University of Illinois at Urbana-Champaign Strategic Plan
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Section I
Overview

Overview

In the beginning years of this century, Tony Leggett was awarded the Nobel Prize in Physics, Paul Lauterbur was awarded the Nobel Prize in Medicine, Carl Woese won the Crafoord Prize, Nick Holonyak, Jr. added the National Medal of Technology to the National Medal of Science he had been awarded earlier, Daniel Sullivan won a Tony Award for Best Director, and Todd Martinez became the fourth MacArthur Fellow on our faculty. Recognition at this level reflects not only the exceptional brilliance of these individuals but the strength and durability of an institution that can attract, stimulate, and sustain the highest levels of creativity. Our success in the future, as in the past, will depend on our capacity to provide people of rich potential with an institutional environment in which their individual creativity can thrive.

The environment that fosters brilliant scholarship and creative discovery also provides the optimal context for educating leaders and innovators. Illinois graduates thrive in the worlds of science, technology, education, public policy, government, the arts, law, business, and health care. Many of them remain in Illinois, effectively addressing challenges in our corporations, schools, governing bodies, and civic societies. Others play leadership roles in every sector of the globe. When we visualize what we hope to become as a community, state, nation and world, we can be assured that Illinois graduates will play an instrumental role in creating and sustaining change. As we plan for the future of Illinois, our institution must evolve in ways that spawn the creative leaders of tomorrow, finding new ways to excel in our most central mission: the preparation of the talent that will solve tomorrow's problems, provide leadership in the private and public sector, and serve complex, interconnected global communities.

The University of Illinois came into prominence as a world leader over the course of the twentieth-century by building on the foundations of a great nineteenth-century ideal. The land-grant ideal has proven to be both sturdy enough and supple enough to sustain itself in the face of the enormous changes in our world since President Lincoln signed the Morrill Act in 1862. Upon this foundation, Illinois became one of the handful of universities that created a new kind of institution, the great public research university.

But the new century is rapidly showing us challenges that will require new forms of engagement and leadership in concert with a broad array of partners and stakeholders. Many of the advances in knowledge, technology, and cultural understanding that have shaped this new century were produced in universities like Illinois and by their graduates. This intensively globalized world—profoundly shaped by the technology revolution, generating unprecedented wealth, but facing potentially devastating crises in the environment and in the availability of energy, and torn by vast failures of understanding from one culture to another–will make new demands on the research, teaching, engagement, and economic development missions of the world's great universities. Fashioning a new compact with our many stakeholders can help Illinois regain public support, develop increased levels of private assistance, and provide superior education to students from the state and from around the world.

An intellectual culture that sustains tradition while advancing knowledge across a broad spectrum of disciplines is distinctive to the great public research university. To advance our place in this dynamic, we must find ways to provide innovative, superior undergraduate and graduate education even as state resources to support education decline. We must sustain and

build on excellence across a daunting range of disciplines. We must be ready to follow the cutting edges of research even when they cut across traditional disciplinary lines that have served us well. We must continue to thrive in a research-funding environment dominated by the great federal agencies, but also recognize that partnerships with the private sector can generate significant research. We must maintain and grow the research capacity of key areas where external funding opportunities are limited. We must come squarely to terms with the substantial implications of globalization on research universities, building relationships that enhance the international dimensions of our research and teaching missions. We must provide an environment that continues to open up new worlds of research and learning for our faculty and students. And we must find the right balance between setting priorities at the campus level and remaining responsive to directions determined by the creativity of faculty initiative.

As we build on our legacy, marshalling the talent and ingenuity of faculty, staff, and students, we must make our academic priorities clear, always remembering that our public land-grant status makes the betterment of humanity our fundamental business.

Accomplishments in research and scholarship at Illinois traditionally have resulted from directions chosen by our faculty and supported by the University. This fundamental model for creative accomplishment will continue to serve us well. Although by its very nature, the creativity and spontaneity of daring, innovative, high-risk research cannot be captured fully or anticipated adequately in long-term plans, we must be positioned to recognize the centrality of faculty-generated research initiatives and be prepared to take the risks that supporting the exploration of powerful new ideas entails.

The global eminence we seek requires a breadth of excellence found only in the very best institutions. Illinois has long provided global leadership in science, technology, and agriculture. A fundamental challenge, as we seek to create a better financial footprint for this institution, is to establish the breadth of disciplinary excellence essential to strengthening our stature among the best of our peers. The growing strength and globalization of our colleges of business and law provide opportunities to develop our status as a comprehensive research university, as do the increased prominence of key humanities programs (including such emerging disciplines as transnational and migration studies, cultural studies, and the intersections of the humanities with the sciences and with law) and our growing national prominence in programs that contribute to social and economic justice.

This strategic plan presents our understanding of what our principal challenges are and how we will meet them. Of course, any such plan must remain a work in progress even as it is implemented, and we have tried to build into it sufficient flexibility to enable us to respond effectively to emerging challenges and initiatives.

Interdisciplinary Initiatives and Comprehensive Excellence

The analysis of strengths, weaknesses, opportunities and threats that will be completed by the colleges will identify significant choices about which areas to emphasize, as the colleges determine the best uses for their resources. We will nurture our great disciplinary strengths, sustaining discipline-based scholarship that continues to generate new insight. We will also recognize and support the great advantages of focus and coherence brought to us by our centers, labs, and institutes. More than ever, we must be prepared to facilitate boundary-crossing interactions among departments and colleges when new knowledge and sharpened engagement

with problems of the larger society are the reward. We will commit additional resources to support scholarly initiatives using the Critical Research Initiatives (CRI) program, in order to facilitate and strengthen the innovative interdisciplinary scholarship that has been a tradition at Illinois and holds considerable promise for addressing pressing societal issues. A number of overarching themes build on our ability to create discipline-spanning programs, some that have structural implications for Illinois and some that will require partnerships with other institutions. In calling out the ideas that follow, we recognize common threads that have emerged after considerable discussion in units that span the campus. We also understand that significant attendant campus investments will be necessary to enable them to succeed at the highest level, and that reallocation of resources will be required to achieve our aims.

