UIC Strategic Plan

Version 1.3

"Access to Excellence"

June 30, 2006

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Executive Summary

 The intent that informs every aspect of the Strategic Plan is for UIC to become, and be recognized as, the nation's premier urban public research university. Advantaged by its location in the heart of Chicago, UIC has already achieved this standing in the State of Illinois and arguably in the Midwest. Nationally, it is within the handful of institutions for which such aspiration is plausible.

UIC shares in the overall mission of the University of Illinois, which is to transform lives and serve society by educating, creating knowledge, and putting knowledge to work on a large scale and with excellence.

For UIC, this mission is expressed as:

UIC provides the broadest access to the highest levels of intellectual excellence. UIC's mission is:

- To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.

- To provide a wide range of students with the educational opportunity only a leading research university can offer.

- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.

- To foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.

- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

This renewed statement of mission results from an inclusive process of strategic thinking and planning across the UIC campus begun in 2003. This planning document also results from this process and represents the UIC component of the University of Illinois Strategic Plan, UIC's response to President B. J. White's initiative of early Spring 2005. Building on UIC's 2010 Strategic Thinking exercise[1], the UIC Plan has been created by the UIC Planning Council in conjunction with other campus leaders.

The plan is based on, and responsive to, principles deeply held at UIC and expressed in the phrase "Access to Excellence." This sentiment is reflected in the vision of UIC:

UIC will be, and be recognized as, the nation's premier urban public research university.

UIC seeks to embody the ideal of a public university: to cultivate the highest intellectual ambitions of faculty, students, and staff and, at the same time, contribute to the making of a more egalitarian society. We will be a resource and destination accessible to all who share our ambitions and have the desire to excel. We seek to be both a leading research university and a great urban institution, taking advantage of the opportunities and needs presented to and by the State of Illinois and the City of Chicago. We believe that for this commitment to be meaningful in the twenty-first century, it must be both local and global, a commitment not only to Chicago but to all "Great Cities." Whether in the surrounding communities or on the other side of the globe, in our own library or on the worldwide web, in the single-investigator laboratory or at an international research center, we are dedicated to creating, sharing, and applying the knowledge the twenty-first century demands.

In order to achieve this vision, UIC must resolve the tensions that exist between aspects of our mission: between the very varied histories and cultures represented by our campus units, and between the campus and its environment. All this lies on top of the usual tensions among disciplines, between disciplinary and interdisciplinary study, and between pure scholarship and application. As simply put in the UIC 2010 Strategic Thinking Report, the message is that UIC will be distinguished by the ways in which we address these tensions and their resolution through the precept of "Access to Excellence."

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[1] Please see http://tigger.uic.edu/depts/oaa/2010/report.html for UIC's 2010 Strategic Thinking report.

UIC's challenge is to continue to offer access for qualified students while maintaining excellence in an era of comparative decline in State support.

In light of these factors and UIC's intent, the following goals have emerged from UIC's strategic planning process:

1. UIC will offer an outstanding education at all levels to a diverse student body.

2. UIC will excel as an internationally recognized center for research and creativity by advancing and disseminating knowledge within and across disciplinary boundaries and by translating discovery into application, practice, and the marketplace.

3. Through our Great Cities Commitment, UIC will engage with the people, communities, and institutions of Chicago and other great cities of the world in ways that transform lives.

4. UIC will build areas of excellence in disease prevention, health promotion, patient care, education, and research within a highly-competitive health care market.

5. UIC will be a destination where students, faculty, and staff want to study, work, and live and that attracts visitors from around the world.

6. UIC will secure the resources needed to achieve its goals from a wide variety of sources and use those resources wisely.

7. UIC will implement a comprehensive marketing and public relations program to increase its visibility and improve its image among key external constituencies.

We have chosen to articulate a set of actions to move UIC towards its goals in two categories: first, as a collection of targeted actions designed to address specific goals, and second as "Stretch Ideas," which are ambitious undertakings that could potentially significantly reshape UIC as an institution. The "Stretch Ideas" are not yet commitments; rather, they will be studied carefully in the coming months to assess their amenability to becoming fully developed proposals.

The goals and actions set out in this document are not meant to be comprehensive. Rather, the campus level document is intended to serve as a guide for the development of the steps we must take to reach our vision for UIC. The detailed actions will emerge in a process of iteration between the campus and units level, and a stronger sense of priority will be imposed as the available resources become known.

Indeed, finances are a particular challenge for UIC. Sustained shortfalls in general revenue funding from the State of Illinois and recent rapid cost increases in the healthcare arena are causing an erosion of our core programs and physical environment. The realization of our aspirations and goals will require both a restoration and augmentation of prior funding levels through the identification, development and utilization of new revenue sources.

It is nevertheless clear that UIC's characteristics and location open up a range of opportunities for the generation of support. Increasingly we will turn to private philanthropy, entrepreneurial interpretation of our mission, and to the beneficiaries of our efforts in research, education, and patient care for the support UIC needs to thrive. We most strongly believe UIC has a glowing future ahead as the public research university in the City of Chicago, with a prime location and an essential mission for the State of Illinois.

Section 1: Purpose

UIC shares in the overall mission of the University of Illinois, which is to transform lives and serve society by educating, creating knowledge, and putting knowledge to work on a large scale and with excellence.

For UIC, this mission is expressed as:

Mission

UIC provides the broadest access to the highest levels of intellectual excellence. UIC's mission is:

- To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.

- To provide a wide range of students with the educational opportunity only a leading research university can offer.

- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.

- To foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.

- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

Vision

UIC will be, and be recognized as, the nation's premier urban public research university.

UIC seeks to embody the ideal of a public university: to cultivate the highest intellectual ambitions of faculty, students, and staff and, at the same time, contribute to the making of a more egalitarian society. We will be a resource and destination accessible to all who share our ambitions and have the desire to excel. We seek to be both a leading research university and a great urban institution, taking advantage of the opportunities and needs presented to and by the State of Illinois and the City of Chicago. We believe that for this commitment to be meaningful in the twenty-first century, it must be both local and global, a commitment not only to Chicago but to all "Great Cities." Whether in the surrounding communities or on the other side of the globe, in our own library or on the worldwide web, in the single-investigator laboratory or at an international research center, we are dedicated to creating, sharing, and applying the knowledge the twenty-first century demands.

Guiding Values

Certain core values are so essential to UIC that they inform every element of individual and institutional practice. The very best of what UIC can become will be imbued with the values of:

- *Knowledge* that leads to global as well as individual transformations

- *Openness* to the world of ideas and urban and global change

- *Access* to excellence

- *Excellence* in every facet of intellectual life and in the physical, cultural, and developmental environment that sustains academic achievement

- *Collaboration* in scholarship, problem-solving, and innovation

- *Caring* in our relationships with our students, patients, colleagues, alumni, and communities

The central value of UIC is *knowledge*: the creation of knowledge through scholarship and research, and the sharing of knowledge through teaching, application, and practice. The university is especially committed to knowledge that can transform the global society just as it can the everyday lives of our students and other stakeholders.

Knowledge always has a context, benefiting from and contributing to the societal and intellectual communities that comprise the university environment. Therefore, we at UIC practice an *openness* to all domains of knowledge and to the human and physical environments that give such knowledge its many meanings. Further, we believe that new knowledge, as never before, will require openness to crossing disciplinary and institutional boundaries where interdisciplinary, inter-institutional, and cross-cultural sites of discovery will be the platform for future invention, research, and creativity. Finally, openness with regard to persons means an abiding respect for the peoples and cultures of the world.

UIC's vision of a more egalitarian society requires an unstinting commitment to *access,* providing the broadest range of students, faculty, staff, and visitors from every part of the city, the state, and the world with all the benefits of a great public research university. At UIC the value of access is distinguished by the precept of "*Access to Excellence*," serving as the central guiding principle for higher education at UIC and for our relationships with partners and research enterprises in the great cities of the world.

It follows then, that, for UIC, *excellence* is not a goal but a value that informs our every practice. Students must display uncommon excellence, achieved not only through formal academic measures but also through life experiences that give them the passion to succeed at UIC. Faculty must be committed to excellence in their research and scholarly pursuits and in their teaching. The university must seek excellence in planning, design, architecture, administration, and development. UIC will seek to be the leading example of the engaged university, working in partnership with the people, institutions, and businesses of Chicago and the world to achieve excellence in human, community, and urban development. In all interactions, integrity is fundamental to the excellence we seek.

The culture of *collaboration* at UIC will encourage each of us to seek out cooperative relationships, leading to new levels of interdisciplinary scholarship, new avenues of problem solving in administration, the classroom, and the laboratory, and new approaches to intellectual and societal institution building. This culture will also contribute to new forms of collaboration with the city and the state and to collaboration with universities in other great cities of the world.

Finally, UIC must distinguish itself through a culture of *caring* in all of our interactions. This approach of service and support will be apparent in our interactions with our students, our patients, our colleagues, our alumni, our communities, and other external constituencies.

Mandates Impacting UIC

As a campus of the University of Illinois, UIC is clearly subject to the same overall set of mandates as the University as a whole. However, the activities and emphases at UIC, as well as the location of UIC in Chicago, add to these mandates and in some instances foreground specific university-wide mandates.

Prominent among these added mandates are those relating to research that involves human subjects or biohazards. Additionally, UIC's hospital and other healthcare activities require stringent adherence to regulations regarding patient care and record keeping.

UIC's location in the city of Chicago brings it into contact with city codes and regulations, which carry with them a number of implied mandates, although the city has no direct authority over the UIC campus. Similarly, UIC's interactions with city departments such as the Chicago Public Schools also create expectations that UIC will follow requirements and regulations that apply to those entities.

As an institution with a long-standing and deep dedication to the provision of higher education to the diverse population of Chicago, UIC is dedicated to maintaining access to our educational opportunities. This commitment carries with it implicit mandates that oblige us to provide the necessary financial aid and other support needed for our students to succeed.

A more general set of comments related to the issues of mandates and formal governance structure appears in the 2010 Strategic Thinking Report:

> "UIC is subject to a complicated set of administrative, reporting and regulatory lines, including a Board of Trustees, a centralized university administration, the State Board of Higher Education and numerous federal and city authorities. Each of these imposes requirements and procedures that are reasonable on their own, but often produce complications and inertia when coupled with one another or with partnership agreements with city, state, or private entities. A more than ten-fold increase in funded research at UIC, plus increased federal regulation (such as that surrounding human subjects and disclosure of patient information), have further challenged us to develop and administer appropriate policies."

See Appendix I for selected federal, state, and city mandate listings

Section 2: Strategy

Statement of Strategic Intent

The intent that informs every aspect of the Strategic Plan is for UIC to become, and be recognized as, the nation's premier urban public research university. Advantaged by its location in the heart of Chicago, UIC has already achieved this standing in the State of Illinois and arguably in the Midwest. Nationally, it is within the handful of institutions for which such aspiration is plausible.

Environmental Assessment

Some view the university as an enclave where knowledge and wisdom can be pursued in an environment of isolated reflection, but knowledge always has a context, and the context of the university is the environment within which it functions. Environmental forces, both internal and external, can shift the focus and priorities of an institution over time, providing a framework for its development. In planning for the future of UIC, we have chosen to examine the global, local, intellectual, institutional, and fiscal forces affecting higher education in general, and UIC in particular.

- **Global**

Urbanization is increasingly a way of life across the globe and in the United States. Nearly the entire worldwide population growth projected from 2000-2030 will be concentrated in urban areas. Whereas 30 percent of the world's population lived in urban areas in 1950, the percentage rose to 47 in 2000 and is projected to grow to nearly 60 percent by 2030. While the United States had achieved 64 percent urbanization by 1950, the figure rose to 77 percent by 2000, and is estimated to climb to nearly 85 percent by 2030.

Additionally, the demographic composition will continue to change rather dramatically in the nation. The United States is expected to be the major net receiver of international migrants, with projections estimating 1.1 million in-migrants annually from 2005 to 2050. It is also projected that the Caucasian population will drop to around 50 percent by 2050 in the United States.

America is becoming much more global and diverse. Given this trend and the increasingly global nature of markets, employers will require greater knowledge of other countries and cultures, as well as increased language capabilities. Additionally, the growing expectation of economic development as a component of university missions places greater emphasis on the creation of new knowledge and the commercialization of innovations.

Conversely, the rest of the world, not only the developed countries of North America and Europe but also emerging global powers like India and China, is catching up with America, in industry and in higher education. The quality and sophistication of universities worldwide are increasing, affecting the decisions students make when applying to university, especially graduate school. The world may not be quite as flat as Thomas Friedman suggests in his recent book, but one of the de facto measures of "globalization" is the almost universal "internationalization" of the world's research universities as they work not only to retain their own countries' students and researchers, but also to attract students and research from around the world. The competitive edge American universities once held over other higher education institutions is no longer a given, and universities like UIC will have to work harder than ever to attract and retain the best and the brightest.

- **Local**

Chicago is the economic and cultural capital of the Midwest. It is home to the headquarters of 34 Fortune 500 corporations, with principal economic sectors including financial services, pharmaceuticals, retailing, insurance, and electrical machinery and equipment.   Chicago is the center of Illinois' high-tech industry; the principal industry of nearly 20 percent of the 100 largest companies in the Chicago area is electronics, computers, or communications technology. It is the home of nearly 50 colleges and universities, and higher education is one of the region's most productive sectors. For example, UIC ranks as the 19th largest employer in the city.

The suburbs of Chicago represent a particularly important growth area. Their population alone would make them the fourth largest metropolitan area in the nation. Over the next 25 years, the population in the entire Chicago metropolitan area is projected to grow by nearly 2 million, with a large majority projected to reside outside the city. While people are still moving from the central city of Chicago to the suburbs, the 2000 census reported the first increase in the population of Chicago since 1950, and the downtown core experienced a net increase of 135,000.   Overall, the Chicago area is adding 640 new residents daily,

with nearly two-fifths of them coming from abroad, ranking the region second nationally in terms of in-migration. The new residents of the Chicago metropolitan area in 2001 formed a population larger than any city in Illinois other than the City of Chicago.

The importance of Chicago to the Midwest is derived in part from economic activities that are fuelled by the proximity of the four major research universities of the State of Illinois: UIC in the heart of the city, Northwestern to the north in Evanston, the University of Chicago to the south in Hyde Park, and the University of Illinois at Urbana-Champaign. The large and diverse Chicago population draws student recruiters from universities near and afar. The other Illinois research universities create, paradoxically, both a competitive challenge for UIC and a supportive environment. Inasmuch as UIC has to gain recognition and define a distinctive brand, the long histories and established names of the other research universities give rise to presumptions that UIC must overcome. To the extent that they attract well-educated employees to Chicago and open up career opportunities for professionals in many fields, they make the recruitment of high-quality faculty and staff considerably easier for UIC. To the extent that they are collaborators and partners in large-scale research and education projects, they amplify UIC's potential and impact in Illinois.

In similar fashion, almost every characteristic of Chicago, from the labor market to the cultural amenities to its sheer size and diversity, both poses challenges for UIC and presents us with great opportunities.

- **Intellectual**

Federal research funding has grown, often at dramatic rates, in past years. However, the magnitude of recent federal budget deficits raises questions about both the current and future appropriations. Consequently, it is likely competition for federal dollars will become more intense and funding may involve increased mandates.

Research frontiers are changing rapidly, and a growing trend in research institutions is a focus on the creation of new knowledge. New knowledge exists at the boundaries of current knowledge, defined both by the frontiers of disciplines and the interfaces between disciplines. At UIC, aligned with our vision, we increasingly value new kinds of work: scholarship at the interfaces between disciplines, and work that combines basic research and practice. As we move to develop our collaborative and interdisciplinary work, the key will be integrated campus governance along with incentive structures that support one campus with common aspirations and values.

The market for continuing education is expected to grow, particularly as rapid technological advances will require professionals to update their skills continually. Greater importance will be placed on connectivity as the demand for online education continues to expand and academic interactions in research, service, and technology transfer increasingly span geographical distances.

- **Institutional**

The continuous and rapid innovation in modern society affects all institutions, but is particularly challenging for universities, which are structured to conserve established areas of excellence and adopt proven changes, rather than to move quickly and flexibly to seize opportunities. However, many leading universities are beginning to adapt their institutions to succeed in this new environment. Universities throughout the world are developing new levels of research and teaching competencies, making them competitive with universities in the United States. Universities in the United States are restructuring, internally developing new interdisciplinary synergies and units of new knowledge and externally engaging in inter-institutional collaborations for scientific and entrepreneurial purposes.

Still other institutions of higher education are transforming the way they are organized and how they teach, using on-line technology and new networks of specialized professional training and outreach that transform the notion of "campus" and "university," from virtual degrees at traditional comprehensive research universities to whole new institutional forms of higher education.   While research universities certainly do not see it as their mission to emulate the for-profit University of Phoenix, they must be receptive to more innovative ideas and partnerships. They must accelerate their decision-making to

adjust to the rapid shifts in the economic, social, and physical conditions of the world and to be positioned to play a responsive role, and they must enhance the effectiveness of their processes.

- **Fiscal**

Success in building new institutional processes and intellectual achievement in the urban and global order is not just a product of resources, but achieving such objectives will be impossible without additional resources, even with re-organizations, new systemic efficiencies, and the purposeful reallocation of current funds.

Based on fiscal trends in the state and the nation, one consequence of the current and probable future fiscal environment is that UIC will progressively adopt many of the strategies of private institutions. We are a state-assisted, not a state-supported, institution. This means we need to respond much more nimbly to the academic marketplace and nurture academic entrepreneurial activities, including the development of educational programs that serve emerging needs. UIC will need to price specialized offerings to recover costs, at a minimum, and to generate, where possible, new revenue for use elsewhere. Tuition must be regularly compared to the marketplace to assure that we are making appropriate adjustments to secure our financial future, while maintaining our core value of access.

In an increasingly competitive environment, many campuses are experiencing increasing budgetary pressures due to technology and facilities costs. Beyond renovations and basic improvements of aging facilities, universities are increasingly finding the construction of more elaborate facilities necessary in the face of competition for students, faculty, staff, and even research funding. Even if capital can be raised to construct such projects, the maintenance expenses place a further, on-going strain on operating budgets.

Universities increasingly find themselves in competition with private sector companies for top faculty, and public universities continue to fall behind in faculty compensation compared to private institutions.

Between Fall 2000 to Fall 2005, the annual cost of attending UIC (tuition and fees) has risen 77 percent from $4,800 to $8,492. With the decline of state financial support, increased need for financial aid, and rising personnel and capital improvement costs, this trend of increasing tuition is expected to continue. Given UIC's commitment to access and excellence while serving a less affluent population, these financial pressures have significant implications for future planning and priorities at UIC.

Increasing emphases from universities on fundraising, intellectual property, partnerships with industry, and other entrepreneurial ventures are anticipated as public disinvestment in higher education continues.

Competitive Benchmark Analysis

UIC operates and competes in many different arenas, in each of which there exist a unique set of peers and competitors. These closely defined groups will appear and will be most relevant in the unit level plans. For UIC as a whole, a number of groups can still be defined. These include:

A *Peer Group* defined in 1985 by the Illinois Board of Higher Education based on an analysis of institutions with clusters of characteristics similar to UIC's. Given the date of this analysis and the rapid evolution of UIC as an institution over the intervening period, it is not clear that this group represents the most relevant group of peers for UIC in 2005: some institutions have evolved in parallel with UIC, others have not kept pace or have diverged in their characteristics.

IBHE Peer Group

Arizona State University	University of Georgia
Florida State University	University of Hawaii, Manoa
Michigan State University	University of Maryland, College Park
Temple University	University of Massachusetts
University of Arizona	University of Oregon
University of California, Davis	University of Utah
University of California, Irvine	University of Vermont
University of California, Riverside	Virginia Commonwealth University
University of California, Santa Barbara	Virginia Tech
University of Delaware	Wayne State University
University of Florida	

A second group, the American Association of Universities (AAU), we have termed *Aspirational* for UIC, in that it represents a group to which UIC wishes to belong and with which UIC has many shared characteristics, but to which UIC has yet to obtain membership. Indeed, UIC has recently assembled data relevant to consideration for membership in AAU, which show that UIC's performance compares very favorably with the group.

