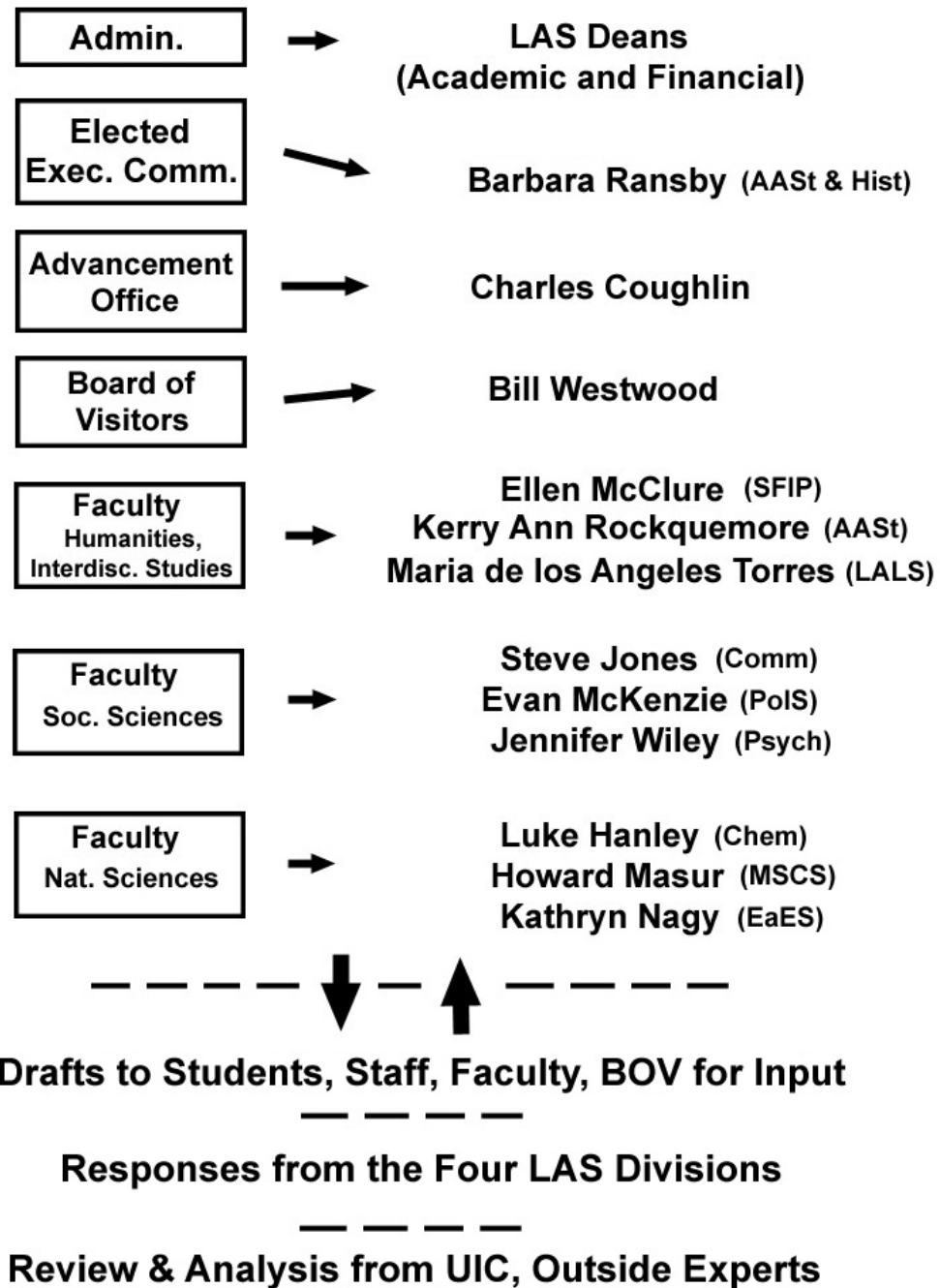
#### **Goal 8. Make LAS an Environment Where Students, Faculty, and Staff Want to Study and Work and a Destination That Attracts Visitors and Scholars**

- Consult with student and parent advisory board to better understand areas of satisfaction and dissatisfaction
- Document particularly egregious examples of inadequate facilities
- Monitor quality of teaching and research space, especially teaching laboratories. Every laboratory not renovated since 1995 should be renovated by 2015



## Appendix I: The Logic of the LAS Planning Process

### LAS Strategic Planning Committee ~ 2005



## Appendix II: Sources Consulted and Total Data Available

Report of the UIC Task Force on the AAU Initiative, 1998

“Reinvigorating the Humanities” Report by the American Association of Universities, 2004