Information technology (IT) has become a ubiquitous, indispensable component of research, information management, and decision making, and addressing areas of national need. Illinois, a world leader in information technology, will develop an integrative approach to the study of knowledge creation and decision support systems. The *Illinois Informatics Initiative* will focus on emerging applications areas in the natural sciences, the humanities, the social sciences, and the arts, and on decision support in areas such as business processes and disaster response. We will extend the synergy between humans and computers and will provide opportunities for cross-disciplinary interaction both on our campus and around the world. We will create new degree and certificate programs that will accelerate the integration of IT into all curricula on campus and will produce the next generation of leaders in the IT revolution.

Illinois has the potential to deliver new technologies and novel therapies for human health. We will create the *Integrated Sciences for Health Initiative* through a unique blend of our strengths in the life sciences, the physical sciences, engineering, social sciences, and human nutrition to combat disease and provide innovative approaches to health and wellness. We have particular strength in the areas of neuroscience, cancer, infectious disease, imaging, and health informatics. We will extend our core capabilities by enabling our faculty and students to work with experts in human biology and clinical practice. Building on these collaborations, we will establish new multidisciplinary educational and research paradigms, overcome barriers to innovation, and increase the impact of Illinois research on human health.

Through the *Illinois Sustainable Energy and the Environment Initiative* we will assemble other leading universities, corporations and private enterprises, and government in the state to develop new technologies, models, and practices that will shape national policy, promote responsible stewardship of resources, and build the Sustainable Energy and the Environment Initiative. In this initiative, we will both pursue the discoveries of basic science and seek to understand the social aspects of life in a complex society, focusing on key areas such as power generation and networks, transportation and portable energy, water supply and use, and landscapes and urban architecture. We will transform the campus into a learning laboratory for demonstration of sustainable technologies while we develop curricula to prepare students with skills required to tackle the challenges of a sustainable society. We will position the state of Illinois as a recognized leader in research, education, and practices to promote sustainable utilization of energy, water, and land.

Our strongest departments are equal to any in the nation, and must be sustained at that level. In order to secure our position as one of the nation's very best comprehensive public research universities, however, we must invest significantly in areas in which we already are near the top

tier, but fall short of the best of our peers. Several of our departments in those core disciplines of the humanities, the social sciences, and the life sciences that figure prominently into the overall reputation of a comprehensive university are poised to move up in national reputation, and in doing so, to bring up the overall reputation of the University. Aggressive strategies already under way to strengthen our enterprising Colleges of Law and Business will similarly contribute to our climb toward national preeminence among public research universities.

Excellence in Undergraduate and Graduate Education

Illinois will compete for the best students in the state, the nation, and the world. We have a rich tradition of attracting excellent students, but face an increasingly competitive environment that necessitates a more assertive recruitment model. Our plan outlines revamped student recruitment practices, including strategic use of merit aid and increased outreach efforts to reach target student populations. We will reshape our undergraduate student body through an enrollment management plan that modestly decreases the size of the freshman class and strategically expands the transfer student population. At the graduate level, we will dedicate greater resources to fellowships that enable us to compete more favorably for the top graduate student talent crucial for faculty research, undergraduate teaching, and our standing as a world-class university.

We must provide high-quality, engaging educational experiences to attract and optimally serve our students. It is a critical time to invest strategically in our academic programs and services to ensure an educational experience that prepares students for lives of impact and leadership in an increasingly diverse, globalized world. To prepare students for leadership roles in this world, which is changing at an accelerated rate, we will provide an education that emphasizes the capacity to adapt learned knowledge and skills to address new situations that, in turn, require the acquisition of new knowledge and skills. We will adapt our educational models to provide more effectively the interdisciplinary knowledge base and preparation needed by today's researchers and professionals. At both the undergraduate and graduate levels, we will increase opportunities for cross-disciplinary education in areas of pressing need and interest, as detailed in the plan.

Essential academic services, such as access to advising and mentoring, will be strengthened, as will the quality of instruction in both large-lecture and small-course formats. We will place particular emphasis on meaningful honors programs, expanded opportunities for students to engage with faculty in research and creative activities, and increased options for study abroad participation. To prepare students for the community responsibilities demanded of them in an increasingly diverse, rapidly changing world, we will establish Illinois as the leading public research institution that engages students in civic commitment and community-based learning experiences. We will expand internship programs and add "professors of practice" to assist us in realizing this goal.

A More Influential Chicago and International Presence

We will capitalize on our existing partnerships in Chicago and throughout the world to increase recognition of the relevance of our science, technology, and scholarship in solving pressing societal problems. Our plan emphasizes strategic strengthening of links with Chicago, Washington, D.C., and targeted global partners.

Our extensive yet largely under-recognized presence in Chicago reflects connections selected and directed largely by individual faculty interests. This approach, although fundamental to our ongoing institutional culture, has not optimally served us in developing a coherent, and sustained

Chicago presence. To capitalize fully on Chicago's potential, and to serve more effectively our Chicago-area constituencies, we will supplement faculty-selected connections with strategic, focused initiatives in three specific areas that are of greatest concern to Chicago's citizens - education, environment, entrepreneurship. Chicago is a vital partner for our advancement as a globally preeminent university. Nearly 60% of our students graduate from Chicago-area high schools, supplying us with many of our brightest and most diverse students. The Chicago area is a dynamic and growing urban environment that provides an outstanding platform to conduct integrative research and engagement. By effectively connecting with Chicago, we will sharpen our recognition as an institution that benefits the area and strengthen private and public partnerships that support the work of the campus.