AAU Institutions

Brandeis University	Indiana University, Bloomington
Brown University	Iowa State University
California Institute of Technology	Johns Hopkins University
Carnegie-Mellon University	Massachusetts Institute of Technology
Case Western Reserve University	McGill University
Columbia University	Michigan State University
Cornell University	New York University
Duke University	Northwestern University
Emory University	Ohio State University
Harvard University	Pennsylvania State University

Princeton University	University of Iowa
Purdue University	University of Kansas
Rice University	University of Maryland, College Park
Rutgers, State University, New Brunswick	University of Michigan, Ann Arbor
Stanford University	University of Minnesota, Twin Cities
SUNY, Buffalo	University of Missouri, Columbia
SUNY, Stony Brook	University of Nebraska, Lincoln
Syracuse University	University of North Carolina, Chapel Hill
Texas A & M University	University of Oregon
Tulane University	University of Pennsylvania
University of Arizona	University of Pittsburgh
University of California, Berkeley	University of Rochester
University of California, Davis	University of Southern California
University of California, Irvine	University of Texas, Austin
University of California, Los Angeles	University of Toronto
University of California, San Diego	University of Virginia
University of California, Santa Barbara	University of Washington
University of Chicago	University of Wisconsin, Madison
University of Colorado, Boulder	Vanderbilt University
University of Florida	Washington University
University of Illinois, Urbana-Champaign	Yale University

A third group, termed *Comparable* has been identified. This group comprises institutions that are categorized as "Research Doctoral Extensive" by the Carnegie Foundation, are ranked in the top 120 in Federal research funding, and have a Medical School or College. The group has been further restricted by including only those of comparable size to UIC, relative to their position in a list rank-ordered according to total student enrollment. Those institutions within +/-20 places of UIC on this list are included.

Comparable Institutions

Boston University	Stanford University
Columbia University	SUNY, Buffalo
Cornell University	SUNY, Stony Brook
Florida State University	Temple University
George Washington University	Texas Tech University
Harvard University	University of Alabama, Birmingham
Johns Hopkins University	University of Arizona
New York University	University of California, Davis
Northwestern University	University of California, Irvine

University of California, Los Angeles	University of North Carolina, Chapel Hill
University of California, San Diego	University of Pennsylvania
University of Cincinnati	University of Pittsburgh
University of Connecticut	University of South Carolina
University of Iowa	University of Southern California
University of Kentucky	University of Utah
University of Louisville	University of Virginia
University of Michigan, Ann Arbor	University of Washington
University of Missouri, Columbia	Virginia Commonwealth University
University of Nevada	Wayne State University
University of New Mexico	West Virginia University

Note that these three groups--the IBHE Peer Group, the AAU Aspirational Group, and the Comparable Group--have considerable overlap, an observation that lends credibility to their validity in comparisons with UIC.

There are many parameters that can be used in comparing UIC with the groups. These data sets are listed in Appendix II, together with selected benchmarking measures graphically depicting UIC's performance among its peers.

There are other measures of UIC's quality that do not lend themselves as easily to benchmarking with other institutions. UIC's faculty garner an increasing number of prestigious awards such as MacArthur, Sloan, and Guggenheim Fellowships. Similarly, UIC's students win multiple highly-competitive awards, such as Fulbright, Gates, Goldwater, and Rhodes scholarships.

One interesting representation of UIC's excellence may be seen by considering the set of institutions for which junior faculty have been awarded Sloan Research Fellowships in each of the last three years. This reflects not only the excellence of the junior faculty themselves, but also the reputation of UIC's senior faculty, who must initiate the nomination process and arrange for letters of support from leaders in the respective fields. These institutions are:

California Institute of Technology	University of California, San Francisco
Carnegie Mellon University	University of California, Santa Barbara
Columbia University	University of Chicago
Cornell University	University of Illinois, Chicago
Duke University	University of Illinois, Urbana-Champaign
Harvard University	University of Michigan, Ann Arbor
Massachusetts Institute of Technology	University of Minnesota, Twin Cities
Princeton University	University of Pennsylvania
Stanford University	University of Southern California
University of California, Berkeley	University of Texas, Austin
University of California, Irvine	University of Toronto
University of California, Los Angeles	University of Washington
University of California, San Diego	University of Wisconsin, Madison

Yale University

Overall, the picture of UIC that emerges from these group comparisons and other data is:

- An institution with a high level of scholarly and research excellence witnessed, for example, by the dramatic growth in federally funded research and development. Yet, UIC still has considerable room and potential for continued growth, albeit in an increasingly competitive environment.

- An institution with a remarkably diverse student body with many students who require substantial financial assistance to attend UIC. These characteristics undoubtedly influence other factors such as graduation and retention rates that fall behind those of our peers and competitors.

- An institution with a rising, although lagging, reputation which is becoming an increasingly attractive option for a wide range of students and which is therefore becoming increasingly competitive for admission.

More specifically, although UIC's competitors will be best defined at the unit or program level, there are some general categories in which UIC's competitors may be identified at the institutional level. The categories and the associated competitor institutions are:

Undergraduate Students

Based on preference expressed for ACT score submissions:

- University of Illinois, Urbana-Champaign
- DePaul University
- Northern Illinois University
- Loyola University, Chicago

Graduate Students

- CIC Schools
- AAU Institutions
- Comparable Institution group

Research Funding

- Comparable Institution group *(by construction)*

State Funding

Based on IBHE state appropriation figures:

- University of Illinois, Urbana-Champaign
- Southern Illinois University
- Northern Illinois University
- Illinois State University

Patients

As identified by U of I Medical Center:

- University of Chicago Hospitals
- Rush-Presbyterian-St Luke's Medical Center
- Northwestern Memorial Hospital
- Christ Hospital and Medical Center

Media Attention

As identified by UIC Office of Public Affairs:

- University of Chicago
- DePaul University
- Loyola University, Chicago
- Northwestern University
- University of Illinois, Urbana-Champaign
- Illinois Institute of Technology

Strengths, Weaknesses, Opportunities, and Threats Analysis

The SWOT analysis for the University of Illinois, by definition, includes overarching factors that influence all three campuses and also some factors that are specific to one campus but of system-wide significance. This section builds on those UIC factors included in the U of I SWOT and adds other UIC-specific factors crucial to the planning of our campus.[2]

Strengths

- Growing excellence and recognition

- Increasing attractiveness to students

- Burgeoning research activities

- Broad representation of academic and professional disciplines, especially healthcare, physical and biological sciences, and engineering

- Location in the world-class city of Chicago

- History of engagement through the Great Cities Commitment and other activities

- Most diverse student body of major research universities

- Location at a major hub in worldwide transportation, communication, and research networks

Weaknesses

- Internal physical, operational, and cultural barriers to coordination of activities, including:
    - Distance between east and west side of campus
    - Entrenched, sometimes archaic, bureaucratic processes
    - Fiefdoms jealous of their turf
    - The usual barriers to interdisciplinary research
    - Need for integration of disciplinary scholarship with professional application

- Lack of institutional coherence, identity, and strong sense of community

- Graduation rates for undergraduates lower than that predicted by their demographics

- Lagging image of UIC and its excellence and value; lack of recognition

- Traditional neglect of alumni and development opportunities

- Under-resourced operating and capital needs and dependence on state funding

- Highly competitive and under-funded healthcare environment and historical failure to capitalize fully on UIC's major competitive advantage arising from the range and high quality of our health science colleges

- Health science colleges and Medical Center lag in diversity of faculty and administrative staff compared to that of our students

- Challenging local labor market

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[2] This analysis is based on work done initially at the 2003 UIC Campus Leadership Retreat and in the UIC 2010 Committee's Strategic Thinking Report. See Appendix III for the 2003 Leadership Retreat SWOT analysis.

- Aging physical environment of campus with enormous backlog of deferred maintenance

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

- UIC's key position in the training of Healthcare professionals in Illinois

- Increasing internationalization of Chicago and the region

- Entrepreneurial activities that exploit UIC skills

- Demand for continuing and distance education in local and global communities

- Building of development and alumni activities

- Collaborations with other research universities in Chicago and in Illinois

Threats

- Continuous decline in level of direct state support threatens the quality of the core mission of instruction

- 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 and can create further institutional instability even as it becomes more important to be nimble and responsive

- Poor understanding by outsiders of true value of the research university in the face of increasing, apparently cost-effective, competition

- Declining morale in a situation of under-resourced opportunity

UIC's Goals

In any given industry, all strategic plans are largely the same. Most of the plan covers the fundamentals common to the industry; the remainder seeks the competitive advantage. The same holds true for academic institutions, although the academic enterprise is extraordinarily complex and internally differentiated.

In the University of Illinois Strategic Plan, the goals and strategic issues have been phrased in quite general terms that then can apply in different ways to each campus, to the University Administration, and to the Foundation and Alumni Association. For UIC we must bring these overall issues into sharper focus relevant to the UIC context and also bring in other issues specific to UIC.

Generally the distinction of an academic institution rests with its unique qualities, its pinnacles of excellence, the special nature of its mission, and its relevance to its environment. The distinctive excellence presumes and is built on the solid underpinnings of broad disciplinary excellence. Without durable strength in the core, advancing the periphery cannot have lasting impact. Therefore, although we emphasize the key strategic challenges, the core components of all our activities must not be neglected. They will be the basis from which new opportunities can arise and that will continue to provide new sources of advantage in a changing environment.

In this regard, UIC's resource situation is particularly challenging. To build on the level of excellence UIC has already attained, we must reverse the erosion caused by sustained shortfalls in general revenue state funding and identify new sources of funding to capitalize on the opportunities for growth that are available to us.

As discussed in the UIC 2010 Strategic Thinking Report, the key issues for UIC largely relate to tensions between aspects of our mission: between the very varied histories and cultures represented by our campus units, and between the campus and its environment. All this lies on top of the usual tensions among disciplines, between disciplinary and interdisciplinary study, and between pure scholarship and application. The message of the UIC 2010 Report simply put is that UIC will be distinguished by the ways in which we address these tensions and their resolution through the precept of "access to excellence." The challenges facing UIC, and our response to these challenges, largely concern the creative resolution of these inevitable tensions.

We have identified a set of seven overarching goals for UIC, which attempt to capture and to elucidate the strategic intent of the campus. In the next section, these overarching goals will be amplified through sub-goals and initial proposals for actions to accomplish them. Following that we will devote a section to "stretch" actions.

Goal 1

UIC will offer an outstanding education at all levels to a diverse student body.

Goal 2

UIC will excel as an internationally recognized center for research and creativity by advancing and disseminating knowledge within and across disciplinary boundaries and by translating discovery into application, practice, and the marketplace.

Goal 3

Through our Great Cities Commitment, UIC will engage with the people, communities, and institutions of Chicago and other great cities of the world in ways that transform lives.

Goal 4

UIC will build areas of excellence in disease prevention, health promotion, patient care, education, and research within a highly-competitive health care market.

Goal 5

UIC will be a destination where students, faculty, and staff want to study, work, and live and that attracts visitors from around the world.

Goal 6

UIC will secure the resources needed to achieve its goals from a wide variety of sources and use those resources wisely.

Goal 7

UIC will implement a comprehensive marketing and public relations program to increase its visibility and improve its image among key external constituencies.

Strategic Sub-Goals and Actions

We have expanded our seven goals with a number of sub-goals for each period. The sub-goals give meaning to the general goals and the actions suggest likely approaches to meeting them.

The evolution of a plan, from concept to execution, requires several stages. At each stage, the plan must be examined and critiqued and, as needed, adapted and refined. At any stage, an earlier idea might be rejected as unrealistic or no longer relevant, and new ideas may emerge. These stages of reaffirmation are essential to justify and motivate the work required to move the plan forward.

Here we articulate sets of actions addressing the strategic challenges. We present a collection of concrete actions each of which largely, but not exclusively, addresses a specific goal. In the subsequent section, we suggest "stretch ideas," ambitious – perhaps grand – undertakings that might significantly reshape UIC as an institution. The stretch ideas are untested, and each will need to be studied further and to pass close scrutiny before it can be considered part of UIC's agenda.

We expect that the themes found in these proposed actions will be picked up and elaborated upon in later unit level plans. The availability of resources will determine UIC's ability to execute even the actions we have listed. Nonetheless, in Appendix IV, we have roughly prioritized the actions according to their importance, desirability and need.

Goal 1

UIC will offer an outstanding education at all levels to a diverse student body.

1. Enable our students to succeed, from recruitment and enrollment to graduation and in their future careers.

   - Conduct research to achieve understanding of why populations of students enroll, why they drop out, and why they stay. Focus upon those factors that are most readily remediable and that data show will provide the greatest impact on retention and graduation.

   - Develop a transfer admissions program with specific community colleges.

   - Focus on general education advising, course placement, tutoring, bridge programs, and coordination of learning centers and provide an ongoing campus orientation.

   - Continue development of on-campus housing stock as rapidly as possible; market campus housing as needed. Form learning communities.

   - Improve quality of teaching through mentoring and provision of support services. Assure a uniform measured criterion of English-communication proficiency of faculty and TAs, with an accompanying training program.

   - Review and renew curriculum design and improve class scheduling.

   - Increase student employment opportunities on campus.

2. Maintain our strong commitment to diversity in the student body and pursue this commitment in the composition of our faculty and staff.

   - Invigorate UIC marketing, outreach, recruitment, and admission of academically promising students, especially those from underrepresented groups.

   - Coordinate across campus the support and retention programs critical to success for first-generation college students.

   - Implement mandatory training for all search committees to assist expansion of candidate pools with candidates from underrepresented groups.

- Expand mentoring and other support programs for underrepresented faculty and administrative staff.

3. Enable students, faculty, staff, and alumni to thrive in an ever-changing environment requiring continuous adaptation to new concepts, tools, and technologies.

- Level the technology playing field and add to student success by ensuring that every student has a laptop computer.

- Assure high-quality internal IT communication and connectivity, including low-cost videoconferencing and wireless access.

- Provide training and support to enable students and faculty to use technology effectively.

4. Connect UIC's research and scholarly excellence directly to the classroom.

- Increase opportunities and support for student participation in research.

- Highlight scholarly activities of faculty in the classroom and other campus venues.

5. Enrich our educational experience through our engagement with the City of Chicago.

- Introduce programs that bring all students into contact with the city.

- Inventory, publicize, and encourage more academic programs that connect UIC with Chicago-area cultural, scientific, service, corporate, and financial organizations.

- Draw more extensively on the pool of talented professionals who wish a part-time teaching or scholarly relationship with a research university.

6. Develop academic programs that draw on the strength of UIC's cultural diversity.

- Enhance and develop those programs that focus upon human diversity, especially as that diversity manifests itself in a major metropolitan area such as Chicago (e.g., ethnic studies, religious studies, race and public policy, health disparities).

7. Make UIC's intellectual vitality accessible to citizens of Illinois and beyond through online programs and offerings on campus and at regional sites.

- Develop an extensive, well-publicized program of continuing education, in both online and face-to-face learning environments.

- Develop information services, both online and in short programs, for the general public in areas such as healthcare, housing, business, and the arts.

8. Enrich our students' experience at UIC through on-campus, out-of-classroom programs.

Goal 2

UIC will excel as an internationally recognized center for research and creativity by advancing and disseminating knowledge within and across disciplinary boundaries and by translating discovery into application, practice, and the marketplace.

1. Recruit and retain the best faculty and staff through a reward structure that values excellence and innovation as the primary marks of academic achievement.

- Provide additional services and seed funding to qualifying faculty seeking new external grants.

2. Attract outstanding graduate students and post-doctoral scholars with a stimulating environment and competitive compensation.

3. Provide the infrastructure required to support excellence in research and scholarship.

- Establish a program of seed-grants restricted to multi-disciplinary projects and of sufficient size, duration, and continuity so as to stimulate significant numbers of proposals.

- Create management structures and organizational models that can facilitate the development of approved multi-disciplinary centers and institutes, as well as ensure their efficient operation.

- Consolidate the pre-award and post-award grants processes into a single office.

4. Create new opportunities for interdisciplinary inquiry by identifying and promoting centers of excellence and creativity.

- Create the position of Vice Provost for Health Sciences with the charge to advance both interdisciplinary research and collaboration in curriculum in those fields.

- Create opportunities to hire faculty in strategic clusters of excellence.

5. Develop strong ties with external partners to foster basic, applied, and translational research.

- Develop programs to facilitate collaborative research with industrial and research partners.

6. Contribute to the economic development of the State of Illinois through the intellectual capital represented by our graduates and by aggressively commercializing the intellectual property generated by UIC.

Goal 3

Through our Great Cities Commitment, UIC will engage with the people, communities, and institutions of Chicago and other great cities of the world in ways that transform lives.

1. Solidify Great Cities' place at the core of UIC's research mission by building a university-wide infrastructure of excellence in interdisciplinary, engaged research in the university's arts, sciences, and professions.

- Expand the Great Cities Faculty Scholar network among UIC colleges.

- Establish new interdisciplinary research projects and centers in concert with other urban institutions in the Great Cities tradition.

- Advance initiatives for knowledge application and to generate positive social change via collaborative activities with academic, public, and private partners.

2. Develop collaborative opportunities with private-sector partners, civic and cultural institutions, leading non-profit institutions, and community organizations.

- Inventory our Great Cities partnerships and our international activities and distribute those inventories widely and regularly, internally and to external constituents.

- Reward and recognize faculty for developing relationships with other area higher education and research institutions such as the Argonne National Laboratory.

- Partner with local business to expand internship and employment opportunities for students.

3. Support transformation in K-12 public education.

4. Serve as a source of analysis and expertise for government.

5. Create public programming that draws people to the UIC campus.

6. Develop international partnerships that connect UIC with other global cities.

Goal 4

UIC will build areas of excellence in disease prevention, health promotion, patient care, education, and research within a highly-competitive health care market.

1. Enhance our leadership in educating outstanding health professionals for the State of Illinois.

   - Create the position of Executive Director for Health Care Services, charged to manage clinical coordination and collaboration among the health sciences.

   - Pursue the Illinois Bill of Health initiative to obtain the funding necessary to sustain our health professions education programs.

2. Expand access to health services to a broad range of communities, including underserved communities and neighborhoods.

   - Become a national leader in patient safety innovations and practices.

   - Proceed with plans to expand and modernize the hospital.

3. Address health disparities through disease prevention, health promotion, patient care, education, and research.

   - Seek National Cancer Institute Comprehensive Cancer Center designation.

   - Develop a Clinical Trials Initiative to improve competition for clinical trial activity.

   - Promote translational research, including basic research, patient treatment, and community practice.

4. Develop national leadership in urban health.

   - Support active exploration of collaborative opportunities with other organizations in the Illinois Medical District and beyond.

5. Continue to build excellence in rural health.

6. Provide leadership in health policy at local, state, and national levels.

Goal 5

UIC will be a destination where students, faculty and staff want to study, work and live and that attracts visitors from around the world.

1. Provide an attractive work and learning environment that is efficient, aesthetically pleasing, environmentally sensitive, and safe.

   - Complete a Master Plan for campus facilities and land use.

   - Implement business and operational practices that make UIC a productive and enjoyable place to work and study.

   - Employ a Human Resources consultant, corporate culture consultant, or internal resources to develop a high-profile, consistent, and persistent program of service awareness.

   - Strengthen Human Resources to enhance the employment experience for faculty and staff.

   - Systematically expand professional development programs for employees, provide career path guidance, and increase LLEAP opportunities for administrative staff.

   - Create a reward program for outstanding suggestions for improving UIC. Evaluate and build on the impact of employee recognition awards.

2. Use campus public spaces, such as the Jane Addams Hull House Museum, galleries, theaters, and works of public art to showcase campus life and history, to link with neighboring cultural and public institutions, and to draw visitors to the campus.

   - Create an electronic Information Desk / "Help on the Campus" resource.

3. Make the campus and surrounding areas attractive places and ensure that there is sufficient on-campus housing for students and affordable nearby housing for faculty and staff.

   - Make remodeling and renovation projects Campaign funding opportunities.

   - Plan large-scale projects to renew facilities, and then fund them by combining multiple funding sources whenever possible.

   - Invest in cost-effective energy conservation.

   - Reduce the deferred maintenance backlog through both increased efficiency in maintenance planning and increased resource allocations to facilities.

   - Create close-in housing opportunities for faculty and staff.

Goal 6

UIC will secure the resources needed to achieve its goals from a wide variety of sources and use those resources wisely.

1. Develop a broad base of recognition and support among our faculty, staff, alumni, and students as well as in the City of Chicago, the State of Illinois, the nation, and the world.

   - Reinforce UIC's identity in annual celebrations such as commencements.

   - Undertake a focused program of internal and external marketing; develop an "advancement" organization that coordinates efforts in development, alumni affairs, and marketing.

   - Create a speakers and consultants bureau composed of our faculty and senior staff; market it.

   - Cultivate former and current employees (faculty and staff) as a resource for volunteer assistance, fundraising, and public visibility.

2. Execute a successful fundraising campaign in cooperation with the University of Illinois Foundation.

   - Raise our philanthropic fundraising capacity.

3. Work with alumni leaders in their various professional positions to increase support, visibility, and respect for the university locally, nationally, and internationally.

   - Mobilize alumni for fundraising, political support, public visibility, and volunteer assistance.