UIC 2010 Strategic Thinking Document, 2005

UIC Campus Strategic Plan, Version 1.2 Draft

LAS Five-Year financial model (updated regularly by Dean A. Thompson)

The UIC-LAS Almanac, including:

- Faculty FTEs by department or program, FY90-FY05
- Credit hour delivery by unit or program, most recent 3 yrs
- Costs of instruction by unit or program, most recent 3 yrs
- Undergraduate majors by department or program, 3 yrs
- Graduate students by department or program, 3yrs
- Total Grant and Contract expenditures, 10 yrs

Strategic plan for the LAS division of Natural Sciences (draft, 2005)

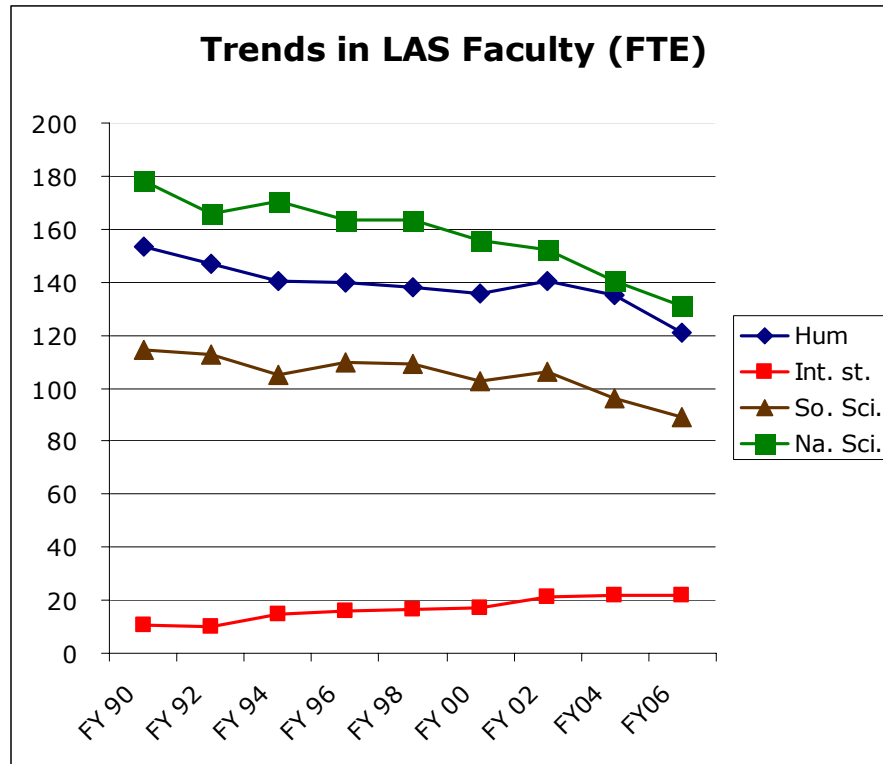
Data Gathered from Benchmark Comparison Schools:

[Those in **bold** were obtained first and used to assemble the list of BCS institutions, as described in section 2 of the plan, all others were gathered subsequently.]

- **Total enrollment of University**
- **Total tenure track faculty FTEs**
- **LAS a unified college?**
- **Univ. has Med School, College of Engineering?**
- **Total enrollment of LAS**

- Minority student Univ. enrollment (% of total)
- Univ. Federally Funded R&D
- Total LAS tenure track faculty FTEs
- LAS tuition and Fees
- LAS minority undergraduate students (% of total)
- Overall undergraduate retention rate
- Minority undergraduate retention rate
- Undergraduate Graduation rate
- Faculty salaries (averages for the University and LAS)
- LAS minority faculty (% of total)
- LAS women in Nat. Science departments (% of total)
- LAS federally-funded R&D
- LAS Guggenheim Fellows, Sloan Fellows, Fullbrights, NSF Career Awards, NEH Fellowships, NIH Young Investigator Awards, etc.
- LAS graduate enrollment
- LAS graduate degrees awarded
- LAS has Development Office?
- Headcount of LAS Development Office
- LAS has Academic Advising Office?
- Headcount of Advising Office