Similarly, Illinois has a significant international presence. The international environment offers expanded research opportunities for our faculty as well as access to an enormously talented student pool. With our rich history of institution building throughout the world, a wide array of partnerships are situated for expansion. We recently launched a number of new programs, including jointly administered degrees with universities in Poland (Business) and Singapore (Chemical Engineering), and we see significant potential for expansion in this area. Our refined Asia strategy will sharpen our focus on both student recruitment and research partnerships. We will expand programmatic offerings in Singapore through a physical presence. In China, we will build on extant research partnerships and serve additional graduate students and post-doctorates, and in India, we will build new research and educational partnerships. We are assertively moving into the undergraduate arena in international student recruitment, using creative approaches such as a joint industrial affiliates program and articulation agreements with Chinese universities that bring students here for degree completion in conjunction with a private sector experience.

Maintaining and Expanding Campus Facilities

We face critical challenges in providing the facilities and environment that optimally support the development of knowledge, creative endeavors, educational experiences, and engagement with the public. As stewards of the capital resources entrusted to us, we have a responsibility to maintain and use them efficiently. This is a matter of accountability to those who have supported the creation of our facilities, as well as recognition of the importance of our physical facilities in attracting outstanding faculty, staff, and students and providing them with an environment in which they can be productive.

We have a deferred maintenance backlog of approximately $450 million at Urbana and a strikingly insufficient day-to-day maintenance budget. To address these issues we will:

- Lend our full cooperation to the University-led program to reduce deferred maintenance
- Implement a program to restore and reprogram existing campus space
- Significantly increase funding for the day-to-day maintenance functions of our building and grounds units

Because our programmatic ambitions also require new facilities, we must supplement the state's contributions with private and institutional resources for new facilities in key areas of need.

We face increasing pressure to be more efficient with facilities resources. We must, for example, ameliorate the effects of rising energy costs. The initial steps in this process are to better understand our costs, and to act on conservation opportunities, such as performance-based contracting, certified construction, and renovation and creation of an energy-rate structure model

that provides clear and compelling incentives to conserve energy at the level of each department and unit.

Investing in our Community

Over the next five years, we must continue to provide an environment that attracts the most creative and capable individuals. As the principal employer in the community, we have a particular responsibility to support, sustain, and expand excellence in our schools and in the arts and creative venues through which the community connects with the University. Our plan details new approaches to strengthening partnerships with local schools. We aim to work in collaboration with public school colleagues to create and sustain programs that address issues of particular importance for our community.

Our plan builds on the contribution of our cultural assets–the Krannert Center for the Performing Arts, Spurlock Museum, and the Krannert Art Museum–to promote a vibrant and exciting future in our cities. The links they provide to our community build on the creative, scholarly, and educational missions that shape the University's commitment to preserve, promote, and extend the arts and culture. More than simply venues to display or perform great works, they provide welcoming, enriching environments in which cultural artifacts, traditional works of art, and experimental pieces are made accessible and comprehensible. At once showcases for the creativity of our faculty artists and performers, for practicing artists from around the world, and for traditional masterworks and objects that originated in cultures far removed from our own, these educational and research entities can make the mysterious comprehensible and bring out the extraordinary in the apparently ordinary. They are powerful anchors for the cultural life of the University and the area.

We also recognize the crucial role of athletics in connecting the University with its alumni and its extended community. Campus athletic events bring together students, alumni, and admirers of the University from around the region and across the state. Sports broadcasting and reporting in local, state, and national media bring favorable public attention, not just to the prowess of our athletic teams, but also to the stature of the University as a leading academic institution. The link through athletics helps focus the loyalty of thousands of Illinois' admirers.

We will create a more inclusive campus community through the recruitment and retention of a more diverse student body, faculty, and staff. Although the racial and ethnic diversity of our student population compares favorably with our benchmark peers, we do not yet reflect the diversity of the state, and have significant potential to create a more inclusive community of faculty and staff. The rich and vibrant mix of ideas and expression that is created when individuals from a range of backgrounds come together is crucial to our aim of institutional excellence. We also will reinforce our comprehensive core excellence by enhancing our campus work environment.

The redevelopment of Orchard Downs will serve as an example of the best that the campus and the community have to offer. We see Orchard Downs as the site of a model community that includes environmentally sensitive planning and construction, a center for lifelong learning, and the neighborhood and wellness amenities that allow people of all ages to live healthy, community-based lives. We also see Orchard Downs–in its partnership with the campus and its world-class education, athletics, and arts facilities–becoming a magnet community for alumni,

other supporters of the University, and highly accomplished faculty, ages 50 and above, who want to live near, benefit from, and support our great institution.

The continued development of the Research Park is also a critical element of our strategic plan. Over the next five years, the Research Park will expand to an employment base of over 2,000 (from the present 1,000), providing development space for Fortune 500 corporations drawn to the community by access to world-class students, research technologies, and faculty expertise. The Research Park will also expand its role as the home for startup companies, particularly those based on Illinois technologies. The success of our plan for the Research Park rests on:

- Expanding amenities such as retail and restaurant space, bike paths, and landscaping
- Sharing the benefits derived from the Research Park with the developer
- Providing mechanisms to reduce infrastructure costs
- Continued transformation of the campus to embrace and derive value from strong interactions with corporate research and development

Advancement and Development Strategies to Support the Plan

To succeed in our bold vision for the campus, we must secure the resources to support our initiatives. In support of our development goals, the plan calls for reorganization of specific development functions to capitalize on the success of the past, to better coordinate efforts with the alumni, and to target specific areas for growth as they fit the multiple missions of the University. We have created a new position of Vice Chancellor for Development and Advancement (VCDA). This individual will provide coordination and leadership for the campaign, will report jointly to the Foundation and the campus, will be engaged in establishing strategic communication approaches, and will work closely with the Chancellor on major gifts.