4. Combine a tuition policy that allows UIC to offer a world-class education with a student financial aid program that ensures access for talented students without adequate financial resources. Raise scholarship funds.

   - Create a tuition policy that requires greater contributions from those who can afford to pay but at the same time ensures access to students without sufficient financial resources. Make financial aid a major fundraising priority

5. Through a better understanding of the flow and use of our resources and a restructuring of allocations and incentives, create opportunities for new revenue and efficiencies in the use of existing revenue.

   - Seek revenue-positive continuing education opportunities.

- Build campus support for and implement cost savings through large procurement contracts.

- Apply a high standard of value in comparison to cost to all centers and programs. Close some centers or programs in order to sustain others and to avoid uniform mediocrity.

- Incorporate cost-effective energy conservation and sustainable design principles into all projects; meet LEED standards.

- Survey system-centralized functions for any that do not achieve economies of scale and devolve those to the campus so as to eliminate diseconomies of communication loops.

Goal 7

UIC will implement a comprehensive marketing and public relations program to increase its visibility and improve its image among key external constituencies.

1. Create a strategic marketing plan that publicizes UIC's strengths and competitive advantages.

2. Identify key campus messages and deliver them consistently.

3. Cultivate relationships with key leaders to raise their awareness and understanding of UIC's strengths.

4. Create a positive campus atmosphere for the community.

5. Pursue broader, more positive media coverage of UIC.

Stretch Ideas – The "Maybes"

While at the end of ten years we may not have accomplished all the actions described in the section above – some will have been superseded by better ideas, some become moot, some judged unfeasible – they are actions that we are committed to at this point. In contrast, the ideas described in this section require considerably more study from both academic and financial perspectives, because they are "big ideas" or because they will require significant investment, or both. Our immediate plan is to set in motion a process for more thorough review of each one, testing the plausibility and feasibility of the concept before moving it to a next stage of consideration and development. As a first step, we will form working groups charged with developing each idea to a level of detail such that meaningful comparison, review and prioritization can start.

1. Globalizing the Campus and the Curriculum

In the education of its undergraduate, graduate, professional and external education students, UIC will assume as a core responsibility the notion that all students must be prepared to live in a "global" society and must have opportunities to develop "global intelligence."

We can act upon this responsibility in five ways:

1. Develop innovative global curricula of multiple types (general education, majors, minors, certificates, concentrations and graduate degrees) that students are either required to take or elect to participate in.

2. Affect the physical campus environment, including the physical spaces in which the students learn, travel, and live, as well as the out of class opportunities.

3. Create a campus environment that fosters both international and domestic diversity and interaction.

4. Broaden the availability of second-language instruction, in both regular and intensive formats, drawing on campus resources in instructional technology.

5. Make study abroad opportunities financially accessible for all students and an integral part of their programs of study.

Increasingly, our students live in a society where the global and the local are juxtaposed, and they will be the creators of a new, hybrid culture that refashions these elements. They must learn how to use and understand the culture of globalism that saturates their daily lives in order to be fully prepared for the world in which they will be citizens. Students will also need to understand how the diversity of American society mirrors the globe, and how world cultures are impacted by the cultures of America. They must understand the incredible opportunities and costs created by the transformations of globalism.

The resources of an urban public research university like UIC are ideally suited to creating a learning environment that fosters global intelligence. The diversity of its community, its connectedness to urban life, its immersion in modern infrastructure, its breadth of curriculum, the complexity of its linguistic and cultural setting, all create opportunities for an experience radically different from that which characterizes the traditional land-grant public university. However, it is necessary is to connect and integrate these elements in unique ways to benefit our students and enrich our academic endeavor.

Listed below are some action items for each of the five areas:

Global Curricula

- General education – the new UIC General Education Program includes "World Cultures" as one of the six required areas. In addition to courses that offer mono-cultural study, the General Education curriculum should offer opportunities for students to study broad cultural areas and to learn how cultures interact.

- Create courses that focus on understanding global information flows, open source unassigned information and the impact of the web on information management, in general terms or specific to individual or majors (e.g. in CBA – "the Internet as a tool for understanding and monitoring global markets"; in Communication – "the Internet as a tool for creating mass social movements").

- Create concentrations and minors at the undergraduate, graduate and professional levels to allow students to gain an integrative understanding of broad cultural areas (e.g. Asian Studies, Latin American Studies) as well as of the United States as a multi-cultural society. For instance, students in engineering or business at either the undergraduate or graduate level should be able to add an "area studies" module to their professional studies, equipping them to enter a global job market with greater expertise.

- Consider the expansion of the MBA cohort program (the "China MBA") to other disciplines, such as CUPPA and Public Health, and extend the model to other countries and regions, notably India and Latin America.

- Increase undergraduate international enrollment to 500 and stabilize graduate international enrollments at current levels of around 1600 (25%).

- Explore the development of joint and dual degrees and exchanges with selected international universities that give students the skills to live and work across borders.

The Physical Campus Environment:

- Campus housing should be fully integrated internationally. Housing should be available for new international students as they acclimatize to US society, and should bring international and domestic students into regular and structured contact.

- Create a global conference center/international plaza that will draw international visitors to campus and provide an opportunity for internationally-focused organizations to re-locate at UIC (e.g. Sister Cities Chicago, World Business Chicago, Chicago World Trade Center).

Campus Programming - The Non-Physical Campus Environment:

- Take advantage of the campus's strong links to the Chicago Consular Corps (the second largest in the US).

- Conduct regular programming through the Jane Addams Hull House Museum that reminds the university and its neighbors of our shared historical identity as a gateway community.

- Encourage and support UIC's cultural centers in efforts to build links among the university, the city's ethnic communities, and heritage nations. These linkages in turn can support the development of internships for students and other forms of engaged learning.

Second-Language Instruction:

- Take full advantage of the new Sandi Port Errant Language and Culture Center, in support of instruction across campus.

- Make extensive use of the Internet and instructional technology in language instruction. Through blended learning, it should be possible to expand access, improve effectiveness, and reduce demand for classroom space.

- Explore innovative pedagogies in language instruction, including immersion instruction at the undergraduate level.

- Broaden language offerings in response to emerging demands, especially for Asian languages.

- Strengthen articulation pathways with secondary school language programs, such as the Chinese language programs in the Chicago Public Schools.

- Explore the reconfiguration of the Tutorium in Intensive English into a Tutorium in Intensive Languages.

- Explore expansion of masters program in Teaching English as a Second Language to prepare teachers who will response to the needs of new Americans and recent immigrants.

Study Abroad:

- Make a full semester study abroad experience possible for all students, including the provision of financial aid and ensuring that coursework conducted abroad is incorporated into the major curriculum so as not to affect time to graduation.

- Structure undergraduate majors and graduate programs to readily accommodate or even require a period of study abroad.

- Develop and provide an equivalent immersion experience for students who for personal reasons will not be able to travel.

- Study Abroad should be connected to activities that would precede and come after the period of study abroad. For instance, a student interested in China should have an opportunity to meet UIC students from China, to participate in Sister Cities activities, and to study Chinese language and culture in an intensive format before visiting; after the period of study abroad, the student should have opportunities to meet with and mentor other students preparing to go abroad, to continue Chinese language study at an advanced level, and to meet with potential employers (through the Alumni Association) who have activities in China.

2. A Charter High School for Math, Science, and Health Careers

Open enrollment CPS high schools have a dismal record. UIC, like many Universities has long discussed the prospect of opening a "lab" school with the intent to help develop curricula that would remedy the situation. Given the CPS Renaissance 2010 program (defining the ability of non CPS entities to start high schools), CPS's current goal of increasing the number of students who enter the health professions, our certain presence in the health care provision and education arena, and our certain presence in the education arena, it seems an opportune time to consider the potential for a UIC, math, science, and healthcare oriented high school.

UIC can take full advantage of our faculty, facilities, services, and expertise to engage a population of students who have a nascent interest in the health care professions and in turn use that engagement to drive a successful science and math college prep curriculum. If successful, this urban engagement model can be published for national use not just at urban academic health centers, but also at urban academic physical science centers.

The basic underpinnings of the High School would reflect those of UIC- access to excellence. The high school should be a charter or charter-like school and rely upon a UIC acquired CPS charter or perhaps an already existing charter through one of the original 13 charter holding organizations (e.g. Noble Street). The charter will allow for enrollment by lottery albeit with some gating exercises (e.g. the need to participate during the summer, full day attendance requirements, etc.) as well as the full participation by UIC faculty, especially those in the physical and biological sciences.

Some of the details regarding the high school are listed below:

- The high school will have a college preparatory curriculum with a special focus on mathematics and science. It will cover grades 9-12, and will admit approximately 125 students per year.

- The high school will provide and / or require, exposure to, information on, interaction with, and participation in the many types of careers in the health professions that are possible, many of which the students may not be aware of. This fits extremely well with one of the major goals for the CPS – increasing the number of graduates who attain jobs in the health related professions.

- The curriculum will include the opportunity for students to take courses at UIC rather then simply taking AP courses. This will have three positive effects- the students will earn college credit, they will experience a real college course (AP courses rarely provide either content or experience that is college-like) and they will have exposure to our faculty.

- The high school and students will take full advantage of campus social services, including day care, health provision, counseling, recreation center access and so forth.

- The preference is for the high school to be located in or immediately adjacent to the West Campus. This will allow for maximal interaction with the health profession schools, their faculty, their facilities and their students. It will provide a sense of belonging to the high school students. It will provide an engagement activity in itself and will help promote better attendance.

- The goals for the high school will be two-fold. First and obvious, is the specific benefit to the students who attend the high school. The second, and more academic, is to use the high school to develop an engaged curriculum that allows for a high percent rate of graduation and subsequent success. The latter should eventuate in the form of a series of publications in the appropriate professional journals. Because of the dual-goal nature, the school should operate out of the Provost's office and not simply the College Education.

- The current best target date for starting the 9th grade is Fall '08 with each year bringing the start of new incoming class. The school will be fully "loaded" with the start of the Fall '11 class with the first graduation in Spring '12.

- Once operational the high school will serve as a center for community discourse, education, and outreach involving health and healthcare.

- It is important that the funding model for the start-up phase and the daily operations of the high school not rely upon campus based allocations. A stable donor base must be established for the daily operation of the school and a capitol donor base must be established for the construction associated with start-up. It seems clear that CPS and CPS related organizations can provide support for curriculum development.

3. Interdisciplinary and Engaged Clusters of Excellence

In the UIC 2010 Strategic Thinking Report, attention is drawn to the importance of "New Knowledge" which encompasses the advancement and creation of knowledge in a wide-ranging set of contexts.

New Knowledge

New knowledge advances the status of any field of study by placing different epistemologies and sets of knowledge in a new dialog that produces unique perspectives, solutions and understanding of our lives, society and the natural world. UIC, due to its remarkable and diverse attributes, can make distinct contributions to the production of knowledge in the following ways:

- *At the frontiers and interfaces of existing knowledge and disciplines.*

- *Through collaborative work that brings together vernacular and academic sets of knowledge.*

- *Within the inherent tensions and potential influences between pure and applied knowledge.*

- *In the application of cutting edge paradigms to areas of knowledge that have been constrained by traditional world views or research approaches.*

- *Between interdisciplinary spaces.*

- *In participatory action research.*

- *In community service learning initiatives.*

- *In knowledge that articulates the local with the global.*

For new knowledge to flourish and grow, however, we require the intellectual, physical and administrative structures that support it. We must create flexible administrative structures that will facilitate these interactions, as well as give official institutional recognition and value to such hybrid, creative practices, such as through the tenure process and intermural awards. Without these major shifts in current practice, the promise that is UIC cannot be fulfilled.

These different forms of new knowledge share the common feature of linking disciplines and practices and of crossing traditional institutional and academic boundaries. Therefore we must make strategic investments to promote the nucleation of clusters of excellence which:

Link current and anticipated disciplinary strengths at UIC across unit boundaries

Join UIC's current and developing strengths with those of external organizations and institutions

The investments should be in the form of seed grant incentives that provide for the initial support of these new activities to allow existing faculty and staff to develop the interactions and collaborations needed for the creation of New Knowledge and also provide support for strategic hires or groupings of hires to complete the needed set of skills and disciplinary knowledge to allow New Knowledge to develop. Resources should also be provided to facilitate interaction and partnership between UIC and external agencies.

The fostering of these activities will also require new spaces to allow and promote the kind of interactions needed and to act as home for activities outside our traditional disciplinary spaces.

In addition to knowledge creation, the exposure of our students to these new and interconnected areas and to the visionaries that created them will be key. Through understanding of the complexity and inter-relationship of disciplines and institutions, they will be better prepared for the modern and evolving world.

UIC with its full spectrum of disciplines and history of engagement, together with Chicago and its agencies and institutions represent an unparalleled grouping of knowledge resources, institutional and physical assets plus a tremendous set of opportunities and challenges.

In addition to the creation and application of specific areas of "New Knowledge", these linkages will define UIC as a hub of interdisciplinary scholarship and of engagement with its environment.

Through the creation of a network of linkages, UIC will establish clusters of excellence and support the vitality of the urban fabric. The most immediate goal would be to enable special ways of preparing our students by encouraging them to creatively engage communities of knowledge beyond the university. It would create an agenda for these areas, including public policy, different from what is found at other universities and allied to our Great Cities Commitment. Instances of already existing programs of this sort include UIC's Ph.D. program in Anthropology with the Field Museum, graduate concentration in Native American Studies with the CIC and the American Indian program with the Newberry Library, the program for elementary school teachers between UIC's Institute for Environmental Science and Policy and the Peggy Notebaert Museum, and the recent grant from the U.S. Department of Education to a consortium of the UIC Department of History, Graduate College and Continuing Education, the Newberry Library, and the Homewood/Flossmoor School District to create a program for public school teachers in the teaching of history.

The ability to collaborate with other local institutions is also manifest in such recent developments as the creation and funding of the Chicago Biomedical Consortium and UIC's participation in the scientific direction and management of the Argonne National Laboratory, and, potentially, also with the Fermi National Accelerator Laboratory. Examples of other partnerships that can be expanded into new clusters

of excellence include the Illinois Humanities Council, the Poetry Foundation, the Art Institute of Chicago, the Terra Foundation, the Chicago Cultural Center, the Chicago Architecture Foundation, the Museum of Contemporary Art, Public Square, the Chicago Historical Society, the Field Museum, and the Chicago Council on Foreign Relations.

4. Education on Demand

UIC will become a powerhouse leader in continuing education, online education, and other forms of non-traditional and life-long learning. UIC will establish high-quality programs in relation to its academic strengths, market demands, and the natural advantages of its urban setting. UIC will cooperate with the proposed UI Global Campus in order to provide leadership and expertise to that venture in pursuit of shared goals, and will explore the establishment of a School of Continuing Studies to facilitate that cooperation.

UIC's portfolio of non-traditional programs will serve three purposes. First, it will project the educational mission and academic strengths of UIC beyond its walls, and win recognition for excellence. Second, it will respond to the educational needs and demands of our alumni, our metropolitan community, the State of Illinois, and wider audiences. Third, it will generate new revenues to support these and other core activities.

 UIC will construct itself as a powerhouse in the non-traditional education market by engaging vigorously in all types of non-traditional education, including face-to-face, online, and blended delivery of both credit and non-credit programming. It will investigate both high-volume commodity markets and premium niche markets to develop a strategic portfolio of successful educational products.

Potential market opportunities include:

- Illinois needs for health professions education throughout northern Illinois

- Selected professional education needs throughout the Chicago metropolitan area, including MBA, Engineering, and Urban Planning

- Highly selective baccalaureate degree-completion needs in pre-professional areas, such as pre-med

- General post-baccalaureate education needs of UIC's alumni and neighboring communities, including a new downtown residential population, with particular emphasis on the social sciences, humanities and arts

- Online learning (UIC is a leader among Illinois public universities, especially in healthcare areas)

- Blended learning for both traditional on-campus education and for external programs

- Summer opportunities for UIC undergraduates as part of its efforts to ensure timely degree completion

- Summer opportunities for additional non-matriculant students to the summer program

The relationship of this action to furthering UIC's Strategic Goals can be expressed in the following:

Goal 1: This initiative will expand UIC's academic programming to new audiences, improve service to existing audiences, build awareness of our academic strengths, and strengthen ties to Chicago.

Goal 2: The initiative will provide new avenues for providing research-based education to the public.

Goal 3: Non-traditional educational programming that builds on the advantages of our urban setting will reinforce UIC's Great Cities Commitment.

Goal 4: Expanded programs for health care professionals will assist UIC in fulfilling its mission as the leading public university in Illinois in the healthcare field.

Goal 5: Evening and weekend programs will draw Chicago residents to the UIC campus. Expanded programs at regional sites (including Rockford and Peoria) can strengthen the ties of the university with those communities.

Goal 6: Non-traditional education can be self-sustaining, based on tuition and programs supported by contracts or grants.

Phase I Strategic Planning, including program inventory, for education on demand began in September-December 2005. It is anticipated that the drafting of comprehensive academic and business plan will occur during 2006-2007.

2006-2010 will see a scaling up of offerings in education on demand, with sustained growth.

The specific resource needs for the project will depend on the specific program areas that are identified for development. Currently identified resource shortages include:

> •Access to meaningful up-to-date market data
>
> •Resources for program development
>
> •Availability of adequate numbers of faculty [and properly trained]
>
> •Infrastructure for managing programs
>
> •Attractive spaces for evening and weekend programs
>
> •Appropriate spaces for high-end conferences
>
> •Adequate resources for program marketing

Central investment will be required for start-up funds. Eventually, non-traditional education as a whole must be self-sustaining, with paybacks of investment and sufficient revenue to allow future investment in both non-traditional and traditional curricula. Investment must be controlled through carefully-defined investment models, including recovery of investment and revenue-sharing between campus and academic units.

5. Institute for Urban Leadership

The Institute for Urban Leadership at the University of Illinois at Chicago will become the country's leading center for executive education on urban government issues. The Institute will create a forum for leaders in urban government, business and public affairs, and will provide advanced training for the next generation of leadership. The Institute will be committed to developing and disseminating knowledge about urban history and about the political, economic, social and cultural issues that shape the great metropolitan centers of the United States and the world in the 21st century. The Institute will organize conferences, symposia, and intensive training courses, as well as opportunities to pursue executive degree programs. The Institute for Urban Leadership will actively promote the growth of networks interconnecting the world's leading cities and seek to increase the effectiveness of local and regional governments, community groups, non-profit organizations and multinational companies operating in a globally connected society and economy.

UIC is already building an agenda for the Institute through the annual Richard J. Daley Urban Forum. In its inaugural gathering in 2005, entitled "Learning from the Legacy," the Forum looked back 50 years to the inauguration of in 1955, examining his achievement in historical perspective, including the ways in which he planted the seeds of today's city. The 2006 Forum, "Globalizing Cities: Chicago and the World," looked at the present and to the future, examining the issues shared by the world's great cities as they respond to the transformational changes of globalization. The Forum will become the major public annual event of the Institute.

A second potential core components include is a "New Mayors Workshop." Around the globe, civic leadership is increasingly vested in elected officials. These officials face both short- and long-term challenges that depend on skillful management of organizational, financial, and political issues. The "New Mayors Workshops" will offer an opportunity to meet with experienced mayors and experts in urban

management and gain broad perspectives as well as intensive training in critical topics. These workshops could be co-sponsored by the U. S. Council of Mayors.

Other institute programs would focus on the partnerships among government, business, and community that are necessary to building a rich future for the peoples of the world's cities. Partnership subjects include "sustainable cities," "healthy cities," "educated cities," "urban cultural diversity," and "secure cities."

Institute programming and services would be designed to attract practitioners as well as students from around the country and around the world and from various sectors including government, urban planning, architecture, business, health care, criminal justice, security, transportation, and more.

The Institute's programs would be based on the executive education model, featuring the rapid development of custom programming, high-end short courses, and extensive use of practitioners from numerous professions along with regular faculty. The Institute would also offer world-class conferences and could serve as the meeting site for organizations such as CEOs for Cities, Sister Cities Chicago, and World Business Chicago.

For-credit and degree programs would be offered by UIC's departments and colleges through the Institute. Non-credit programs could be offered directly by the Institute and its partners, as well as by academic units.

Institute programs would be available whenever possible to UIC undergraduate and graduate students, offering them unique opportunities to enrich their academic programs with intellectual and professional experiences that are rarely available on traditional university campuses.

The logical home for the Institute would be the proposed Global Conference Center and International Plaza at UIC. The issues of modern cities are not unique to the United States, but are shared with cities around the world. Likewise, city leaders will pursue solutions and opportunities in a global context. In the International Plaza, the presence of the Chicago Sister Cities and other partners would help to draw to the Institute a global clientele, and produce a ferment of ideas and actions. The facilities of the Global Conference Center would enable the Institute to mount its programs in an appropriate setting.