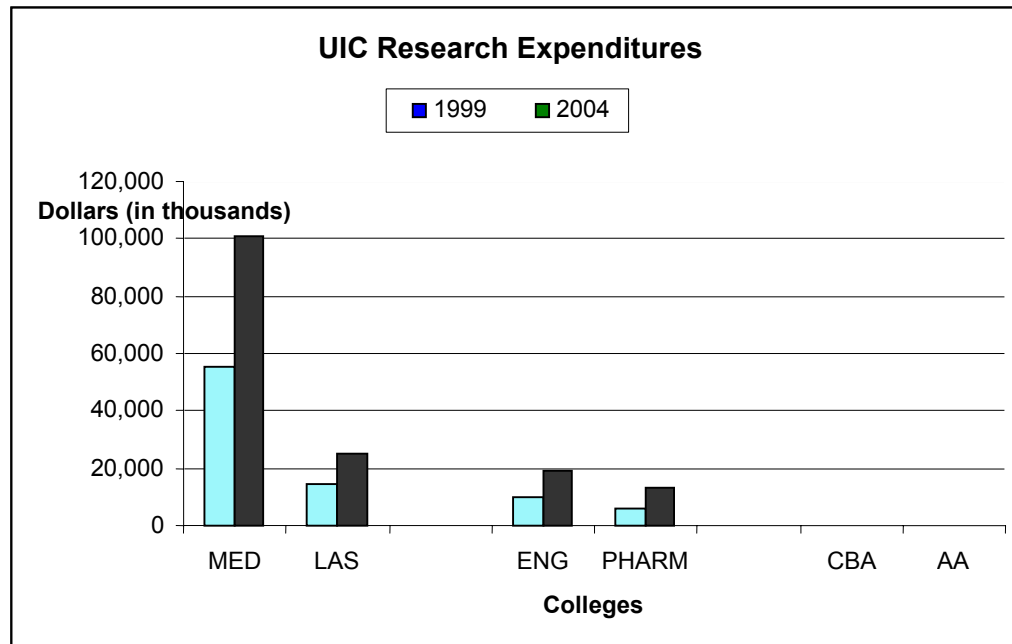
## Appendix III: Key Intramural Benchmarks



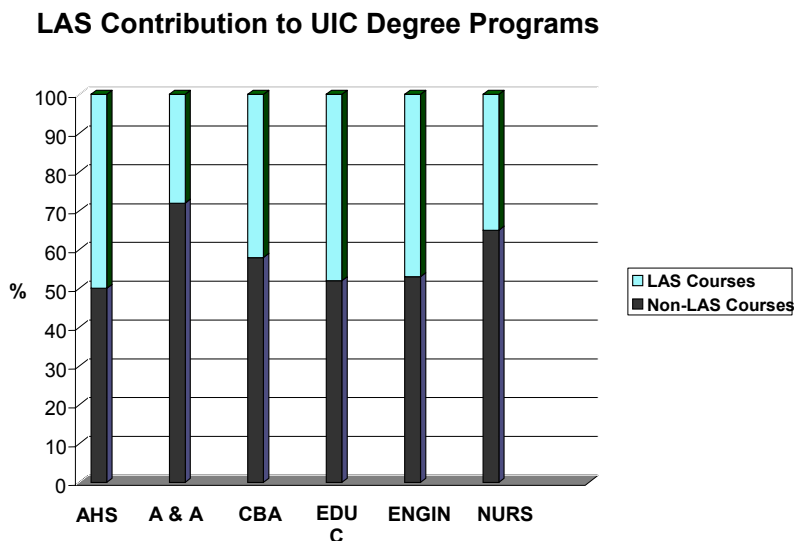
**Figure 1a.** The number of full time equivalent LAS faculty who are tenured or on the tenure track, 1990-2006. The totals for each of the four divisions of LAS are given separately as shown by separate symbols. Hum = Humanities, Int. St. = Interdisciplinary Studies, So. Sci. = Social Sciences, Na. Sci. = Natural Sciences.

	1989	2005
Caucasian	90.5%	83.4%
African-American	1.8%	4.2%
Hispanic	3.2%	5.7%
Asian	4.3%	6.6%
Nat American	0.2%	0.0%
Male	80.9%	67.7%
Female	19.1%	32.3%

**Figure 1b.** Some Important characteristics of LAS Tenured and tenure track faculty. Data are from the two years at which the most complete assessments of faculty composition were made.