Over the next five years, we will focus on strengthening relationships with the private sector. We have a solid foundation on which to expand corporate partnerships, both through philanthropy and by increasing the range and number of contractual research relationships with corporations. Our capacity to expand partnerships is significant, particularly if we are able to accomplish our goal of diversifying our research portfolio with attention to the array of possibilities in the corporate arena. To achieve this goal, we are forming a separate office of Corporate Relations. The director will report to both the Vice Chancellor for Research (VCR) and the VCDA and will coordinate efforts to expand corporate connections in units across campus.

On Our Watch

Illinois will create and sustain the changes critical to extend and strengthen our traditions of excellence. We recognize that our institution must evolve in order to educate, equip, and inspire the creative leaders of tomorrow, and to foster new discoveries that will, quite literally, change the world. Our plan outlines new ways to excel in our most central missions, highlighting our vision for achieving greater institutional excellence. Over the next five years, society will make endless demands on the research, teaching, engagement, and economic development missions of the world's great universities. Illinois will seize upon these challenges as opportunities to provide leadership and discovery, reshaping again the power of the public research university to serve the complex, interconnected global community in which we live.

Section II
Strategic Intent: Mission, Vision, Principles, and Themes

Strategic Intent:
Mission, Vision, Principles, and Themes

Mission

We share 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.

We serve the state, the nation, and the world through innovation and creativity in research and scholarship. We prepare students for lives of impact and address critical societal needs through the transfer and application of knowledge.

Vision

We will be a recognized leader in teaching and scholarship, research, creative endeavors, engagement and economic development. We will compete forcefully and favorably with the best universities in the world. With the full understanding that the best institutions continuously reinvent themselves, we will sustain an environment that supports and advances the pursuit of excellence. We will embrace change while balancing it with continuity.

Guiding Principles

We will:

Attain global eminence by accepting nothing less than excellence as our ordinary and only standard. To achieve this, we will provide an environment that will attract and retain the best and brightest faculty, students, and staff, and enable them to achieve at the highest level.

Recognize that our long-term ability to contribute to human progress comes through a balance between pursuing fundamental scholarship and research, and addressing the more immediate concerns of society.

Address the needs and opportunities of a diverse and increasingly global, interconnected society, the research we pursue, and the curricula we offer.

Enhance our residentially based and globally connected campus environment.

Speed the transfer of knowledge from the academy to the public through partnerships with government, private business, industry, and other universities.

Create a nimble and adaptive institution.

Strategic Themes and Intent

In the next five years, we will:

Sustain, strengthen and selectively expand areas of academic excellence in the disciplines and the professional schools.

Educate students to act as citizens of the nation and an ever-shrinking and interdependent world, cultivating through our curricula the idea that the betterment of humanity is our business.

Foster and intensify cross-campus collaboration in areas of distinct advantage and high societal impact, based on the signature ability of Illinois to create discipline-spanning programs.

Recognize that to fulfill the mission of the modern land-grant university we must engage more fully with other entities, including government, the private sector, our own alumni, community stakeholders, and other educational institutions worldwide.

Develop a broader state, national, and global presence to pursue educational and research opportunities.

Realign incentives and implement academic, administrative and financial practices to support our core mission and goals.

Section III
The Illinois Planning Strategy

Competitive Benchmark Analysis
Strategic Analysis

The Illinois Planning Strategy

The University of Illinois at Urbana-Champaign planning strategy is organized to reflect the four-part mission of the institution: research and scholarship, education, engagement, and economic development. The planning strategy is designed to provide a thoughtful examination of the current performance of the Urbana campus, compared with benchmark competitors, and to identify those areas that are both most pressing and most promising as the institution strives for preeminence during the next five years. The essential components of the planning strategy are:

- The identification and analysis of competitive peer institutions for benchmarking purposes
- An evaluation of the strengths, weaknesses, opportunities and threats facing the Urbana campus
- An analysis of the distinctive competencies of the institution—those features that differentiate us from competitors
- The strategic goals that the Urbana campus will achieve during the next five years

Competitive Benchmark Analysis

Progress toward each of our strategic goals will be measured against a group of selected top public research institutions. (See *Appendix A, Competitive Benchmark Analysis)*

A list of institution-wide peers is a somewhat artificial construct; the peers selected by any individual college or department might vary significantly from the campus-wide list because few institutions are excellent in every discipline.

We include only public universities on our peer lists. We realize that many of our colleges and departments count the top private schools as their main competitors: Engineering, for example, would include Stanford and MIT as peers; Psychology also would include Stanford; and ACES might include Cornell. However, the systemic differences in funding and governance between private and public schools render comparisons difficult, and in some cases, misleading. Further, data on public institutions are more widely available and comprehensive.

We selected slightly different sets of peer institutions for each of our major mission areas. The peers selected are listed below in no particular order.

Peers for Research/Scholarship Goals
University of California at Berkeley
University of California at Los Angeles
University of Michigan at Ann Arbor
University of Texas at Austin
University of Wisconsin at Madison

All five are included in the IBHE list of peers for Illinois. All five have fostered large, diverse research enterprises; and all five employ a highly regarded faculty.