The relationship of this action to furthering UIC's Strategic Goals can be expressed in the following:

Goal 1: The Institute will strengthen UIC's resources for continuing education, will strengthen ties to Chicago, and will provide access for traditional students to unusual opportunities.

Goal 2: The Institute will translate research into engagement and practice through interdisciplinary activities, and in highly visible ways.

Goal 3: The Institute will become a centerpiece of UIC's Great Cities Commitment.

Goal 4: The Institute will have programs relating to public health issues as they relate to cities.

Goal 5: The Institute will sponsor programs that will draw visitors to campus and engage surrounding communities.

Goal 6: The Institute will garner external support through corporate and foundation sponsorships and program fees.

The Institute will be developed in the following phases:

2 years - Develop program proposal; secure corporate & philanthropic support; begin search for director

5 years - Establish full core range of programming, build Global Conference Center

10 years - Secure endowment Establish full range of programming

The resource needs of the Institute are estimated to be a $25 million endowment (providing, $1M annual operating revenues from tuition & fees), and a permanent staff of 6, plus program staff and instructional staff as required by programs. These funding needs can potentially be met by endowment gifts from corporate and philanthropic supporters, combined with operating revenues from program fees and tuition.

6. Parity in Graduation Rates – Leveling the Playing Field

UIC can only be said to have achieved its goal of access to excellence when we have parity in graduation rates across gender and race/ethnicity. As we develop and implement programs to improve the overall graduation rate; the math learning center, the science learning center, peer led study groups, a strong financial aid program, attention to the first year experience and our new convocation, we must also identify and implement strategies and interventions to achieve parity across gender and racial/ethnic groups.

The issue is both national and local. There had been much attention paid to the experience of African American men in higher education. The US Department of Education reports that, nationally, the overall 6-year college graduation rate is 64%, but African Americans only graduate at 46% and Latinos at 47%.

A review of the 1997 UIC Freshman Cohort shows significant differences in the number of students enrolling and graduating by gender and race. These data indicate that the greatest differences in parity are with African American and Latino males, and both male and female Native Americans. For example, the loss rate in African American males from the time of freshman enrollment to six year graduation was 83%, for Latino males it was 70%, for Caucasian males it was 58%, for Asian American males it was 53% and for Native American males and females 100% and 60% respectively. The average loss was 56%. These outcomes are unacceptable both on average and for the outlying groups.

To develop effective interventions we must first understand what disadvantages and/or inequities African American and Latino men and Native American students face in college, and in particular at UIC. This will require multiple approaches and a strategic effort on the part of the university. We must learn and understand more about what makes our students successful and, conversely, what factors keep them from success. This will require a coherent program of activity at UIC to learn from the work of others and conduct our own research, particularly on factors that might be unique to UIC's environment. We have experts on this campus that we can call upon in this endeavor.

More specifically, UIC will proceed to our goal of achieving parity in graduation rates to ensure the reality of access to excellence through the following actions:

- Provide research support to UIC Faculty examining issues of student success among traditionally disadvantaged populations.

- Review our efforts focused on recruitment of traditionally underserved populations.

- Invest in institutional research to determine particular disadvantages/inequities faced by UIC's student population and to develop assessment and measurement tools to increase effectiveness of UIC's provision of support in retention and graduation.

- Encourage UIC Colleges to provide service, particularly within our community, to the identified populations to strengthen their advantages in educational preparedness and success.

- Continue to expand partnerships with other institutions to broaden and strengthen reach and effectiveness of targeted programs as they develop, particularly with CPS.

As an example, the structure of an initiative aimed at African-American men has been developed. This initiative involves UIC's colleges of Social Work, LAS and Education, together with the Office of the Vice Chancellor for Student Affairs, connecting with local chapters of the Rainbow/PUSH Coalition and 100 Black Men. As currently conceived, an initial cohort of ~25 African American males from high school seniors and community college attendees will be recruited at attend to UIC. This group will be selected on their potential for achieving graduation from UIC. The program will provide intensive services, academic monitoring and mentoring for African American males in high school through college admission and graduation.

We have an opportunity to make a significant difference in the success of our students at greatest risk and to add significant findings to the body of literature on minority student retention and graduations. We have the talent, we have the student population and we have the will.

Section 3: Resource Plan

Over the past five years, UIC has been subject to the national trend of reduced state funding for public higher education. The overall national trend has been especially pronounced in Illinois, where the state's long-standing fiscal woes have been compounded by a reluctance to raise taxes, heavy borrowing or under-funding of state obligations, and reduced revenue caused by an extended slowdown of the state's economy. For the University of Illinois, the manifestation of these factors has been a reduction in the general revenue funding of the University of $103.5 million (12.9 percent) over the period FY2002 – FY2006

For UIC specifically, the state budget reduction along with UIC's share of University reallocations has translated to a reduction of $67.5 million (19.6 percent) over the same period. The effects of this loss in general revenue funding have been exacerbated by other shifts in the expense and revenue balance, notably in healthcare. UIC operates its Medical Center in an intensely competitive healthcare arena in which net earnings are slim, even with the benefit of historical state support. UIC's mission to provide healthcare services to underserved societal groups leads to a financially disadvantageous patient mix. Although there have been recent improvements in overall reimbursement rates, UIC does not receive full reimbursement for costs for care of Medicaid patients. The rising costs of medical supplies and rapidly escalating medical malpractice premiums have put the hospital in a precarious position.

Increases in tuition have helped offset the loss of general revenue funds. As tuition levels rise, however, the financial aid needs of many of UIC's students have sapped the net new income available from tuition. Tuition is still very low compared to the value of the education offered and its full cost. Certain of our core educational activities, such as classroom renovation and renewal, are lacking the resources needed for improvement.

The research enterprise at UIC has grown at record rates, in excess of overall growth rates in federal funding. In turn, UIC's burgeoning research enterprise demands increased and improved space. Given the limited availability of capital funds from the state, we have turned to innovative funding solutions. These include, for example, certificate of participation bond funding of projects for which the institutional cost recovery or overhead on contracts and grants can repay the bondholders. Similarly, other capital projects have been dependent on specific revenue streams to support the necessary bonding, e.g., residence charges for student residences and student fees for other facilities.

Given the fiscal and political climate in Illinois, UIC's plans cannot await a return to prior levels of state funding. The flat general revenue funding of the past two years, if continued into the future, implies a steady erosion of our direct support by the state in constant dollars. Increasingly, our activities must be supported by sources other than direct state general revenues. UIC has moved from being a state-supported institution to one that is only state-assisted.

Despite this difficult situation, UIC's characteristics and location open up a range of opportunities for the generation of new and increased sources of support. The vast reservoir of professional expertise and competencies at UIC is a resource for which many agencies are prepared to pay. A great fraction of UIC's employees will be engaged in self-supporting activities. As the blend of revenue sources changes, UIC's activities will evolve in response.

Resources Needed

To carry out the desirable actions that have been described, UIC will need new resources. Here we sketch some of the drivers of our needs.

Resource Needs – Restoring the Base and Maintaining Excellence

- **Enrollment**

The application rate to UIC has grown and, with a few exceptions, all our programs, undergraduate, graduate, and professional, are increasingly selective. The target enrollment for UIC is a key parameter in planning. At this point, we do not believe it is desirable to grow the overall enrollment of UIC's conventional student population. If tuition rises and state support improves, this position might be reexamined. (We will, however, seek to expand the audience of continuing education students.) After the last four years of loss, our primary concern is to defend the quality of our programs, not to expand enrollment further. We want to be able to assure students that they will find adequate courses, meaningful support, and high-quality instruction and facilities. This is now a challenge.

The threats to quality come in several forms. The financial squeeze has subtly driven up the student/faculty ratio in some core areas. For example, Liberal Arts and Science is down approximately 15 percent in tenure-track faculty FTE compared to five years ago. A number of programs believe that they are in a precarious position. Sufficient faculty and competitive salaries are critical needs.

- **Quality of space – New buildings and deferred maintenance**

The adequacy of space for both teaching and research is another threat, and thus a resource need. The quality of the space is the sharp concern, not the quantity of space. With only two notable exceptions (the Molecular Biology Research Building and the College of Medicine Research Building), the new construction in the last decade has been financed with non-state revenue sources, mortgaging future student fees or indirect cost recovery funds from grants. This is a sensible mechanism to create an up-to-date facility when the fund source is tightly connected to the use. The cumulative effect of internally funding construction projects, plus the financing of the innovative development of the South Campus, has been to give UIC impressive momentum on many fronts, but it has also left UIC with a large debt load.

For core facilities such as classrooms, lecture halls, and faculty offices, the historical funding avenue has been the state capital program, and no alternative source is readily at hand. The vast majority of UIC's major buildings were built in the 1960s or before. Most have never undergone a major renovation. In many cases the building structural elements are generally sound, but the infrastructure for the buildings is antiquated and fragile. Updating a comprehensive deferred maintenance study carried out in the late 90s, deferred maintenance at UIC is presently estimated to have a $422 million backlog. Inattention to deferred maintenance leaves some programs in a chronic state of crisis, and emergency interventions over time prove to be far more costly than systematic large-scale renewal projects. Funds for deferred maintenance, or for new construction when that is a more cost-effective approach, are desperately needed.

Quite remarkably for an urban university, UIC is not land bound. The land development on the east side, the redevelopment of the south campus, and the cooperation with the Illinois Medical District on the west side over many years leaves flexibility for new projects in many areas. Looking out into the future, one can anticipate that the growth of Chicago's population will put pressure on UIC to increase capacity. If the requisite resources can be found, UIC will have options for expanding access.

Following is an estimate of our funding requirements:

- **Restoring Faculty – an increase of $2.9 million per year recurring for five years and $4.9 million per year non-recurring for five years**

Since FY 2002, UIC has lost 163 tenured and tenure track faculty funded by the state. While the average cost per faculty position varies significantly by discipline and rank, using an average cost of $87,600 per position, the total cost would be $14.5 million. In addition, start-up costs also vary significantly by discipline, ranging from $10 to $50 thousand in the humanities and social sciences to $50 thousand to $1 million in the sciences. Assuming that two-thirds of the hires are in the social sciences and humanities with an average start-up cost of $25 thousand and one-third are in the sciences with an average start-up cost of $400 thousand, then the total start-up cost for restoring the faculty would be $24.5 million and $14.5 million recurring.

- **Remaining Competitive – an increase of $6.6 million recurring per year**

In order to remain competitive, faculty and staff salaries would have to increase at a rate necessary to bring faculty salaries back into line with peer salaries and then increase at a rate necessary to keep them competitive. We assume that salary increases of 6 percent a year for the next three years are necessary to catch up and subsequently 3 percent a year would be necessary to keep up. Consequently, over the next six years UIC would need an increase of approximately $6.6 million a year for faculty and staff salaries.

- **Scientific Equipment - $7.0 million recurring**

In order to leverage external grants, equipment must be maintained and replaced on a regular basis. The office of the Vice Chancellor for Research estimates that over the next decade UIC will have to replace $30-$40 million of aging equipment with modern up-to-date equipment in order to maintain its competitiveness for external grants. A similar amount will be required for computer technology, networking, and telecommunications.

- **Illinois Bill of Health – an increase of $6 million per year recurring for 5 five years for operating expenses and $20 million recurring for medical malpractice relief**

In the Illinois Bill of Health, UIC laid out a case for the need to increase operating funds by $30 million, spread across the six health sciences colleges. This increase in operating funds will allow the UIC health science colleges to train sufficient health professionals to meet the growing needs of the state. UIC also needs a $20 million increase in its budget to offset medical malpractice insurance increases.

- **Facilities**

UIC's physical facility assets are valued in excess of $2 billion. In order to maintain and improve these facilities, the following issues must be addressed: ongoing maintenance, reduction of the deferred maintenance backlog, and expansion, improvement, and replacement of existing facilities. The amount and mix of funding required to accomplish this is dependent on the details. For example, the choice to replace a building with new construction will alleviate the deferred maintenance associated with the original building and thus reduce the backlog but also require capital to fund the new construction. With that condition, the numbers given below reflect our current understanding of the overall scale of needs for UIC's facilities.

- **Ongoing Maintenance - $40 million recurring**

We need an increase of at least $40 million per year of recurring funds just to maintain a "steady state" condition of our over $2 billion infrastructure and prevent growth of the deferred maintenance backlog.

- **Deferred Maintenance and Facilities Improvement - $750 million non-recurring**

The deferred maintenance backlog for UIC's state supported buildings total $422 million.

- o Illinois Bill of Health Facilities - $350 million non-recurring

  The Illinois Bill of Health has identified the need to invest over $350 million to renew and expand UIC's academic healthcare training and research facilities.

- o Facilities General

  We estimate our needs for new or extensively renovated facilities outside the health sciences at approximately $400 million.

Required Base Budget Increases by Year

(Millions of Dollars)

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	Total
Restoring Faculty	2.9	2.9	2.9	2.9	2.9	**14.5**
Remaining Competitive	6.6	6.6	6.6	6.6	6.6	**33.0**
Scientific Equipment	7.0					**7.0**
IBOH Operating Expenses	6.0	6.0	6.0	6.0	6.0	**30.0**
Ongoing Maintenance	40.0					**40.0**
Total	**62.5**	**15.5**	**15.5**	**15.5**	**15.5**	**124.5**

Required One-Time Cash by Year

(Millions of Dollars)

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	Total
Restoring Faculty	4.9	4.9	4.9	4.9	4.9	**24.5**
IBOH Facilities	70.0	70.0	70.0	70.0	70.0	**350.0**
Facilities General	80.0	80.0	80.0	80.0	80.0	**400.0**
Total	**154.9**	**154.9**	**154.9**	**154.9**	**154.9**	**774.5**

The preceding tables provide a summary of the resources required to maintain our human and physical resources at a level necessary to sustain our current standard of excellence. Over the next five years we will require an overall base budget increase of $124.5 million and an infusion of an additional $774.5 million for capital. Additional funding will be required to support the strategic actions and stretch ideas described in the previous sections. Those costs and corresponding resource enhancement strategies will be described in detail as the stretch ideas are more fully developed.

Resource Needs – Stretch Ideas

The stretch ideas, by their very nature, are bold concepts that describe a direction and point to a collection of activities that are required to reach an objective. While they may involve programs that already exist, more often than not, they talk about establishing new programs. These new ventures must necessarily be described in conceptual terms rather than at the level of specificity that allows firm cost estimates. Consequently, it would be premature to try to estimate the resources necessary for implementing the stretch ideas at this time. Once these ideas have been translated into action plans, we will be able to provide reasonable estimates of the resources required.

There are, however, general principles about evaluating the costs and value of the initiatives that we will use as the ideas get more fully articulated. While some of the ideas do not explicitly identify needed resources, experience has taught us that nothing can be done without cost. In some cases, the initiative may be achieved by redirecting existing resources, but that is not the same as saying the initiative is costless. More accurately the cost is the activity forgone. Therefore, when we evaluate these proposals we will use a comprehensive cost-benefit approach by which we will look at the implicit as well as explicit costs and compare them to the benefits so that we may estimate the return on our investment. In that way we will be able to determine, at least from a financial perspective, which of the stretch ideas UIC should invest in.

Resource Procurement Strategy

As the discussion of resource needs underlines, the critical resource at this time is financial support that will enable UIC to pursue its mission. The feasibility of specific desired actions in the UIC plan is in many instances dependent on the availability of a suitable fund source linked to the benefits of the action. Multiple components of potential support will now be discussed in greater detail. (See also above, "Strategic Actions" under Goal 6.)

- **State General Revenue Funds**

Looking beyond the poor economy and the decline in levels of state funding for higher education in recent years, many believe that the importance of higher education to the long-term social and economic health of Illinois will not be obscured indefinitely. The University of Illinois, and UIC in particular, is a strong force for economic development, through discovery, innovation, and the translation of new ideas and new technologies into societal benefits. UIC is a significant producer of a highly educated workforce for Illinois, and the global economy rewards regions that remain at the forefront of knowledge-based industries. We will continue to make the case that UIC and the University of Illinois are a good investment for the state.

Beyond its general appeal as a public university, UIC is a unique asset for the State of Illinois, notably in the education of healthcare professionals and in the development of advanced methods for disease prevention and cure, as well as in the direct provision of healthcare. Through the Illinois Bill of Health, UIC and other Illinois public universities have sought to raise the consciousness of state and local legislators of the funding needs for these elements of UIC's mission. As a salient example, UIC and Southern Illinois University run the only two dental schools in Illinois, and educating a dental student is well known to be an expensive undertaking, estimated nationally to cost $85,000 per year. Raising tuition to cover fully such costs will deflect the dental student applications to other states where state support makes the tuition more affordable.

Even a partial return to the historical levels of state support for this mission, or movement to a level of support comparable to that found in many neighboring states, would be a large financial building block on which to base UIC's plans. State funding is essential for maintaining the state assets represented by the physical plant of UIC in good repair, and for ensuring access to the opportunities UIC provides for students and healthcare patients of limited means.

- **Tuition and Fees**

If state funding to maintain and enhance the quality of education at UIC is not forthcoming, UIC will join the University of Illinois as a whole in asking students to pay for a larger fraction of the cost of their education. For majors and programs of study that involve greater than average cost or that offer very remunerative career prospects justifying greater individual investment, differential tuition charges will be proposed. To maintain access for talented and academically capable students from financially disadvantaged backgrounds, UIC will offer financial aid packages that combine available federal and state aid, institutional grants, and loan programs to make a UIC education affordable over time. If tuition and fees continue to rise, innovative financial aid programs will be essential to keeping UIC the gateway to opportunity that it has been for so many first-generation college students.

Tuition revenues are increasingly the underpinning of UIC's instructional programs. As state funds have been withdrawn, new revenues from tuition increases have been targeted at instructional needs. At UIC the general principle guiding allocations has been for increases in a student's tuition payments to follow the student to the unit providing that student's instruction, with some fraction diverted to cover general administrative functions and academic services such as admissions, registration, and advising.

When tuition revenues reach levels great enough to cover the incremental costs of instruction, it will be possible for programs to be sized in relation to demand. For a select set of instructional programs, such

as continuing education in professional fields, tuition will make program growth possible wherever students are prepared to pay for the value received.

- **External contracts and grants**

Externally funded research has been on a strong upward trajectory at UIC, averaging an increase in excess of 15 percent per year over a five-year period. This growth is one of UIC's great success stories. The base of externally funded activities is broad and includes funding from highly competitive and prestigious sources, such as the National Institutes of Health (NIH), the National Science Foundation (NSF), and the National Endowment for the Humanities (NEH). Two phenomena contribute to this impressive growth in grant funding: first, UIC's stature and academic environment for research have enabled us to attract ever more research-productive new faculty, and a larger fraction of the faculty have been successful in obtaining major grants; second, roughly over the past decade the federal budget for NIH has doubled, and UIC has been one of the institutions furnishing the added research capacity that doubling implies.

Over the next decade, UIC will continue to see growth in research funding from the first phenomenon. With the intensification of research productivity among the faculty and selected cluster hiring in promising areas, UIC will compete favorably for available research funding. At this time there appears little likelihood that the second phenomenon, dramatic growth in the federal budget for research, will occur in the next ten years. The large national deficit is likely to limit the size of augmentations for NIH for the foreseeable future, and consequently, UIC's upward trajectory will also be tempered.

- **Contracts with the City**

UIC's engagement with the City of Chicago encompasses a number of sizable programs in various forms, principally in social services, public health, and education. These programs seem likely to continue in the coming years, and the participation of UIC's faculty, staff, and students create a tangible benefit for Chicago and simultaneously give our students incomparable learning experiences.

- **Industrial Contracts**

Industrial contracts in applied areas, such as engineering, have not been historically a major revenue source, but we project a positive change in this regard. Companies recognizing the high costs of performing even translational or applied research might find that UIC is a cost-effective alternative to maintaining entirely independent research and development facilities. We anticipate expanding relationships when companies' interests and UIC intellectual directions and capacities are suitably aligned.

- **Private Philanthropy**

Although the health sciences colleges have been the beneficiaries of significant private philanthropy, the UIC campus fundraising has been far from achieving its potential success. There are a number of reasons why fundraising might have languished and by briefly addressing these, we can outline the path that will lead to much greater success in the future. First, the former Circle Campus is relatively young. Only a small fraction of the more than 80,000 graduates are presently in their prime giving years. Second, as with many public universities that have been largely supported by the state, scant attention has been paid to tracking UIC alumni systematically and keeping in close contact with them. Third, many of our students are not wealthy, and even after completing their educations, their career earnings do not make them prospective major donors.