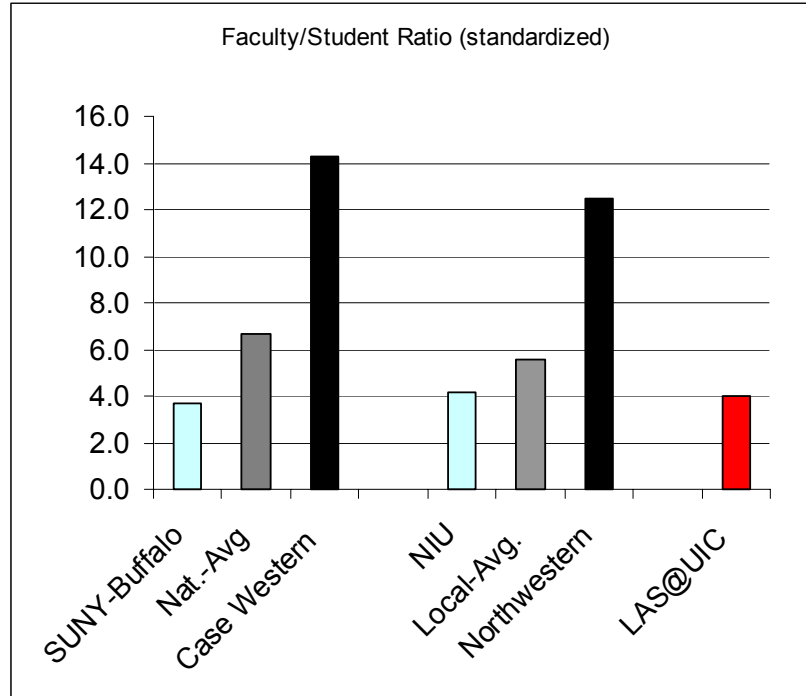


**Figure 2.** Total grant and contract research expenditures for UIC colleges compared for FY 1999 and FY 2004. Medicine [Med] and Liberal Arts & Sciences [LAS] had the highest expenditures at both times. Business [CBA] and Architecture & the Arts [AA] had the lowest (<\$100,000 – does not show up at this scale). Engineering [ENG] and Pharmacy [PHARM] were closest to the average expenditures per college at each time point (the average across colleges was 8.8 Million in 1999, 17 Million in 2004).

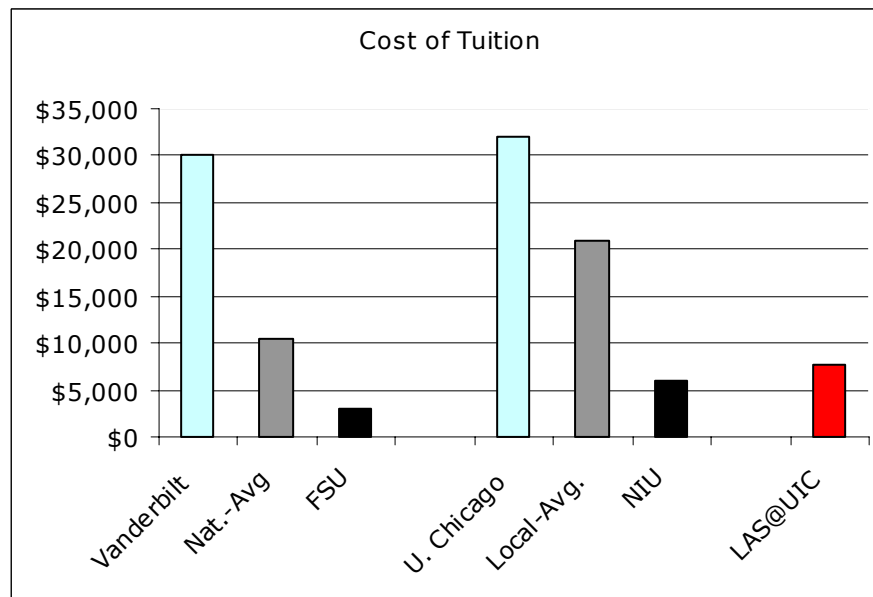


**Figure 3.** The typical contribution from LAS to the programs of other UIC colleges ranges from approximately 30% to 50%. Derived from 2005-2007 Undergraduate Catalog. Prerequisite LAS courses are not necessarily included nor are variations among majors in a college taken into account. The data represent means for each UIC college