Peers for Educational Goals
University of California at Berkeley
University of Michigan at Ann Arbor
University of California at Los Angeles
University of North Carolina at Chapel Hill
University of Virginia

UNC and Virginia are national leaders in both graduate and undergraduate education; both schools have been particularly successful in building strong undergraduate education programs, as well as strong reputations for them. Virginia is the second-ranked large public research university in the *U.S. News & World Report* Best Colleges ratings, for example, and North Carolina is fifth. First is UC-Berkeley, and after Virginia come UCLA and Michigan. Illinois is tenth. Notably, each of the schools listed has a smaller student enrollment than Illinois.

Peers for Engagement/Public Service Goals
University of Wisconsin at Madison
Purdue University
Michigan State University
Texas A&M University
University of Florida

Each of these schools has a large cooperative extension operation and large agricultural component. Engagement and service are difficult to measure at Illinois, and there are few, if any, metrics available for peer schools. Only Wisconsin, among these universities, appears earlier in these lists. But Wisconsin, like Purdue, MSU, Texas A&M, and Florida, has carefully built the service/engagement component into its identity with the state it serves.

Peers for Economic Development Goals
University of Wisconsin at Madison
University of Texas at Austin
Georgia Institute of Technology
University of California at San Diego
University of California at Berkeley

These schools were selected because of their strong engineering and science faculty and history of contributions to their state economies. Each has contributed substantially to rapid economic development in the metropolitan area to which they belong. The boom in Madison is closely associated with the presence of the university; Austin has developed as a powerful high-technology sector in part through synergies with the University of Texas; Georgia Tech has sold itself effectively to state government as an economic driver for Atlanta and the state economy; UC-San Diego and UC-Berkeley are situated in areas of extensive economic development linked to technical interests in the universities.

Distinctive Assets
Illinois offers an education distinctive in its excellence, comprehensiveness, and affordability. Like the peers listed above, Illinois offers access to comprehensive research and teaching of exceptional quality at a significantly lower cost to students than private universities. Though Illinois in many respects resembles its public university peers on three dimensions, its strong identity sharpens its competitive edge. Our status as a land-grant institution alone gives us distinguishing features of excellence not found at most of our competing institutions.

Faculty and students enjoy a distinctive quality of life at Illinois. Champaign-Urbana affords ready access to the urban resources of Chicago, St. Louis, and Indianapolis, yet is not so close to them that it loses its autonomy as a vibrant, independent academic and cultural center. The disparate backgrounds of its faculty and graduate students make the University a crossroads of world culture, a unifying intellectual space embracing global diversity. We draw undergraduate students from every region of the most populous state in the Midwest; we send them into the world equipped with the knowledge, skills, and robust work ethic they developed in response to our rigorous academic programs.

Illinois is home to one of the most extensive libraries in the world, the National Center for Supercomputing Applications (NCSA), the Krannert Center for the Performing Arts, and the

Beckman Institute. The University's academic attributes include across-the-board strength in science and technology, depth and breadth in all disciplines, and a longstanding commitment to public service and civic engagement. The campus offers world class arts, cultural activities and athletics. Its residential campus and affordable housing put both faculty and students within easy reach of the central campus; by working and living in close proximity, they have opportunities for daily interaction not only in classrooms and formal academic activities but also in neighborhoods and the community.

Our best programs are equal or superior to any in the nation, but several factors keep us from being instantly recognized as being in the same league as Berkeley and Michigan. These competitors enjoy greater comprehensive strength in the humanities and social sciences, plus outright excellence in law, business and, at Michigan, medicine and health sciences. Our strategic plan is designed to narrow these gaps while ensuring that we continue to outpace these schools in much of science and technology. (See *Appendix B, Distinctive Assets Across Four Missions)*

Strategic Analysis

Our mission and vision set the stage for the Illinois future and our competitive benchmark analysis identified the other actors competing for the spotlight. Before deciding on specific initiatives and actions, we examined the current strengths and weaknesses of our institution, identified the opportunities we see in the near future, and listed the known threats that might undermine our best efforts. This SWOT analysis is presented in *Appendix C.* We identified strengths, weaknesses, opportunities, and threats across our four primary missions:

- Research/scholarship
- Education
- Engagement /service
- Economic development

An environmental assessment, presented in *Appendix D,* allowed us to identify key external trends that might be critical to our planning process. We also catalogued the statutory and regulatory mandates that may constrain our actions; these are presented in *Appendix E.*

Through this strategic analysis we have identified several interdisciplinary strategic initiatives that we believe are within our reach and for which we are uniquely positioned. They are:

- The *Illinois Informatics Initiative* to lead an integrated approach to information systems, focusing on knowledge creation in the natural sciences, the humanities, the social sciences, and the arts, in decision support for business and government; and to prepare students for the information-technology enabled workforce.

- The *Integrated Sciences for Health Initiative* to apply Illinois' expertise in the physical sciences, engineering and life sciences to improving human health.

- The *Illinois Sustainable Energy and the Environment Initiative* to shape the national agenda by using our unique interdisciplinary strengths in science and technology, economics, the humanities, and the social sciences to develop and then demonstrate radical new technologies, practices and policies in the sustainable use of vital resources such as energy, water, and land.