In response, we note that the Circle Campus alumni population in prime giving years will start to grow more rapidly, corresponding to the rise in the numbers of graduates in the 70s. While many came from financially disadvantaged backgrounds, there are also many who have achieved stunning success in life

and who credit their UIC education for having launched them into that success. In cooperation with the Alumni Association, we will be devoting attention to reestablishing active relationships with them. The graduates from the health sciences colleges present a very different picture. Their professional education generally pointed them toward well-paid careers, and the largest health sciences colleges were already mature institutions thirty years ago. UIC has a large pool of prosperous graduates who might want to enhance the work of their professional college.

We will not overlook other donors who have formed a bond with UIC for entirely different reasons. Increasingly our academic Medical Center and clinics offer state-of-the-art therapies in a number of areas, and we can expect to find grateful patients and relatives who want to invest in our programs. The stimulating intellectual climate at UIC and its proximity and engagement with the cultural institutions of Chicago also attract new supporters, and UIC is becoming well organized and professional in winning new donors. Additionally, as the 19th largest employer in the Chicago area, UIC has a considerable number of employees, both faculty and staff, who have provided many dedicated years of service to the campus. They are a tremendous and relatively untapped resource and should be nurtured as resources for volunteer assistance, publicity, fundraising, and as potential donors.

- **Self-supporting enterprises**

UIC has the potential to take advantage of its creativity, its expertise, and its location in Chicago to develop self-supporting and even positive net revenue entrepreneurial activities. Well-chosen pursuits can invigorate our academic life, and the fruits of successful entrepreneurship can help underwrite our core activities. (Recent examples of such enterprises are found in Pharmacy and Pathology.)

Continuing education is a fertile area for expansion. The Chicago market has numerous providers already, but that is a manifestation of the scale of the potential pool of interested students. The convenient location of UIC, at the crossroads of the major interstate arteries and within walking distance of the Loop, can give UIC a big advantage. Blended or hybrid learning, which combines Internet delivery with conventional classroom experiences, may well open our doors to entirely new audiences.

- **Efficiency in the use of resources**

Finally, UIC's leadership will press to make the best use of resources with which UIC has been entrusted. We are using the extensive information tools now available to give decision-makers more timely and accurate information pertinent to key decisions. The allocation of resources has been shifted to provide incentives for quality and for effectiveness. Monitoring of performance and sharing of information will make the management of business functions more active and insightful. We are adopting new planning and decision-making processes to ensure that every dollar spent on building renovation and new construction is carefully considered for its long term implications and benefits. Participation in new University of Illinois programs, such as centrally-led purchasing and electronic ordering, will reduce operating costs. Programs of improvement are on-going and widespread, and UIC will make the most of the resources we can obtain.

Section 4: Monitoring and Evaluation Plan

As we have discussed in the section on Actions, any plan is defined by a set of tasks, a timeline with milestones, and the resources required to carry out the tasks. Equally important are a set of measures that can be used to determine progress towards the desired ends and, eventually, achievement of the goals.

We also pointed out the necessity of an evolutionary approach to the plan requiring a sequence of stages of examination and critique, adaptation and refinement, and even complete re-evaluation or rejection. These different stages of review and reaffirmation are necessary to justify the work and the resources needed to move the plan forward. Thus, sets of measures are also required for each stage – each measure becoming more tightly defined and specific as the plan itself emerges in full detail. At every stage the measures must clearly relate back to fundamentals of the mission and values.

The first stage of this process consisted of a certification of the UIC Campus Plan. A small group of distinguished university leaders – Carol Christ, President of Smith College, Cornelius Hopper, Vice President for Health Affairs, Emeritus, The University of California, and Stanley Ikenberry, President Emeritus, University of Illinois - visited UIC in late January 2006 to examine and discuss UIC's plans. This process focused on the plan in a half-day symposium with presentations and discussions. The panel subsequently provided written evaluations of UIC's Strategic Plan, which address issues such as:

- Completeness of the plan

- Consistency of the plan with the overall U of I Plan

- Validity of the strategic analysis

- Creativity of the plan

- Adequacy of resources requirements

- Appropriateness of the monitoring framework

- Overall evaluation of the plan and recommendations

These evaluations are contained in Appendix V.

At the current stage of evolution of the UIC Plan, it is possible only to establish milestones and associated measures in the broadest sense. We choose, at this stage, to discuss these in terms of the overall goals of our plan. As the unit level plans emerge and the coherent set of needed actions becomes more apparent, the appropriate timelines, milestones, and measures for each of the adopted actions will also be developed.

Performance Metrics and Results

Examples of sets of measures appropriate for each of our six goals are:

Goal 1

UIC will offer an outstanding education at all levels to a diverse student body.

- Quality of our graduates measured by program and learning assessment and external achievement measures

- Quality of our faculty through external reviews, recognition awards, publications and citations, individual levels of external funding, and teaching evaluations

- Program quality by external reviews and rankings

- Year to year retention and overall graduation rate

- Minority percentages

- Job placement statistics and further education records of our graduates

Goal 2

UIC will excel as an internationally recognized center for research and creativity by advancing and disseminating knowledge within and across disciplinary boundaries and by translating discovery into application, practice, and the marketplace.

- Total federal R&D funding and growth broken down by funding source

- Rate of external center-of-excellence and inter-disciplinary funding

- Reputational measures of faculty achievement, publications, citations, fellowships, prizes, and other recognition

- Number and significance of external partnerships and collaborations

- Number of patents awarded

- Royalty income from UIC intellectual property

Goal 3

Through our Great Cities Commitment, UIC will engage with the people, communities, and institutions of Chicago and other great cities of the world in ways that transform lives.

- Recognition of quality and value of UIC's engagement through levels of external funding and philanthropy

- Number, depth, and quality of UIC's partnerships

- Statistics on impact of UIC's engagements with, e.g., CPS, Health Communities, etc.

Goal 4

UIC will build areas of excellence in disease prevention, health promotion, patient care, education, and research within a highly competitive health care market.

- Recognition of UIC's programs through external funding, national center designation, etc.

- Rankings of health professional training programs

- Recognition and rankings of UIC's healthcare specialties

- Faculty recognition

- Growth of U of I Medical Center revenue

Goal 5

UIC will be a destination where students, faculty, and staff want to study, work, and live and that attracts visitors from around the world.

- Number of student applications for admission and enrollments versus capacity

- Retention statistics for students, faculty, and staff

- Completion of Campus Master Plan

- Successful identification of funds to address deferred maintenance and reduction of backlog

- Identification of capital funding for high priority new construction

- Number of visitors to UIC's campus participating in educational and cultural activities

Goal 6

UIC will secure the resources needed to achieve its goals from a wide variety of sources and use those resources wisely.

- Level of state GRF and Capital funding

- Growth of total giving to UIC

- Total number and fraction of alumni giving to UIC

- Number of major gifts and endowments

- Maintenance of a viable program of financial aid to offset tuition increases for students with need

- Financial performance of continuing education programs

- Level of revenues from self-supporting activities

- Cost savings from efficiencies and reallocations

Goal 7

UIC will implement a comprehensive marketing and public relations program to increase its visibility and improve its image among key external constituencies.

- Positive media attention

- Rankings and visibility of UIC's programs

- Numbers of campus events and visitors

- Recognition of UIC faculty

- Evidence of changing image of UIC through focus groups

Appendix I

Selected Federal, State, and City Mandate Listings

<u>Federal Mandates</u>

- Morrill Act of 1862

- Smith-Lever Act of 1914

- Civil Rights Acts of 1967 and 1991

- Patriot Act

- U.S. Department of Health and Human Services and the U.S. Food and Drug Administration Protection of Human Subjects Regulations (45 CFR part 46 and 21 CFR parts 50 and 56, 312, 600, and 812 respectively)

- Health Insurance Portability and Accountability Act Privacy Rule of 1996

- HIPAA Security Rule (45 CFR part 160 and Part 164, subparts A and C)

- U.S. Department of Health and Human Services Standards for Privacy of Individually Identifiable Health Information (Privacy Rule)

- The Common Rule and Subparts B, C, and D

- Patent and Trademark Law Amendment Act of l980 (Bayh-Dole Act)

- Jeanne Clery Disclosure of Campus Security Policy

- Campus Crime Statistics Act of 1990

The university is required to comply with literally hundreds of federal regulations, the majority of which are cataloged in the Federal Acquisition Regulations (FAR) and the Code of Federal Regulations (CFR). The following additional federal regulations are standard regulations present in the majority of federal awards:

- OMB Circular A-110, "Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations."

- OMB Circular A-21, "Cost Principles for Educational Institutions."

- OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations

- Compliance with the standard Patent Rights clauses as specified in 37 CFR, part 401, FAR 52.227-11, 45 CFR Part 6 & 8, or U.S.C 203, whichever is appropriate and applicable. Additional guidance on recipient reporting requirements for inventions can be found in the NIH Guide for Grants and Contracts Vol. 19, No. 23, June 22, 1990.

- Civil Rights - Title VI of Civil Rights Act of 1964 & paragraphs 1 though 7, Part II, Subpart B, Section Executive Order 11246; Section 504 Rehabilitation Act of 1973 as amended & 45 CFR 84; Age Discrimination Act of 1975 as amended & 45 CFR 86; Section 704 of Title VII; Section 855 of Title VIII of Public Health Service Act as amended & 45 CFR 83; Section 407 of Drug Abuse Office & Treatment Act of 1972 as amended & 45 CFR 84; Section 321 of Comprehensive Alcohol Abuse & Alcoholism Prevention Treatment and Rehabilitation Act of 1970 as amended; Section 501 of the Mental Health Systems Act; Section 333 of the Comprehensive Alcohol Abuse & Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 as amended & 45 CFR 2.

- Handicapped Individuals - Compliance with Section 504 of the Rehabilitation Act of 1973 as amended.

- Sex Discrimination - Compliance with Section 901 of Title IX of the Education Amendments of 1972 as amended.

- Student Unrest Provisions - Compliance with Section 407 of the DHHS Appropriation Act.

- Human Subjects - Compliance with the requirements of federal funding agency, as applicable, policy concerning the safe-guarding of the rights and welfare of human subjects who are involved in activities supported by Federal funds; 45 CFR 6.

- Vertebrate Animals - Compliance with applicable portions of the Animal Welfare Act (P.L. 89-544 as amended).

- Debarment and Suspension - Subcontractor certifies that it is not debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this Subcontract by any Federal department or agency; 45 CFR 76.

- Non-Delinquency on Federal Debt - Compliance in accordance with OMB Circular A-129 (revised November 25, 1988).

- Drug-Free Workplace - Compliance with the Drug-Free Workplace Act of 1988, 45 CFR Part 76, Subpart F.

- Misconduct in Science - Each entity which received or applies for a research, research-training, or research-related grant cooperative agreement under the Public Health Service Act must submit an annual assurance certifying that the entity has established administrative policies as required by 42 CFR part 50, Subpart A, and that it will comply with the policies and the requirements set forth therein.

- Restrictions and Lobbying - Compliance with 101-121, Title 31, Section 1352, which prohibits the use of Federal appropriated funds for lobbying in connection with this particular Subcontract.

- Anti-Kick Back Act of 1986 - Certifies that, to the best of its knowledge, it has not received any money, fee, commission, credit, gift, gratuity, things of value, or compensation of any kind, provided directly or indirectly, for the purpose of improperly obtaining or rewarding favorable treatment in connection with the prime grant.

- Program Income - Compliance with PHS Grants Policy memorandum No. 54 dated November 15, 1990 and 45 CFR 74, Subpart F.

- Certificate of Conflict of Interest - Promotes objectivity in research by establishing standards to ensure there is no reasonable expectation that the design, conduct, or reporting of research funded under PHS grants or cooperative agreements will be biased by any conflicting financial interest of an Investigator in accordance with 42 CFR 50, Subpart F.

- U.S. Department of Health and Human Services National Institutes of Health statutory provisions limiting use of funds on NIH grant, cooperative agreement, and contract awards:

  o Continued Salary Limitation (Section 204)
  o Anti-Lobbying (Section 503)
  o Restriction on Distribution of Sterile Needles (Section 505)
  o Acknowledgment of Federal Funding (Section 506)
  o Restriction on Abortions (Section 507)
  o Ban on Funding Human Embryo Research (Section 509)
  o Limitation on Use of Funds for Promotion of Legalization of Controlled Substances (Section 510)

- Additional Individual Regulatory Requirements for various federal agencies (e.g., NSF, NIDR, VA)

State Mandates

- University of Illinois Act (110 ILCS 305)
- University of Illinois Trustees Act (110 ILCS 310)
- University of Illinois at Chicago (110 ILCS 320)
- University of Illinois Hospital (110 ILCS 330)
- S.R. 296 Mission of Economic Development (2000)
- Open Meetings Act
- Freedom of Information Act
- Governmental Ethics Act
- State Officials and Employees Ethics Act
- State Finance Act
- State Auditing Act
- Illinois Procurement Code
- Architectural, Engineering, and Land Surveying Qualifications Based Selection Act
- State Property Control Act
- State Universities Civil Service Act
- University of Illinois Revenue Bond Financing Act for Auxiliary Facilities
- University of Illinois Revenue Bond Act
- Illinois Educational Labor Relations Act
- Legislative Audit Commission –University Guidelines

City Mandates

- Life Safety Code
- Building Code & Landscape Ordinance
- Sanitation Code

Appendix II

Competitive Analysis and Benchmarking: Data Available

Federally Financed R&D FY03 ($000)

5-Year Change Federally Financed R&D FY98-FY03 (%)

Federally Financed R&D FY02 ($000)

5-Year Change Federally Financed R&D FY97-FY02 (%)

Total Enrollment 2004

White, Non-Hispanic Students 2004 (% Total Enrollment)

Minority Students 2004 (% Total Enrollment)

Black, Non-Hispanic Students 2004 (% Total Enrollment)

Hispanic Students 2004 (% Total Enrollment)

Asian or Pacific Islander Students 2004 (% Total Enrollment)

Non-resident Alien Students 2004 (% Total Enrollment)

Total Undergraduate Enrollment 2004

Total Graduate Enrollment 2004

Total First Professional Enrollment 2004

Undergraduate Students Under Age 25 2004

Undergraduate 25 and Over 2004

Undergraduate Students Over Age 25 (%)

ACT Composite 25th Percentile Score 2004

ACT Composite 75th Percentile Score 2004

Total Applicants 2004

Total Admissions 2004

Total Enrolled 2004

Full-time Retention Rate 2004 (%)

Part-time Retention Rate 2004 (%)

Total Graduation Rate 2004 (%)

Graduation Rate White, Non-Hispanic Students 2004 (%)

Graduation Rate Hispanic Students 2004 (%)

Graduation Rate Black, Non-Hispanic Students 2004 (%)

Graduation Rate Asian or Pacific Islander Students 2004 (%)

Total Degrees FY04

Total BA FY04

Total MA FY04

Total PhD FY04

Total First Professional FY04

Pell Grant Recipients 2003-2004 (% Undergrads)

Students Receiving Any Financial Aid 2003-2004 (%)

Students Receiving Institutional Grant Aid 2003-2004 (%)

Total Enrollment 2003

Total Undergraduate Student Enrollment 2003

Total Graduate Student Enrollment 2003

Total First Professional Student Enrollment 2003

Graduate & Professional Students 2003 (% Total Enrollment)

Minority Students 2003 (% Total Enrollment)

Tenured & Tenure-Track Faculty 2003 (%)

Total Full Time Faculty 2003

Total Full Time Faculty Tenured 2003

Total Full Time Faculty Tenure Track 2003

Total Full Time Faculty Non-Tenure Track 2003

Average Salary Full Time Professor 2003 ($)

Average Salary Full Time Professor 2004 ($)

Post Docs 2002

NEH Fellowships 1999-2003

Sloan Fellowships 1999-2005

Guggenheim Fellows 2000-2004

Tuition & Fee Revenues 2004 ($/FTE)

State & Local Government Appropriation Revenues 2004 ($/FTE)

Student Services Expenses 2004 ($/FTE)

Academic Support Expenses 2004 ($/FTE)

Academic Support Expenses 2004 ($/FTE)

Instruction Expenses 2004 ($/FTE)

Hospital Services-Total Amount FY03 ($)

Total Expenses-Total Amount FY03 ($)

Competitive Analysis and Benchmarking: Illustrations

Below we give examples of some benchmarking and competitive positioning plots chosen to underline the special characteristics of UIC as an institution that combines excellence in research and scholarship with almost unparalleled access. The benchmarking graphs UIC's position in relation to the best in class, average, and worst in class of each of the three comparison groups. A key for these illustrations is provided below.
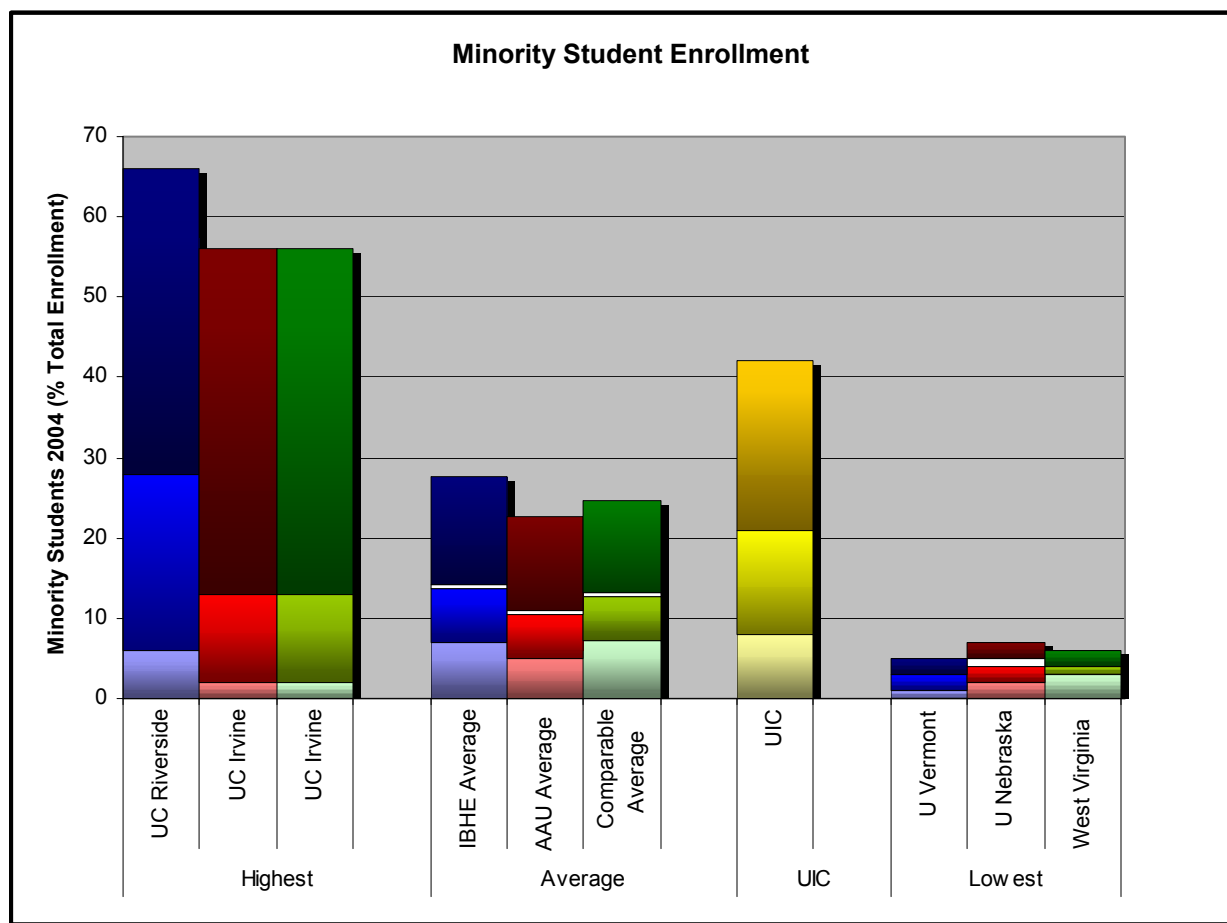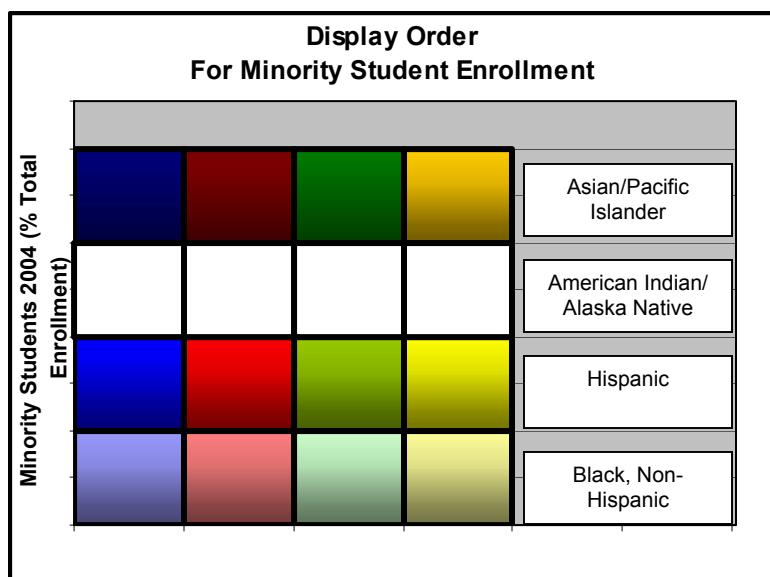