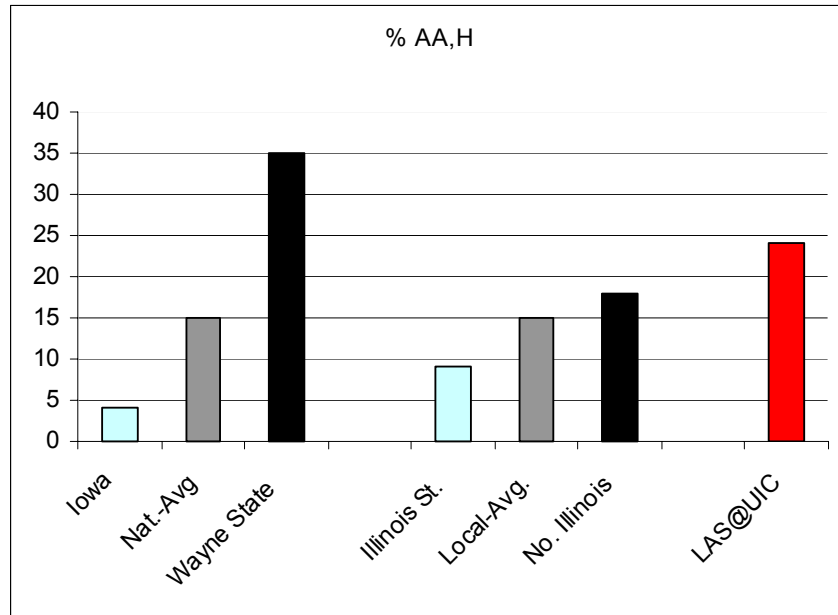
## Appendix IV: Key Extramural Benchmarks



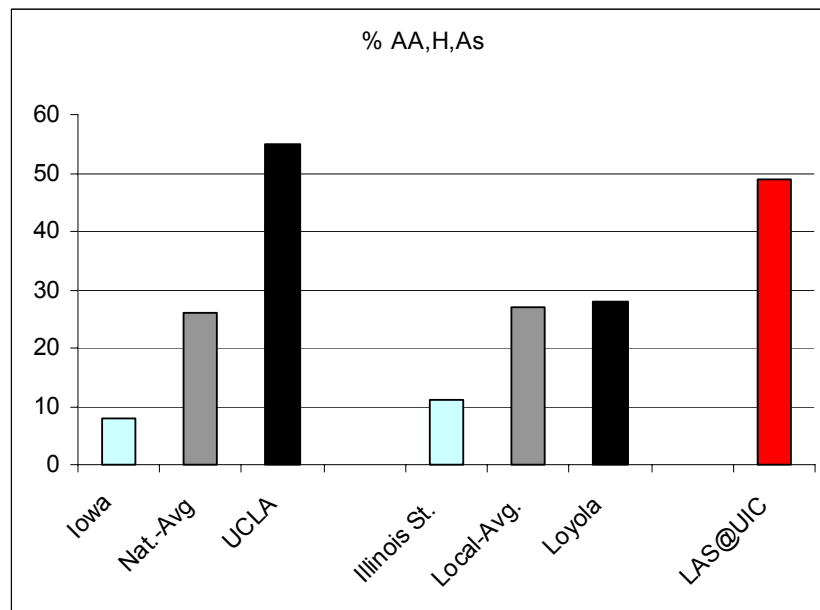
**Figure 1.** Faculty-student ratio at benchmark national and local colleges of LAS compared with LAS at UIC. The ratios were standardized by multiplying each by 100, so a college with a ratio of 1:7 would get a score of 14, and one with a ratio of 1:25 would get a score of 4.



**Figure 2.** Annual cost of tuition at benchmark national and local colleges of LAS compared with LAS at UIC. National school data considers in-state tuition.



**Figure 3.** Level of undergraduate student racial/ethnic diversity at benchmark national and local colleges of LAS compared with LAS at UIC. This particular metric is pooled percentage of students identified as African-American and Hispanic.



**Figure 4.** Level of undergraduate student racial/ethnic diversity at benchmark national and local colleges of LAS compared with LAS at UIC. This metric is pooled percentage of students identified as African American, Hispanic, or Asian American.

## **Appendix V: The Talloires Declaration**

**We, the presidents, rectors, and vice chancellors of universities from all regions of the world** are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "green house" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

### **1. Increase Awareness of Environmentally Sustainable Development**

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

### **2. Create an Institutional Culture of Sustainability**

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

### **3. Educate for Environmentally Responsible Citizenship**

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.



#### **4. Foster Environmental Literacy for All**

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

#### **5. Practice Institutional Ecology**

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

#### **6. Involve All Stakeholders**

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

#### **7. Collaborate for Interdisciplinary Approaches**

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

#### **8. Enhance Capacity of Primary and Secondary Schools**

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

#### **9. Broaden Service and Outreach Nationally and Internationally**

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

#### **10. Maintain the Movement**

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

*- Named for the town in France where the plan was written. Signing began in 1990. Currently there are 104 US signatories and many others from Europe, Asia, Africa, South America and North America.*