We have defined how we will enhance the quality and diversity of our undergraduate student population and how we will educate those students for leadership in a global environment, as well as how we will diversify and enlarge our research portfolio to support additional research. In addition, we understand that although we may be centered in Champaign-Urbana, our reach extends far beyond central Illinois to the rest of Illinois, and Chicago in particular; to the nation; and, indeed, to the world. We outline our strategy and some specific initiatives for engaging each of these spheres in the section titled *Initiate a Geographic Strategy: From Local to Global.*

Section IV
Reinforce and Build Comprehensive Excellence

Guiding Principles

Goal 1	Strengthen Excellence in Disciplines Critical to National Stature
Goal 2	Ensure Excellence in Academic Programs and Services for Undergraduate Students
Goal 3	Ensure Excellence in Graduate Education
Goal 4	Foster an Inclusive Campus Community
Goal 5	Enhance the Campus Work Environment

Reinforce and Build Comprehensive Excellence: Guiding Principles

Many important developments in our research and academic programs over the next five years will not be anticipated by this plan. The plan's purpose is not to limit the creativity that has driven innovation at Illinois from its beginnings. As we seek appropriate synergies between faculty initiative and campus priorities, we must remain responsive to powerful ideas emerging from classrooms, laboratories, and faculty offices across the campus. Planning for the future is necessary because the world is changing at a dramatically accelerated rate, and we cannot rely on a simple perpetuation of established practices to accommodate those changes. The reality of rapid change, however, calls not only for well-conceived planning but for the flexibility and openness to be responsive to emerging opportunities that cannot be predicted, that may well fall outside the directions indicated in this plan, or that are localized in areas not specified as priorities in it. This readiness to embrace and support initiative will always be vital to our development as a university devoted to comprehensive excellence.

Nonetheless, to undertake ambitious new projects in the face of diminishing state resources will put tangible pressure on existing academic and administrative structures. It will be necessary to target available resources to areas of research and instruction where the benefit is significant. As we seek an appropriate distribution of undergraduate instructional responsibilities across campus, we will need to thoughtfully examine enrollment patterns and the distribution of faculty and staff resources to ensure balance and efficiency. We must make certain that our large investments in graduate education are managed effectively and rationally in our masters and doctoral programs. The effort to leverage kindred academic strengths dispersed across different departments, or even different colleges, will also call for restructuring. We must become adept at making decisions that serve the university's pursuit of excellence when confronting fundamental organizational issues that sustain unnecessary redundancy or diminish the cumulative intellectual power of faculty members artificially separated by departmental lines.

Over the next five years, we expect that important new areas of study will emerge, existing fields will be modified, some kindred units will be consolidated, and some areas of unusually low enrollment or productivity will be sustainable only through measures that can address these issues aggressively and effectively. We anticipate restructuring to achieve greater operational efficiencies, to enhance existing strengths, and to facilitate development of emerging areas. We will bring about a culture of increased accountability that identifies and incorporates relevant measures in our evaluation of programs and in the development of academic directions, seeking both internal and external advice.

An intellectual culture that advances knowledge across a broad spectrum of disciplines is distinctive to the great public research university and central to our goal of preeminence. Indeed, powerful national reputations are built on strengths across an array of core disciplines. As we seek broader excellence across fields, we must simultaneously sharpen our ability to critically and candidly evaluate program quality, currency and demand. We recognize that academic priorities must evolve in order to educate and equip the creative leaders of tomorrow and enable critical new discoveries to address pressing societal needs.

Goal: Strengthen Excellence in Disciplines Critical to National Stature, while Simultaneously Building on our Strengths in World Class Interdisciplinary Research and Scholarship

Challenges and Opportunities

Illinois' premier academic programs are recognized as equal to any in the nation, but four of the five universities identified as our peers have stronger reputations for comprehensive excellence: Berkeley, Michigan, UCLA, and Wisconsin.

Finding a metric for overall institutional excellence in research and scholarship is extremely difficult. The few ranking systems available limit scope to individual disciplines and focus on the excellence of the graduate programs rather than trying to evaluate research and scholarship alone. Each of the overall peers has some graduate programs of great strength and other programs of lesser prominence. The most widely accepted ranking system for graduate programs is an intermittent study done by the National Research Council (NRC). Unfortunately, the last NRC study is now more than 15 years old, so we must look elsewhere for comparative data while we await the new NRC study. *U.S.News & World Report* publishes graduate and professional school rankings by discipline on a periodic basis. While we do not endorse their methodology and are concerned about the consistency of departmental responses to the *U.S. News* surveys, their results generally correspond with anecdotal faculty opinions of peer department quality. We have compiled the most recent *U.S. News* rankings by discipline for our peers and show the results on the next two pages.

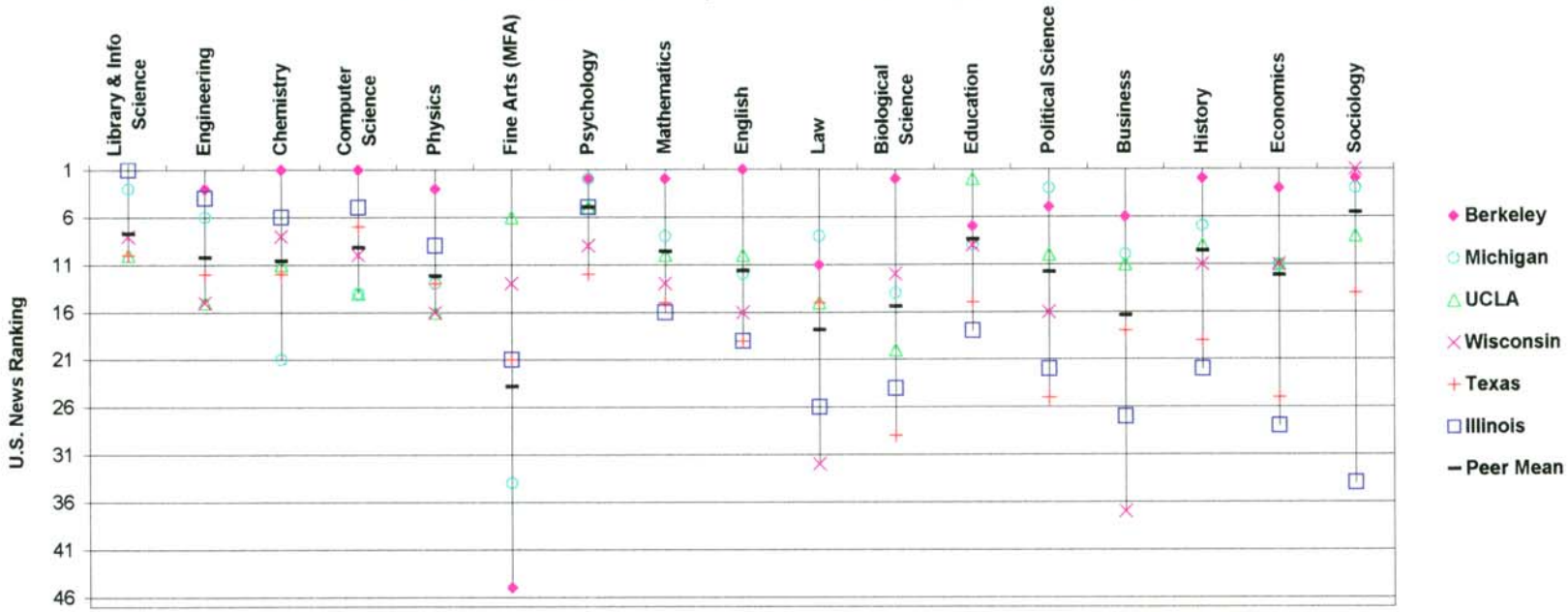
The U.S News rank of the College of Engineering is higher than the average rank of our five peer institutions, and nearly every engineering department in the College is ranked higher than the average ranking for comparable departments in these peer universities.