Source: NSF

5-Year Change in Federally Financed R&D
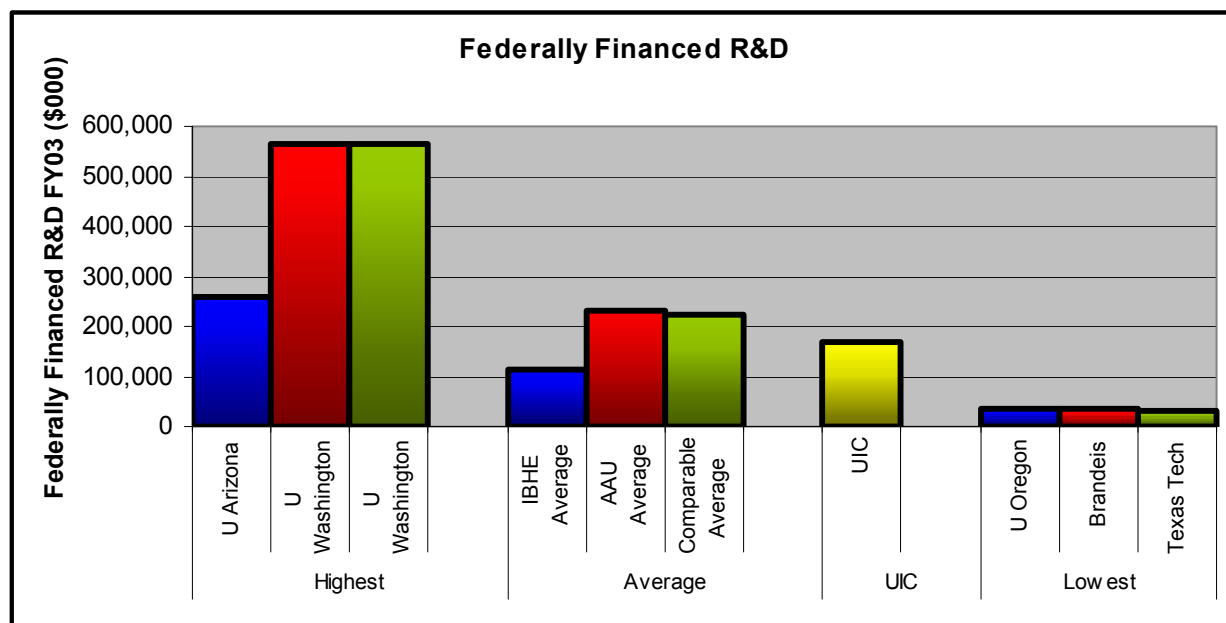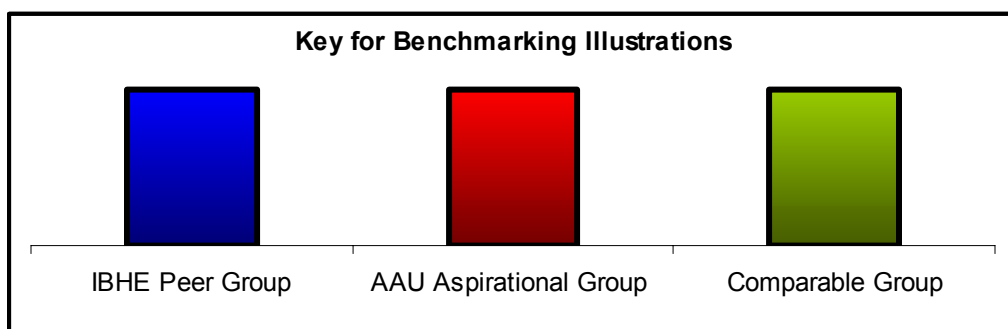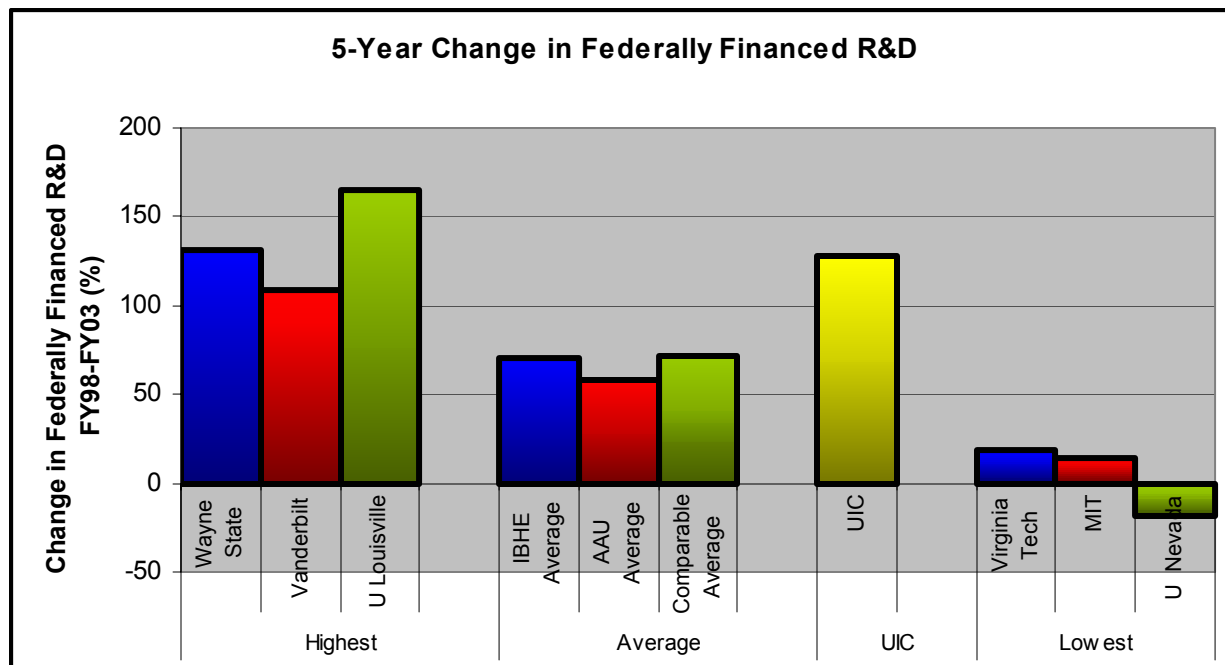
Source: Calculated from NSF data sets.

Minority Student Enrollment
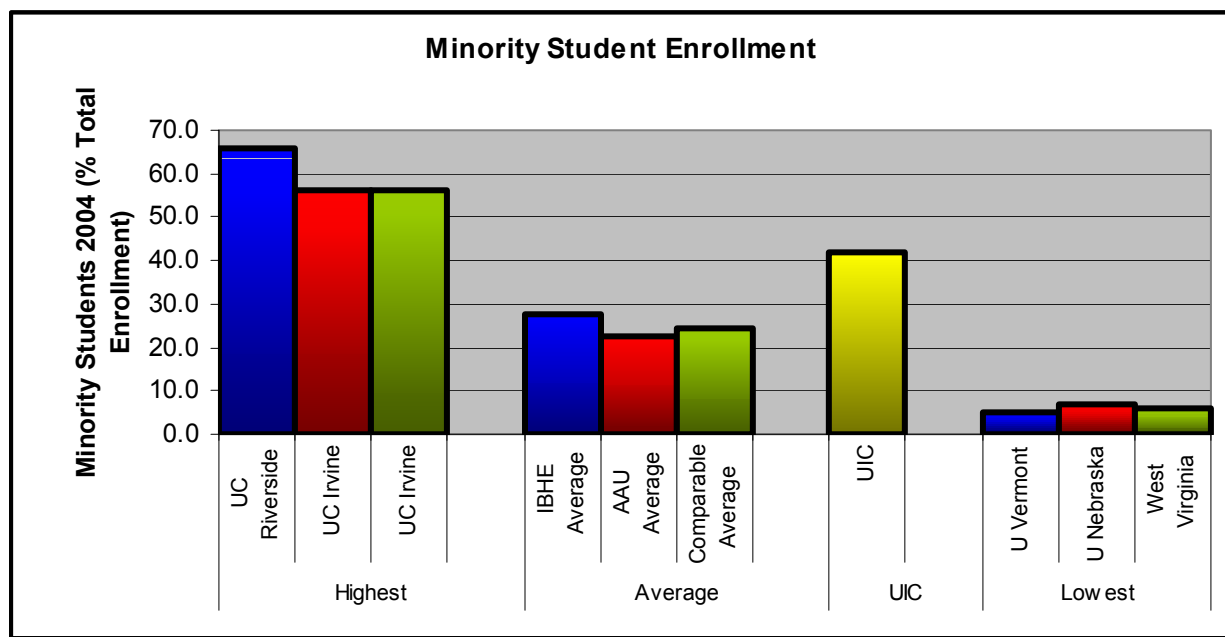
Source: Calculated from IPEDS data sets. *Percent of student body that is Black (non-Hispanic), Hispanic, Asian or Pacific Islander, and American Indian/Alaska Native in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring surveys.*

Minority Student Enrollment

Source: IPEDS. *Percent of student body that is Black (non-Hispanic), Hispanic, Asian or Pacific Islander, and American Indian/Alaska Native in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring surveys.*

Display Order For Minority Student Enrollment

- Asian/Pacific Islander
- American Indian/Alaska Native
- Hispanic
- Black, Non-Hispanic

Pell Grant Recipients

Pell Grant Recipients 2003-2004 (% Undergraduate Enrollment)

Bars (left to right):
- Highest: UC Riverside, Penn St, UNM
- Average: IBHE Average, AAU Average, Comparable Average
- UIC: UIC
- Lowest: U Delaware, U Minnesota, Harvard
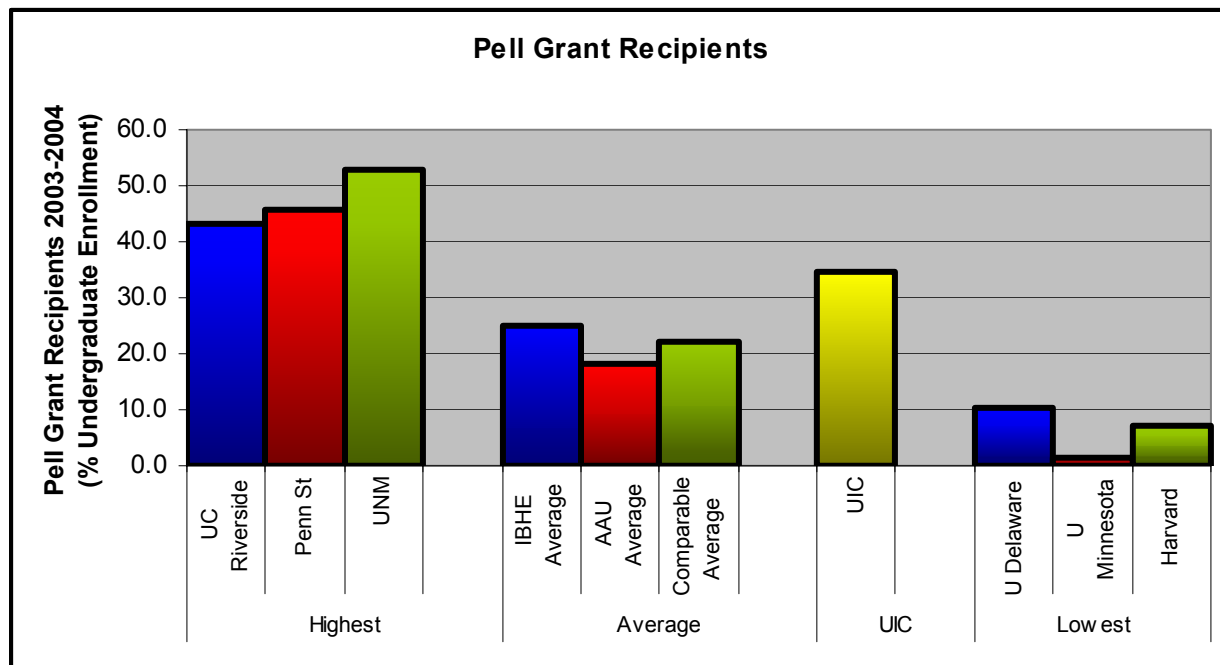
Source: Office of Postsecondary Education

Year-to-Year Retention Rate

Full-Time Retention Rate 2003-2004 (% Undergraduate Enrollment)

Bars (left to right):
- Highest: UF, Yale, U Penn
- Average: IBHE Average, AAU Average, Comparable Average
- UIC: UIC
- Lowest: Wayne State, U Nebraska, Wayne State
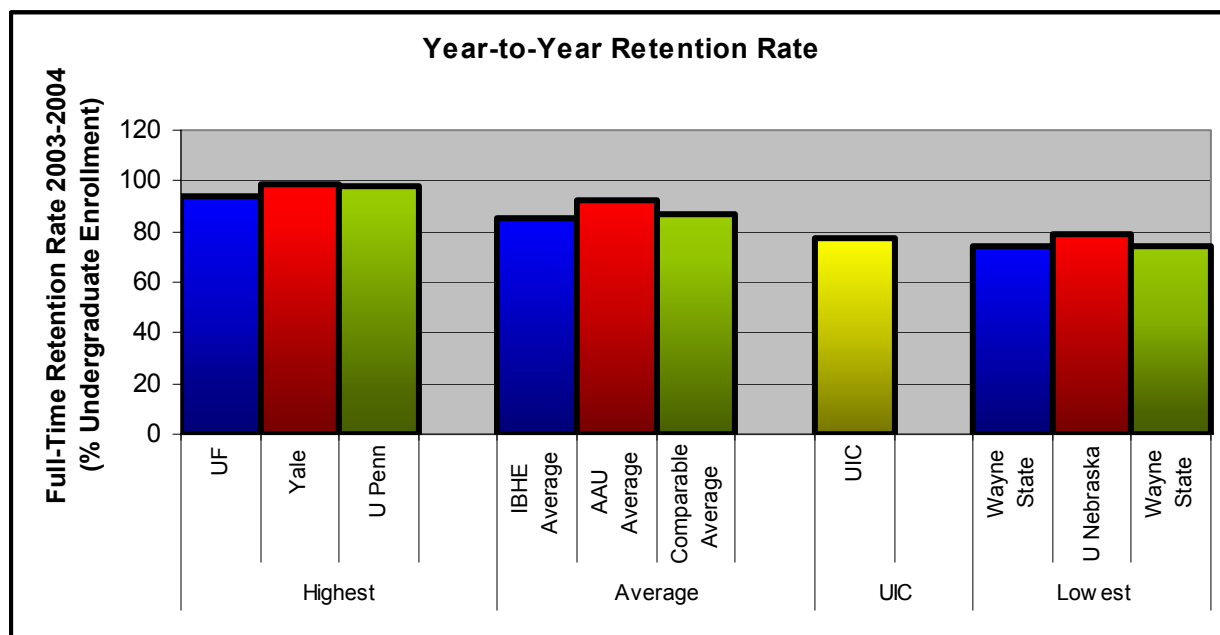
Source: IPEDS. *The full-time retention rate is the percent of the fall 2003 full-time cohort minus allowable exclusions that re-enrolled at the institution as either full- or part-time in fall 2004. For 4-year institutions the fall 2003 full-time cohort includes all first-time full-time bachelor's (or equivalent) degree-seeking undergraduates enrolled in fall 2003; Students enrolled for the first-time in the preceding summer term are also included in the fall 2003 full-time cohort.*

6-Year Graduation Rate
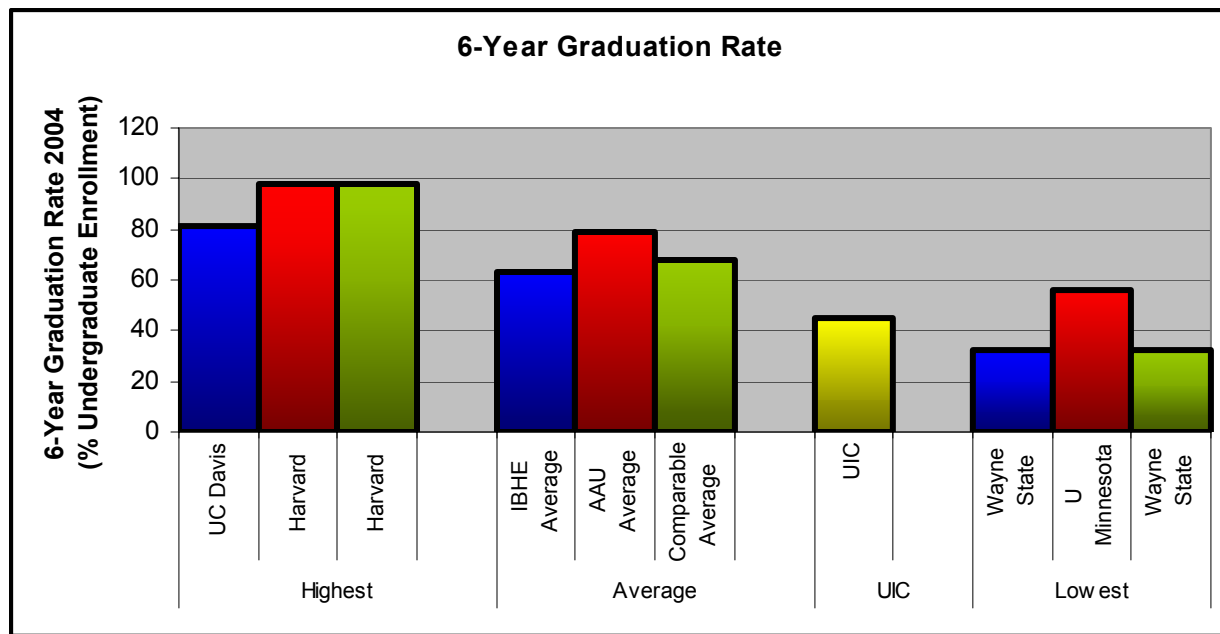
Source: IPEDS. *Graduation rate of first-time, full-time degree or certificate-seeking students - 1998 cohort (4-year institutions). The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.*

PhDs Awarded Annually
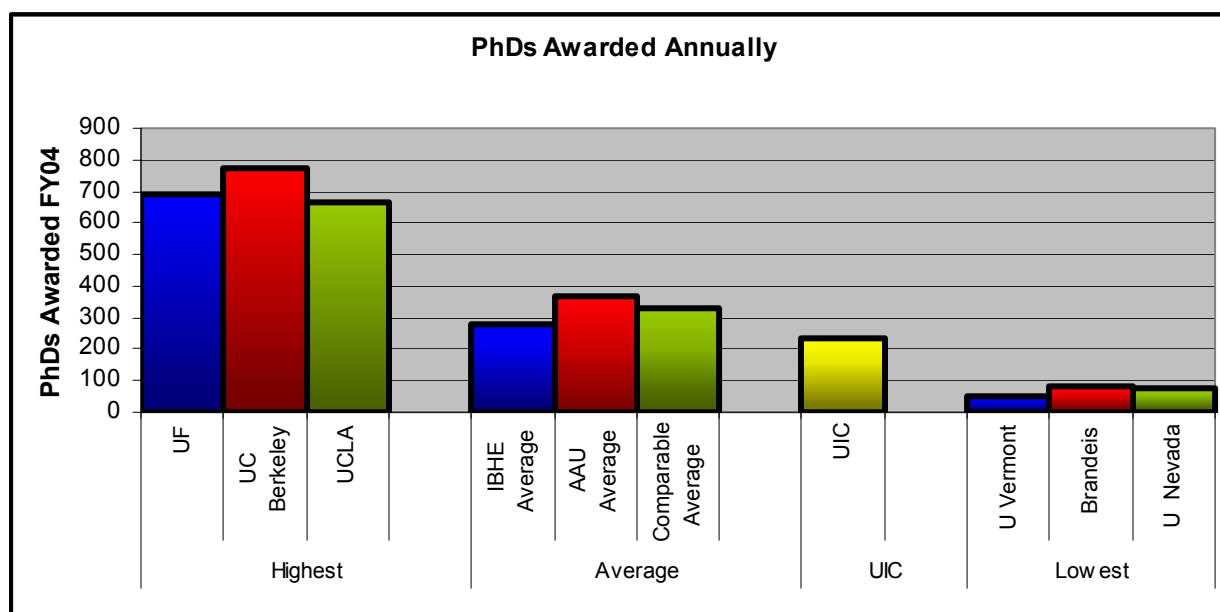
Source: IPEDS. *Doctor's degree awarded between July 1, 2003 and June 30, 2004. Doctor's degree-the highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree.*

Appendix III

2003 Leadership Retreat SWOT

		Strengths: (trends, measures, and other unique campus features)	Weaknesses: (comparative analysis, benchmark analysis, program analysis, and user feedback)	Opportunities: (trends analysis, environmental analysis, systems analysis, and policy analysis)	Threats: (comparative analysis, policy analysis, systems analysis)
Group 1	Clarifying UIC's Mission - Teaching, research and public service within the Great Cities context	· Chicago Location - involvement in global community/international economy · Access to knowledge / research · Intellectually and culturally rich and diverse	· How do we deal with barriers to interdisciplinary studies? · What happens outside of the classroom/how are students engaged outside of the classroom? · How do we recruit and retain while facilitating learning (implies our responsibility to provide the best teaching)? How do those that do the teaching, research and engagement work together to benefit the student? Developing bilateral commitments - student to teacher, teacher to student, researcher to university, university to researcher.	· How do we engage our urban surroundings? · How do we develop an environment that is caring, ethical and collegial? · How do we develop interdisciplinary bridges to develop a cohesive unit of scholars?	· Great Cities - How to stay the course, with flexibility? · How do we maintain our affordability? · How do we promote a sense of community in our broad metropolitan community (our campuses are not contiguous, our faculty and students live outside of the university community)?
Group 2	Undergraduate Education - Emerging trends, challenges and opportunities	· How do we take advantage of the campus location, campus diversity, research programs, and excellent faculty? · What are our student accomplishments and how do they reflect their UIC educational experience and how do we measure them? · Who are our students, how do we select them, what are the expectations (theirs and ours) and how do we measure them?	· How can there be greater coherence within the university: university policies and procedures, connection between east and west campus programs, UIC education and the job market, delivery of service to students? · How do we increase the priority of undergraduate education by the campus and its constituencies with regards to academic and student support services? · How do we balance the needs of a diverse student population within the environment of a research university?	· How do we utilize and take advantage of the multifaceted linkages available to the university in our urban environment: educational institutions, community resources and business opportunities, alumni connections, etc.? · How do we take advantage of the national and international reputation of our programs to create opportunities for undergraduate education? · How do we address changing global trends related to the value of higher education?	· Who is our competition and how do we respond? · How do we enhance undergraduate education in environment of decreasing resources and support for higher education? · How do we respond to external evaluations both positively and negatively?
Group 3	Graduate/ Professional Education - Implications of the changing environment	· Expertise and history in developing online programs, non-traditional Ph.D. and certificate programs, as well as a funding mechanism to support it. . Large population of graduates, and new students (national and international) to attract into degree granting and continuing education/certificate programs · Capacity on campus to support interdisciplinary study	· Distance education: quality control issues: number and demographics of students who apply/enroll, the quality of the program itself and retooling of faculty. · Not all colleges have access to the technology, not amenable to all professions, administrative/disciplinary obstruction to process. · Administrative process and boundaries/limitations, not amenable to interdisciplinary work	· Ability to attract non-professional students, professionals unable to come to campus for continuing education, global students, interdisciplinary critical mass with incentives to globalize. · Opportunity to articulate to students, corporations the benefits of graduate education, how you can enrich your career and an analysis of the job market/work force the importance of a graduate education. · Opportunity to set the direction of the University and	· Barriers to joint programs, University will lose competitive edge when administrative boundaries (IBHE, Campus and departmental) prohibit faculty incentives and progress, interdisciplinary collaboration and rewards. · Other institutions are better able to balance excellence and access, quality programs and cost, with a rapid response capability. · Vulnerability of recruitment and marketing plans based on tuition dollars to external constraints e.g. regulation, waivers

				merge collective thinking in order to operate proactively in an agenda setting environment	
Group 4	Research - Trends, agenda and infrastructure	· Individual Research · Multidisciplinary Research · Recruitment of Good People: faculty and students	· Conversations across Disciplines (e.g., forums for discussion) · Infrastructure for Multidisciplinary Research · Recruitment of Good People: faculty and students--including Mentoring	· ICR Distribution and Investment in Infrastructure · Targeting of Research · Great Cities; Public Health; Urban Setting	· Research and Reduced State Budget · Overworking of Faculty (e.g., IRB) · Democracy
Group 5	Faculty - Composition, renewal and development	· How do we take advantage of the resources in the City of Chicago to expose students to a range of "teachers"? · How do we profile scholarship consistent with the Great Cities mission that also meets standards of disciplinary excellence? · How do we take advantage of collaborative and interdisciplinary tendencies of UIC faculty?	· How do we balance and not overstate the assumed benefit of the University "pulling together"? · How do we address the "weak" UIC identity and absence of infrastructure and still offer students a quality undergraduate, graduate, and professional education? · How will the current constraints impact on recruitment and retention of faculty "start up" packages, inviting environment, etc.?	· How do we take full advantage of the city of Chicago in a rigorous manner? · How do we take advantage of the "Great Cities" label for faculty hiring, promotion, research support without abandoning traditional disciplinary standards? · In what ways can we truly mirror intellectual and curricular diversity to match the profile of our students?	· When the institution is young, the identity is weak, and the budget is so constraining, how do we build and maintain an intellectual community. · How do we maintain a level of teaching when pulled toward a Research I status and fiscal pressures? · What is the consequence of the assumption that declining public support is inevitable and that faculty role in influence is limited (unionization, political pressure, private funding)?
Group 6	Medical Center - Health care enterprise within an educational setting	· What is the comparative advantage of being part of one of the largest Medical Districts in the world? · What opportunities exist for the expansion of State support and how can we take advantage of them? · How can we take political advantage of the fact that we have educational, clinical, research and training sites located throughout the state?	· What is the disadvantage of the University owning the hospital? · What are the barriers to translating Science and Engineering research into medical and other clinical applications? · How does our lack of name brand recognition and adequate physical plant structure impair our ability to fulfill our mission?	· How do we optimize opportunities for commercializing inventions and other innovations? · How do we leverage the fact that we are the largest producer of health care professionals in the country? · How can the Biodefense initiative lead to future collaborations?	· What is the impact of declining health care reimbursement on health care education and delivery? · How do changing patient care issues such as decreasing length of stay and payment for health care affect our ability to educate our health care professional students? · How does the increasing pressure for faculty time in clinical work and research arenas impact our ability to educate our health care professional students?
Group 7	Development - Opportunities and strategies	· How do we recognize value and engage alumni throughout their lifetime, develop a culture of long term relationships built on loyalty, commitment and a desire to give back to the institution? · How do we build institutional identification and loyalty to the campus throughout the undergraduate experience, given that 90% of UIC students are commuters? · How do we move beyond old images to communicate UIC's vitality, strengths and identify as they exist today and into the future?	· How do we develop a "development culture"? · How do we educate our populace about philanthropy in contrast to sponsored research? · How do we take advantage of newer technologies (such as the web or UIC Development website) to communicate who we are as an institution, both externally and internally?	· How do we take greater advantage of our statewide presence to build greater awareness and relationships for UIC? · What can we do to educate and mentor faculty and administrators for their role in development? · How can we expand and promote continuing and	· How do we move beyond the perception of internal competition for a dwindling pot of donor dollars? · Given that the university functions on an annual budgetary cycle, how do we transform the thinking about development to a longer term perspective? · How do we educate the campus about the role of development as a means to enhance excellence and build endowments, not as a replacement for shrinking state budgets?
Group 8	Budget / Finance - Advancing institutional priorities	· How can we best take advantage of our location and the comprehensive nature of our campus to connect with traditional and non-traditional constituencies? · How can we best articulate the diversity of our student body to capitalize on new	· How do we better coordinate our processes of budget, space, and capital planning between and among campus units? · How do we strengthen the message of who we are at UIC - in the context of the University of Illinois - and	· How do we identify and market our campus to untapped clients (and in untapped locations) and also incentivise our units to take advantage of new market opportunities? · How do we use return on investment analysis to help balance new opportunities with	· Are we willing to look rationally at our programs and give up some things so that we maintain our uniqueness and avoid trying to be all things to all people? · How do operate effectively to minimize constraints and unfunded mandates from external agencies?

	in a dynamic financial environment	initiatives? · How can we best take advantage of our size and the diversity of our research disciplines to protect our recent gains and expand research funding?	better communicate that message to a wider audience?	existing programs? · How do we build on existing international connections of UIC and the City of Chicago to expand resources?	external agencies? · How do we protect our academic, research, and patient care programs while the infrastructure continues to deteriorate?
Group 9	Public Service and Economic Development - Trends and opportunities	· How can we ensure the strengths of our urban engagement are taken forward in 20/10? · How can we build upon and learn from our experience in work with external units and our collaborations with other communities/institutions? · How can we take advantage of our diversity of disciplines and maintain that diversity while moving forward with public service and economic development?	· How do we address state/university regulatory obstacles? · How do we develop recognition and reward processes for faculty and staff engaged in public service and economic development? · How do we improve the internal and external communication regarding our public service activities?	· How do we take advantage of our location and its resources? · How can we collaborate with other U of I campuses for the purposes of advancing public service and economic development? · How can we become known as the leading engaged university that excels in the transfer of knowledge and technology, promoting economic development locally, regionally, nationally and internationally?	· How do we promote public service and economic development within a context of increasing privatization and individualism? · How do we position ourselves in relation to our competition? · How does UIC sustain a strategic conversation in the face of continuing financial uncertainty?
Group 10	Campus Life - Building a productive and supportive environment	· How do we capitalize on our central location, diversity, urban history, achievements, integral historical ties with the city and built environment? · How do we tell our story and better publicize UIC as a destination? · How do we create critical intensity or a more active hub to make a 24/7 campus (i.e., year long, evening, weekend educational/cultural opportunities)?	· How do we put a more human face on the physical UIC environment, (e.g., Jane Addams statue) and make the campus more user friendly? · How can we improve our points of engagement to develop a cohesive community? · What is our current culture and climate; what do we need to do to improve our inter/intra group human relationships, i.e., being treated with respect and helpful manner; and what do we need to do to get the right person with the right skill set, to the right place to do the job required with the necessary tools to do their job?	· How can the university community, as a whole, have more control over the character of its physical/human environment? · How do we capitalize on our technological advances to improve our environment? · How can we make UIC a destination for faculty/staff/students, and visitors?	· What strategies do we need to combat external competition from the city and other institutions for faculty/staff/students? · How do other urban commuter institutions create a successful student/staff/faculty experience in an urban setting? · How do we change public misperceptions of our identity, mission, and campus, which threaten our connection with the community, city, and state legislature?

Appendix IV

Priority of Actions

The UIC Strategic Plan identifies a set of actions designed to advance the campus toward achieving its goals and sub-goals.   In this appendix we present all of these actions, divided into three groups by priority.

The actions are all worthy and thus are not easily prioritized. The prioritization balances not only the importance of the action to UIC's mission, but also, more significantly, the time required to plan it and the availability of resources to support it. Some of the actions are more easily achieved than others, and some are more urgent. Many of the proposed actions have already been initiated since the first draft of our plan was submitted to the President.

Within each priority group, we have indicated those actions that are already in progress with a preceding "@". The goal and sub-goal to which each action refers is given in parenthesis.

Priority Group 1

@ Review and renew curriculum design and improve class scheduling. (1.1)

@ Expand mentoring and other support programs for underrepresented faculty and administrative staff. (1.2)

@ Coordinate across campus the support and retention programs critical to success for first-generation college students. (1.2)

@ Develop an extensive, well-publicized program of continuing education, in both online and face-to-face learning environments. (1.7)

@ Establish a program of seed-grants restricted to multi-disciplinary projects and of sufficient size, duration, and continuity so as to stimulate significant numbers of proposals. (2.3)

@ Create the position of Vice Provost for Health Sciences with the charge to advance both interdisciplinary research and collaboration in curriculum in those fields. (2.4)

@ Inventory our Great Cities partnerships and our international activities and distribute those inventories widely and regularly, internally and to external constituents. (3.2)

@ Pursue the Illinois Bill of Health initiative to obtain the funding necessary to sustain our health professions education programs. (4.1)

@ Create the position of Executive Director for Health Care Services, charged to manage clinical coordination and collaboration among the health sciences. (4.1)

@ Complete a Master Plan for campus facilities and land use. Implement business and operational practices that make UIC a productive and enjoyable place to work and study. (5.1)

@ Reduce the deferred maintenance backlog through both increased efficiency in maintenance planning and increased resource allocations to facilities. (5.3)

@ Raise our philanthropic fundraising capacity. (6.2)

@ Create a tuition policy that requires greater contributions from those who can afford to pay but at the same time ensures access to students without sufficient financial resources. Make financial aid a major fundraising priority. (6.4)

Conduct research to achieve understanding of why populations of students enroll, why they drop out, and why they stay. Focus upon those factors that are most readily remediable and that data show will provide the greatest impact on retention and graduation. (1.1)

Develop a transfer admissions program with specific community colleges. (1.1)

Enhance and develop those programs that focus upon human diversity, especially as that diversity manifests itself in a major metropolitan area such as Chicago (e.g., ethnic studies, religious studies, race and public policy, health disparities). (1.6)

Proceed with plans to expand and modernize the hospital. (4.2)

Develop a Clinical Trials Initiative to improve competition for clinical trial activity. (4.3)

Promote translational research, including basic research, patient treatment, and community practice. (4.3)

Seek revenue-positive continuing education opportunities. (6.5)

Priority Group 2

@ Focus on general education advising, course placement, tutoring, bridge programs, and coordination of learning centers and provide an ongoing campus orientation. (1.1)

@ Improve quality of teaching through mentoring and provision of support services. Assure a uniform measured criterion of English-communication proficiency of faculty and TAs, with an accompanying training program. (1.1)

@ Continue development of on-campus housing stock as rapidly as possible; market campus housing as needed. Form learning communities. (1.1)

@ Implement mandatory training for all search committees to assist expansion of candidate pools with candidates from underrepresented groups. (1.2)

@ Inventory, publicize, and encourage more academic programs that connect UIC with Chicago-area cultural, scientific, service, corporate, and financial organizations. (1.5)

@ Draw more extensively on the pool of talented professionals who wish a part-time teaching or scholarly relationship with a research university. (1.5)

@ Create the management structures and organizational models within which approved multi-disciplinary centers and institutes can be developed and run smoothly. (2.3)

@ Develop programs to facilitate collaborative research with industrial and research partners. (2.5)

@ Become a national leader in patient safety innovations and practices. (4.2)

@ Seek National Cancer Institute Comprehensive Cancer Center designation. (4.3)

@ Support active exploration of collaborative opportunities with other organizations in the Illinois Medical District and beyond. (4.4)

@ Plan large-scale projects to renew facilities, and then fund them by combining multiple funding sources whenever possible. (5.3)

@ Make remodeling and renovation projects Campaign funding opportunities. (5.3)

@ Reinforce UIC's identity in annual celebrations such as commencements. (6.1)

@ Undertake a focused program of internal and external marketing; develop an "advancement" organization that coordinates efforts in development, alumni affairs, and marketing. (6.1)

Invigorate UIC marketing, outreach, and recruitment and admission of academically promising students, especially those from underrepresented groups. (1.2)

Strengthen Human Resources to enhance the employment experience for faculty and staff. (1.3)

Develop information services, both online and in short programs, for the general public in areas such as healthcare, housing, business, and the arts. (1.7)

Consolidate the pre-award and post-award grants processes into a single office. (2.3)

Create opportunities to hire faculty in strategic clusters of excellence. (2.4)

Systematically expand professional development programs for employees, provide career path guidance, and increase LLEAP opportunities for administrative staff. (5.1)

Invest in cost-effective energy conservation. (5.3)

Mobilize alumni for fundraising, political support, public visibility, and volunteer assistance. (6.3)

Incorporate cost-effective energy conservation and sustainable design principles into all projects; meet LEED standards. (6.5)

Priority Group 3

@ Provide training and support to enable students and faculty to use technology effectively. (1.3)

@ Highlight scholarly activities of faculty in the classroom and other campus venues. (1.4)

@ Introduce programs that bring all students into contact with the city. (1.5)

@ Establish new interdisciplinary research projects and centers in concert with other urban institutions in the Great Cities tradition. (3.1)

@ Advance initiatives for knowledge application and to generate positive social change via collaborative activities with academic, public, and private partners. (3.1)

@ Reward and recognize faculty for developing relationships with other area higher education and research institutions such as the Argonne National Laboratory. (3.2)

@ Build campus support for and implement cost savings through large procurement contracts. (6.5)

Increase student employment opportunities on campus. (1.1)

Assure high-quality internal IT communication and connectivity, including low-cost videoconferencing and wireless access. (1.3)

Level the technology playing field and add to student success by ensuring that every student has a laptop computer. (1.3)

Increase opportunities and support for student participation in research. (1.4)

Provide additional services and seed funding to qualifying faculty seeking new external grants. (2.1)

Expand the Great Cities Faculty Scholar network among UIC colleges. (3.1)

Partner with local business to expand internship and employment opportunities for students. (3.2)

Employ a Human Resources consultant, corporate culture consultant, or internal resources to develop a high-profile, consistent, and persistent program of service awareness. (5.1)

Create a reward program for outstanding suggestions for improving UIC. Evaluate and build on the impact of employee recognition awards. (5.1)

Create an electronic Information Desk / "Help on the Campus" resource. (5.2)

Create close-in housing opportunities for faculty and staff. (5.3)

Create a speakers and consultants bureau composed of our faculty and senior staff; market it. (6.1)

Cultivate former and current employees (faculty and staff) as a resource for volunteer assistance, fundraising, and public visibility. (6.1)

Apply a high standard of value in comparison to cost to all centers and programs. Close some centers or programs in order to sustain others and to avoid uniform mediocrity. (6.5)

Survey system-centralized functions for any that do not achieve economies of scale and devolve those to the campus so as to eliminate diseconomies of communication loops. (6.5)

Appendix V

Evaluation and Certification of the Plan

This appendix contains written evaluations from the distinguished panel that participated in the certification process of the UIC Campus Plan. The small group of university leaders – Cornelius Hopper, Vice President for Health Affairs, Emeritus, The University of California, Carol Christ, President of Smith College, and Stanley Ikenberry, President Emeritus, University of Illinois - visited UIC in late January 2006 to examine and discuss UIC's plans. This process focused on the plan in a half-day symposium with presentations and discussions, as well as the subsequently written evaluations that follow.

INVITED COMMENTS ON THE UI-C STRATEGIC PLAN
CORNELIUS L. HOPPER, M.D.
VICE PRESIDENT FOR HEALTH AFFAIRS, *EMERITUS*
THE UNIVERSITY OF CALIFORNIA (SYSTEMWIDE)
JANUARY 23 & 24, 2006

I am pleased to have been a member of a three person "certification panel" invited to review and comment on the UIC Campus Strategic Plan ("*Access to Excellence*") that was organized and developed within the framework of the overall strategic plan for the University of Illinois System. The "*Access to Excellence*" document, completed on January 6, 2006, actually represents the "next step" in a comprehensive planning process, initiated in 2003, that involved a broad representation of individuals and responsibilities from across the campus, and that was conducted under the heading of "Strategic Thinking".

While that Strategic Thinking process, and the ***2010 Strategic Thinking*** document that ultimately summarized the work, incorporated many of the labels and categories associated with a traditional strategic plan ("vision", "values", etc.), the strategic thinking process invited (perhaps "demanded" would be a more appropriate term) the participants to think "outside the box" and to push the boundaries. The result is an inclusive, wide ranging**,** excellent profile of the University and its external and internal environments. I found it to be a refreshingly critical, candid, hard hitting introspection and I believe it must have served as an excellent "launching pad" for the strategic plan itself.

The organization of the UIC strategic plan "*Access to Excellence*", with its sequential treatment of Purpose, Strategy, Resources, and Monitoring is comprehensive, logical and consistent with the format laid down in the "*Brilliant Future*" framework for the University of Illinois System's planning. Throughout the UIC plan and its various components, the **recurring themes** that give the institution its unique identity and that also identify some of its special challenges as it moves ahead are compellingly presented:

- Implementing the twinned missions of **<u>Access and Excellence</u>** in an environment where the most pressing and politically potent public mandate will be the provision of **access** to UIC by an increasingly diverse and often educationally underserved group of urban high school graduates, and balancing this with the ambitions and self image of a faculty that places a high value on research productivity and improvement in the university's ranking among national peers as key measures of **institutional excellence**.