Computer Science (ranked with science programs in U.S. News*) is ranked higher* than the average rank among these peers, as are Chemistry and Physics.

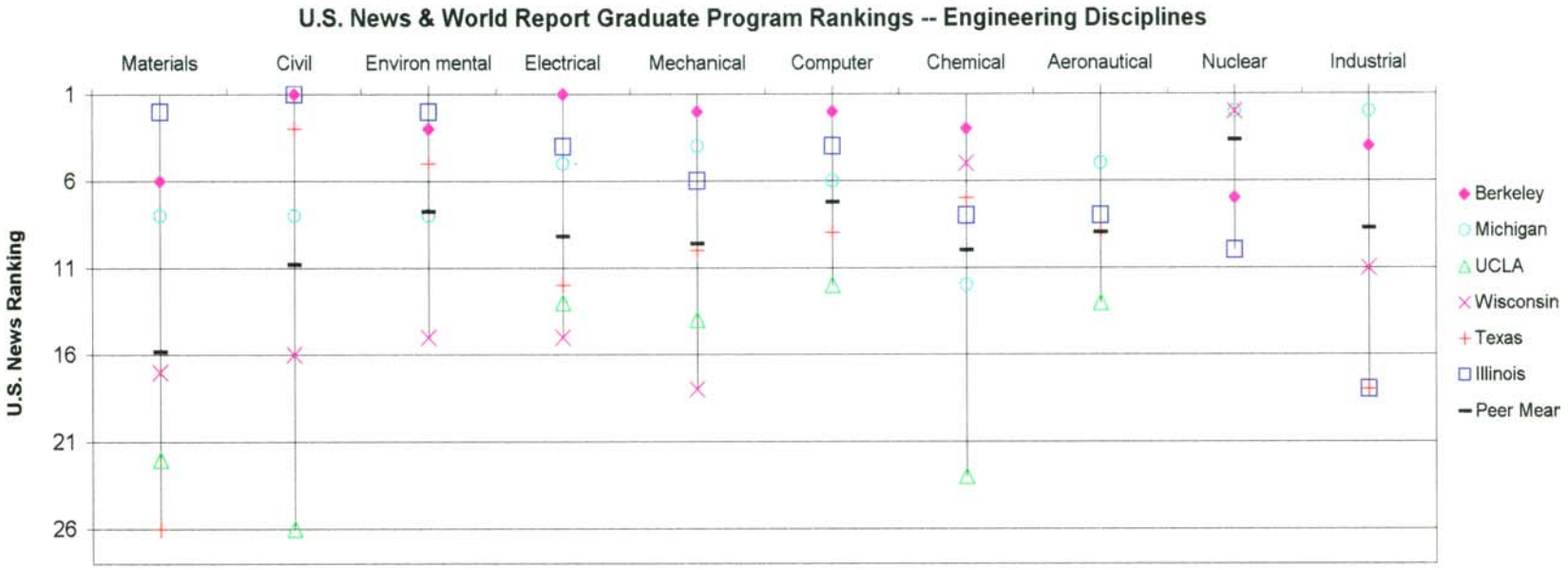
Sustaining strength at the highest levels in key programs in Engineering and the Physical Sciences must be a priority for strategic planning.

The basis for the superior reputations of our peers as comprehensive research universities is reflected in the relative rankings in three other core disciplinary areas—basic life sciences, social and behavioral sciences, and the humanities. Among these groups, only our excellent Psychology Department is ranked above the peer mean. In other departments basic to our national reputation as a comprehensive research University, the differences are telling.