- Exploring and expanding the **"<u>Great Cities</u>"** concept and the related major commitment of the university, with its extensive network of more than seventy Chicago area partners, to have the university become a major force in describing interpreting, and responding to challenges of the international urbanization movement; utilizing the university's location in Chicago and the city's magnetic attraction to immigrants, brains, and money and potential for leadership in an environment of economic globalization. At the same time, avoiding the invitation to mediocrity embedded in the "urban university" label, public misperceptions of the university's proper role, and chronic under-funding of the university.

- Finding new approaches to **Interdisciplinary Cooperation and Programming** to overcome the existing "physical, operational, and cultural barriers" described so graphically in both the Strategic Thinking document and the Weaknesses" section of the SWOT analysis.

- Harnessing and expanding the reach and reputation of the university's outstanding health professions schools and enhancing their potential for helping to solve national research and delivery problems in such key areas as **Health Care Disparities, Disease Prevention and Health Promotion**.

- Improving UIC's image and **"Brand Recognition"** through an on-going, aggressive marketing and public relations program.

- Creating **New Strategies** for the acquisition of the **Resources** essential to achieve the goals of the plan.

The challenges to the university, which are reflected in these themes and aspirations, are brought clearly into focus in the plan's environmental scan and, even more forcibly, in the SWOT analysis which distills many of the hard hitting, reality-testing observations made by those who participated in the Strategic Thinking exercise. *Access to Excellence* describes an exceptionally complex institution that is defined by its unique history, urban location, land grant institutional status, challenged resource base, and a host of externally imposed mandates, but one that is also defined by the very notable successes that the university has registered over the past decade. The goals and subgoals articulated in the plan have been developed within this reality framework.. The overlay of a monitoring and evaluation plan with specific performance metrics adds to the credibility of the plan.

The overall attractiveness of the phase I and Phase II planning efforts notwithstanding, in my view, the critical planning task for the university still lies ahead in phase III. This is where the individual schools, colleges, administrative units and the faculty will have to do the "hard work" of the planning; i.e. the translation of the vision and broad strategies of the Phase II plan into operational plans and programs. To borrow a popular but relevant cliché, these "front line" units are where "the rubber will meet the road". These units will have to decide how to expand, qualitatively and quantitatively, the engagement with the city of Chicago; what the proposed, newly incentivized multi-disciplinary centers should look like; how to organize the new professional development programs for university employees; how to build on UIC strengths in developing a new institutional "branding" and marketing initiative; etc.

While our panel was asked to specifically review and comment on the strategic plan in its present (phase II) state, from my perspective and experience as a former university health sciences administrator I felt that I could perhaps be most useful by summarizing, in an anticipatory fashion, a few of the key questions and issues that should be given some attention in the phase III planning process, particularly as related to the health sciences.

Questions:

1. If the University of Illinois is to function as a "system", to what extent will the "system" concept be reflected in plans for role definition, coordination and administration of related units on different campuses? With respect to **medical colleges**, for example, what is the nature and extent of current communication, coordination and joint program planning between UIC and the Peoria, Urbana-Champagne, and Rockford campuses? Does the "Land Grant" designation of the University of Illinois imply that such coordination will take place between the constituent campuses/programs? Should there be an office (based at UIC?) that serves as a reporting interface for the University's Health Sciences programs with the Board of Regents and, as delegated, as a source of expert analysis and information, to the Illinois Legislature?

2. Should there be a statewide health professions workforce plan that projects Illinois needs in each of the health professions? To the extent that the State looks to the University of Illinois to educate and train the majority of such professionals, is the state prepared to consider a baseline level of guaranteed academic funding (analytically related to the actual cost of education) for each of the professional student categories? Has such an approach been presented to the Legislature?

3. Recognizing that the cost of delivering health care in the future will go up and will be paralleled by downward pressures on health services revenues, the financial operations of large university medical centers will be increasingly at risk. What efforts have been (or will be) made to persuade the legislature to insulate the academic programs in the health sciences (or the university at large) from losses that may be incurred in the operation of the medical center?

Issues:
Inadequate current resources and uncertainty about future resources in a State budget constrained environment is a foundational issue underlying the entire planning process for UIC that we have reviewed. In the view of this observer, a restructured and revitalized relationship with the State of Illinois that translates into a different budget understanding, particularly in relation to Health Professions Education, and a different commitment to support the University's health services "enterprise" have to be given the university's **very highest priority**.

I enjoyed my brief interaction with this very special institution and its planning process and will follow UIC's progress with great interest.
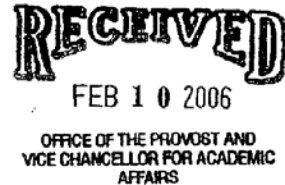
CLH.

SMITH COLLEGE

February 6, 2006

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R. Michael Tanner
Provost and Vice Chancellor for Academic Affairs
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Dear Michael:

I very much enjoyed participating in the "certification process" for the UIC campus strategic plan. I have read both the report, "2010 Strategic Thinking," and the plan itself with great interest and admiration. My evaluation follows.

The strengths of the plan are many. In order to succeed, strategic planning must make vital a vision for the institution that reaches back to its roots, responds to its current environment, anticipates future trends, energizes the community, and gives everyone a stake within it. The trio of statements with which "2010 Strategic Thinking" begins do this brilliantly: "Who we are," "Where we are," and "What we believe." Taken together, they articulate an identity and a mission at once rooted in history and context and responsive to needs and opportunities. The focus on Chicago binds these two together in a particularly powerful and appropriate way.

In order to succeed, strategic planning must also build upon an institution's assets. Both planning documents do this effectively, building upon the impressive research trajectory of UIC, its role in health care, the diversity of the student body, and the Great Cities commitment. All of these provide the kind of integrative ideas that allow the plan to energize an entire institution.

Both planning documents are also candid about the challenges that the university faces, both externally and internally. Looking squarely at these challenges, understanding weaknesses and vulnerabilities, is a necessary prerequisite to successful strategic planning.

As the university prepares to embark on the next stage of the planning process, I feel it would be well served by addressing the following nine questions. I offer these in the spirit of constructive criticism, aimed at making the next phase of this process as effective as possible.

Question One: Do the "stretch actions—the maybes"—offered on pages 25 through 28 of the strategic plan offer a more creative vision that will advance the university further, than the central actions of the plan? Any strategic plan should not be simply generic—one that could serve for any institution. Rather, it should reflect the distinctive strengths and opportunities of the university. The stretch actions seem to me to meet this standard more effectively than the main actions recommended by the plan. Many of the principle actions that the plan recommends address problems of infrastructure. Certainly it is critical to remedy deficiencies of infrastructure, but goals in this regard fall into a different category than goals extending or expanding the mission and vision of an institution. Perhaps UIC would be well served by distinguishing these two in the next stage of its planning.

R. Michael Tanner   Page 2

Question Two: Does UIC's plan attempt to be too comprehensive? To succeed, any strategic plan must focus on a selective enough set of issues so that the institution can make significant progress. In trying to be all things to all people, in trying to address every aspect of the university's operation, does the plan risk not focusing on the ten or twelve big things that could move the university forward most powerfully?

Question Three: Does the classification of recommended actions into the three categories defined in the plan—A (could be done now), B (could be done with additional resources), and C (require both further study and additional resources)—lead to the most effective prioritization among them? My concern is that such prioritization may lead UIC to concentrate energy on actions that seem resource-neutral, and to delay far more critical actions, requiring new resources or reallocation, that will have a more transformative affect, or that may be necessary conditions for success. Let me give two examples.

The first sub-goal under Goal 1 (UIC will offer an outstanding education at all levels to a diverse student body) is, quite appropriately "Enable our students to succeed, from recruitment and enrollment to graduation and in their future careers" (p. 19). The first action listed is "Conduct research to achieve understanding of why populations of students enroll, why they drop out, and why they stay. Focus on those factors that are most readily remediable and that data show will provide the greatest impact on retention and graduation." This action is classified B, "could be done with additional resources." This action seems to me the necessary foundation for any programmatic efforts to increase retention and graduation. Will the document's seeming prioritization of resource-neutral steps result in a subtle weighting toward the status quo, not providing sufficient incentive to re-allocate current resources?

Goal 5, sub-goal 1 (p.22), "Provide an attractive work and learning environment that is efficient, aesthetically pleasing, environmentally sensitive, and safe" provides another example. The first action, classified as C (requires both further study and additional resources), is "Complete a Master Plan for campus facilities and land use." This action is critical, the necessary basis for decisions in regard to a complex set of challenges presented by a campus that is not presently integrated but divided into two sides, and faced with an enormous backlog of deferred maintenance. Classifying the action as "C" fails to give it the urgency I feel it demands. Addressing the borders of the campus—the nature of its connection to the city at each of its edges—might be a way to begin this planning.

In the next phase of the planning process, I would recommend developing a way of prioritizing actions on the basis of their impact and their use in guiding the campus's decision making in regard to resources. Furthermore, planning must be guided by data; prioritizing the analysis that will lead to wise decisions, even when that analysis requires investment of resources, is a critical step.

Question Four: Does the plan provide enough specificity in regard to UIC's undergraduate life and mission? One of the greatest weaknesses that the plan identifies is UIC's graduation rate. Is the plan giving sufficient attention to addressing this issue? How does the individual undergraduate student engage with the mission that the plan sets out?

Question Five: Does UIC need a more detailed resource plan to assure the success of its strategic plan? The plan sets out in considerable detail the resources needed to reach its goal, but its resource procurement strategy is less detailed. Even though the building of a resource base is a politically complex task in a public institution, the university needs to develop a detailed revenue strategy, integrating revenue streams from diverse sources.

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Question Six: Is it possible to pursue a Great Cities commitment without a Great States commitment? One of the most powerful and inspiring elements of UIC's strategic plan is its great cities commitment. Yet cities are located in states and depend for revenue and services upon them. Can you have a great cities commitment without an equivalent commitment on the part of the public and the government to a great state—one that is proud to invest its resources in building institutions of national and international distinction?
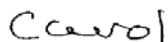
Question Seven: Does the plan minimize the financial commitment necessary to increase its fund raising and to increase alumni engagement? UIC quite appropriately looks to an increase in fund-raising as a critical piece of its resource plan. However, the plan represents this action as cost-neutral, one that could be done now. Effective fund-raising requires a significant up-front investment. It is important to recognize this cost. Likewise, the plan quite appropriately recommends increasing alumni engagement. Building such engagement also requires resources. I heartily recommend investment in both activities, but it is important to be realistic about their costs.

Question Eight: How will UIC make its administrative structure more efficient? Both "2010 Strategic Thinking" and the strategic plan speak often about how UIC processes form significant obstacles to making the kind of advances that both documents envision. Yet neither plan follows up these statements with the articulation of specific steps that might address these difficulties. The campus might begin to address this problem by conducting an organizational effectiveness analysis of a few critical areas—hiring, for example, or procurement, or grants administration.

Question Nine: As the university moves the planning process to the school and college level, how can it maintain its cross-cutting and integrative nature? What process will bring the various local stakeholders to the table together so that the university does not lose the powerful sense of integration that the plan now envisions?

Thank you for inviting me to participate in this stimulating process. I've learned much from it. I wish you good luck in realizing your inspiring vision.

Sincerely yours,

Carol

Carol T. Christ
President

CTC/rl

University of Illinois at Chicago Strategic Plan

Commentary by:
Stanley O. Ikenberry, Professor and President Emeritus
February 6, 2006

If past is prologue UIC's future is bright indeed. Over the past 25 years the campus has made remarkable gains in academic quality and substance, increased its relevance and impact on the City of Chicago, and achieved significantly greater academic status and recognition. Given a wise plan and adequate public support, the same fundamental forces that have driven the campus' development in the past can fuel the trajectory in years ahead. This Plan can be a significant step in that direction.

The University of Illinois Board of Trustees' highest priority for their new president in 1979 was to raise the University's profile and presence in Chicago. The priority was well-placed. Chicago was and remains the State's primary center of population, its economic hub, and to a large degree, the State's social, cultural and political center. If anything, over the intervening quarter of a century these attributes have become even more obvious. Then and now it is impossible to think of the State's flagship university without a very major Chicago presence.

The centerpiece of '80's Chicago strategy was the consolidation of our then two Chicago campuses, neither one of which was especially well known or sufficiently respected in Chicago or nationally. First on paper, and now in fact, the consolidated University of Illinois at Chicago became the largest, most comprehensive, research intensive academic enterprise in Chicago. It is a respected peer of Urbana-Champaign and other major academic centers. Over the years – working with civic, business and community leaders, city officials and others, and through sustained public investment, improved academic and managerial performance, and greater visibility in Chicago and nationwide, UIC has flourished. It is crucial that momentum be sustained.

THE CHICAGO COMMITMENT: A Delightful Sense of Place

- *"Through our Great Cities Commitment, UIC will engage with the people, communities, and institutions of Chicago and other great cities of the world in ways that transform lives."*

The most notable feature of the UIC Strategic Plan is its powerful commitment to the City of Chicago. This Chicago dimension of the plan is worth noting for several reasons. Obviously it lends a sense of focus and relevance to the plan. More than that, however, it gives a unique sense of place, an explicit definition of the primary "publics" the campus is dedicated to serve, and it goes to the very heart of what it means to be a "public" university campus.

Strategic plans of public universities and the priorities that flow from them are too often difficult to distinguish, one from the other, Minnesota from Michigan, or Florida from Wyoming. All seek greater academic excellence and distinction, and all yearn for higher rankings in the national pools. UIC has chosen a refreshing approach and clearly defines the publics it intends to serve. By doing so in a "global context" it gains the best of both worlds.

Over the last 25 years UIC has moved from near denial of its unique Chicago setting to an open embrace, recognizing that the City may be the campus' single greatest strategic asset. Without this clear sense of place and the compelling commitment to relevance to Metropolitan Chicago, and more broadly to all of Illinois, UIC's unique character would be weakened and the relevance of the Plan diminished.

UIC's prominent Chicago strategy, however, raises a question: Where does UIC's Chicago commitment and strategy fit within the broader Chicago strategy of the University of Illinois overall? The Urbana-Champaign campus will almost certainly have a conscious Chicago strategy. Business, law, social work, education, engineering, the performing arts, communications and public affairs – virtually every Urbana

program also touches Chicago in some way, through the students it serves, the scholarly research it conducts, through the reach of internship and public service programs, engagement with Chicago-based media and in countless other ways.

- ***Will UIC serve as the University of Illinois' Chicago beachhead, as the Chicago home for a "consolidated, University-wide interface with Metropolitan Chicago" or will there be two, or three or more quasi-independent Chicago Strategies?***

From an internal perspective the desire of individual academic programs and campuses will be to "live and let live," craft independent strategies, executed separately program by program, campus by campus. From the standpoint of State, and particularly from the perspective of the Metropolitan Chicago constituencies the University serves, (businesses and corporations, health care and social service systems, the Chicago Public Schools, governments, and everyday citizens of the Chicago area) a more coherent University-wide strategy would yield more powerful, rational and visible results.

SEARCHING FOR THE BIG IDEA

The very structure of the strategic planning process invites compartmentalization: purpose, strategy, goals, sub-goals and actions. The process lends focus and discipline to the plan, linking vision and action. But it also risks placing goals and actions in small, discrete boxes.

Alternatively, one can look for a handful of really big ideas that with successful execution could have a transformational impact and touch several strategic goals simultaneously.

In the search for big ideas one should begin by thinking about the society – the City of Chicago, the State, the Nation. Viewed from that perspective the strategic challenges begin to come into focus and they are huge. In Chicago and nationally the three most compelling challenges are energy, health care and education. The UIC Plan rightfully singles out health care as an area of major focus – prevention, patient care, education, research, all in a highly competitive market.

In the UIC "stretch goals" mention is also made of the link between UIC and the Chicago Public Schools and the possibility of a UIC managed math and science high school. As the Plan notes, UIC already makes major contributions to the Chicago schools and is the prime point of interface between CPS and the world of higher education.

Building on that already strong and credible connection in the years ahead makes obvious sense. To the extent academic performance levels in Chicago schools increase, the City benefits greatly. The very economic survival and quality of life of Chicago depends on what its citizens know and what they can do. The Commercial Club of Chicago recognized this reality over a decade ago and placed better schools as its number one priority. President Bush highlighted deficiencies in math and science in his most recent State of the Union address. A recent National of Academy of Science panel just released its report: "Rising Above the Gathering Storm" and calls attention to the serious math and science deficiencies that threaten the nation's future.

A recent study by the Illinois Education Research Council revealed that 71 percent of the Chicago Public Schools graduates are NOT ready, or only minimally ready, for college. Practically, that means students do not have the advanced science and mathematics skills and the language facility necessary to succeed in college. Not surprisingly, many of these students never go on to college. And many of those who do go on to college -- UIC and other campuses -- find themselves loaded with remedial classes, delayed or placed at risk in degree completion, and with an increased cost burden for both the student and the campus.

Why not attack that with a "big idea?" For example, why not consider the feasibility of expanding the math and science high school concept to include a "blended online learning" initiative that could be mounted by UIC and the Chicago Public Schools? The new learning system could serve both high

school seniors and college freshman, bridging the artificial gap between the two. High School students would be better prepared for college. Instruction would be more convenient for students. Advanced students could satisfy high school and college requirements simultaneously through dual credit and dual enrollment. Remedial loads and time-to-degree could be cut, graduation rates increased, and instructional costs for the campus and for students reduced.

Would such a program bond the City and the campus even more closely? Would business, foundations and government support this financially? Would the prospects of Chicago and the life-chances of the next generation be enhanced? Would UIC gain greater visibility and recognition?

The Resource Challenge: Who will pay?

The greatest challenge facing the Strategic Plan at UIC and the University overall is the resource issue: Where will the money come from? Sooner or later support from state government must, and I believe will, revive. The future of Illinois is so closely aligned with the future of higher education that further cuts in state support simply can't continue.

Yes, states are confronted by structural budget deficits caused by revenue demands in other parts of the state budget that compete with higher education. Those, joined with anti-tax pressures, limit the ability of states to make the higher education investments that policy makers and the public understand to be essential.

Still, even in the face of these realities, state support for public higher education across the country has turned around, increasing overall in 2005 by 6 percent. While this has not happened in Illinois, (Illinois ranked 49th among the fifty states in 2005 in terms of increased support) the negative trends in Illinois must change or the future of the State and its public universities will be placed at even greater risk.

The UIC plan confronts these limits honestly and candidly. But the way forward on the revenue front is less clearly defined. In the past, it might have been solved with a single strategy: the restoration of state support. Going forward successful execution of the Plan will require multiple strategies, and the Plan touches on these:

- Strengthening State support is crucial if Illinois is to retain its public character. Carrying the message more powerfully and directly to the people of Chicago and throughout the State is essential.

- Tuition income will certainly play a larger role, as it has over the last decade and more. Still, tuition income will not answer the resource needs of areas such as health care and other public services that generate little or no tuition revenue.

- Private fund-raising is important, and arguably offers an opportunity for significant improvement. Results, however, no matter how successful will almost certainly be on the margin, adding icing to the cake, but not the cake itself.

The most overlooked and undervalued strategy for attacking the revenue challenge in higher education is more effective cost control, greater efficiency, and better productivity. True, higher education is not a business, not an assembly line. And, quite frankly, the incentives and rewards of cost containment and efficiency are few and far between. It is hard to generate enthusiasm.

On the other hand, we frequently ignore the obvious link between academic quality and efficiency. Looking seriously at creative ways to streamline processes, to remove unnecessary layers, to fix problems once – not multiple times -- and to look seriously at ways to accomplish more, more quickly, at less cost, with higher quality, these are challenges virtually every other sector of society from business to health care to the military are grappling with. UIC could become a national leader and address the productivity issue in a serious way.

If UIC's Strategic Plan is to succeed, the resource puzzle must be solved, and if that is to happen, the Plan needs to think more deeply and seriously about efficiency and productivity gains in ways compatible with the broader aim and commitment of expanded access to greater excellence.

SUMMING UP

The UIC Strategic Plan is sound. Its focus on Chicago is right on target. The tone of the plan is good; ambitious and yet realistic. The campus comes to the planning process with a number of fundamental assets: its strategic location; the incredible diversity of its students, faculty and staff that lend a great foundation for the creation of an even broader global perspective; a strong trajectory in the development of external support for sponsored research; and, a unique heritage as part of the University of Illinois family and a culture that understands and strives for the highest levels of academic excellence.

UIC's vision is to be recognized nationally among a small handful of the nation's premier urban public research university campuses. It is well on the way toward the realization of that dream.