U.S. News & World Report Graduate Program Rankings



	Major disciplinary areas																	Mean, all 17 areas	Programs in	
	Library & Info Science	Engineering	Chemistry	Computer Science	Physics	Fine Arts (MFA)	Psychology	Mathematics	English	Law	Biological Science	Education	Political Science	Business	History	Economics	Sociology		Top 10	Top 5
Survey date	1999	2005	2002	2002	2002	2003	2005	2002	2005	2005	2005	2005	2005	2005	2005	2005	2005			
Berkeley	-	3	1	1	3	45	2	2	1	11	2	7	5	6	2	3	2	**6.0**	**14**	**11**
Michigan	3	6	21	14	13	34	2	8	12	8	14	9	3	10	7	11	3	**10.5**	**9**	**4**
UCLA	10	15	11	14	16	6	5	10	10	15	20	2	10	11	9	11	8	**10.8**	**9**	**2**
Wisconsin	8	15	8	10	16	13	9	13	16	32	12	9	16	37	11	11	1	**13.9**	**5**	**1**
Texas	10	12	12	7	13	21	12	15	19	15	29	15	25	18	19	25	14	**16.5**	**2**	**0**
Illinois	1	4	6	5	9	21	5	16	19	26	24	18	22	27	22	28	34	**16.9**	**6**	**4**
Peer Mean	7.8	10.2	10.6	9.2	12.2	23.8	5.0	9.6	11.6	17.8	15.4	8.4	11.8	16.4	9.6	12.2	5.6			
Illinois Edge: Ranks above (below) peer mean	6.8	6.2	4.6	4.2	3.2	2.8	0.0	(6.4)	(7.4)	(8.2)	(8.6)	(9.6)	(10.2)	(10.6)	(12.4)	(15.8)	(28.4)			



	Engineering Disciplines									
	Materials	**Civil**	**Environ mental**	**Electrical**	**Mechanical**	**Computer**	**Chemical**	**Aeronautical**	**Nuclear**	**Industrial**
Berkeley	6	1	3	1	2	2	3	-	7	4
Michigan	8	8	8	5	4	6	12	5	2	2
UCLA	22	26	-	13	14	12	23	13	-	-
Wisconsin	17	16	15	15	18	-	5	-	2	11
Texas	26	3	5	12	10	9	7	9	-	18
Illinois	2	1	2	4	6	4	8	8	10	18
Peer Mean	15.8	10.8	7.8	9.2	9.6	7.3	10.0	9.0	3.7	8.8
Illinois Edge: Rank above (below) peer mean	**13.8**	**9.8**	**5.8**	**5.2**	**3.6**	**3.3**	**2.0**	**1.0**	**(6.3)**	**(9.3)**

Based on our analysis of our peers, we believe that the following core programs are poised to move to the top tier: Mathematics, English, Political Science, and History. Our Biological Sciences rank lags the peer average, although our excellent Microbiology Department leads its peers.

Powerful national reputations for comprehensive excellence reflect strengths across an array of core disciplines; these strengths are, however imperfectly, reflected in the *U.S. News* survey; and in key areas we underperform when compared to our peers.

These areas are enormously important, not just for graduate programs, but for the quality of education universities provide undergraduates. At Illinois, for example, nearly one-third of all undergraduate enrollments are in Psychology, Math, the basic life sciences, Political Science, Sociology, Economics, English, and History. More than a quarter of all undergraduate majors, as well as more than a quarter of all bachelor's degrees, are in these areas.

Students turn to these core areas to explore questions and problems fundamental to understanding the mathematical, psychological, biological, political, social, economic, cultural, and historical roots of human existence. They seek in these core areas the knowledge, methods, and modes of thinking necessary to understand in depth the daunting complexities presented to them by the globalized twenty-first century world they inhabit and the roles they will play in it.

Among professional schools, Colleges of Law, Business, and Medicine figure prominently into the overall national reputations of research universities. Professional schools play a singular role in the way business and professional leaders perceive the institution. Our Colleges of Law and Business lag their peer averages, but they have improved their positions in the past few years, and our Accountancy program is consistently ranked among the top in the nation.

To rival its peers, Illinois must build strength in a significant subset of these areas, while promoting synergies across the campus in research and scholarship in areas of high societal impact.

Specific Goals
Increase stature of core academic programs that are critical to national eminence
Current status: Several core disciplines ranked between 16 and 34
Five-year goal: By adding on average three senior appointments in each area, move Math into top 12; English, Political Science, History, the Biological Sciences (the latter building on existing excellence in Microbiology and Entomology and growing strengths in Cell Biology and Neuroscience) into top 10 to 15; Economics into top 20
Resources: $2.5 million recurring for senior faculty appointments, secured through reallocation; aggressive use of Faculty Excellence and TOP funding programs; replacing departed faculty with high impact senior positions; cluster appointments
Who's responsible: Office of the Provost, units

Increase stature of key professional programs
Current status: Law ranked 26, Business 27
Five-year goal: Move Law and Business into top 20
Resources: Internal to Law and Business, and well under way. Both our Law and Business schools have adopted an aggressive tuition policy over the past few years to increase the resources needed to improve their programs. Law has made several strategic new hires that should position them well nationally. The construction of a new Business building, recent reorganization of the college, and targeted new hires funded by the tuition increase should improve the national ranking of Business.
Who's responsible: Law, Business

Goal: Ensure Excellence in Academic Programs and Services for Undergraduate Students

Challenges and Opportunities

We must ensure quality in the delivery of academic programs and services to our undergraduate and graduate students. Students select Illinois for our excellence, comprehensiveness, and affordability. Uniformly strong academic programs and services sustain our standing as a world-class university, expand our ability to recruit faculty, enhance our capacity to conduct cutting-edge research, and contribute to the vibrant intellectual culture of the campus.

We face significant challenges in maintaining comprehensive academic quality and services. We have expanded the student body at the same time that the state has constrained its role in supporting higher education. For several years, we have needed to do more, for more students, with a diminished resource base.

Our imperative is not to lose focus on our core educational mission. Protecting program quality and student services is neither trendy nor flamboyant; it is simply urgent. To neglect the quality of undergraduate and graduate programs and services would be to disregard our most fundamental responsibility. Indeed, we must protect services that enhance student retention and graduation rates and enable the development of innovative educational models that best serve students in the twenty-first century. We will review our curricula for duplication and eliminate areas of unnecessary overlap. These reductions can free resources for more pressing needs.

Through refined instructional technologies, we have new ways to enhance quality instruction while managing the cost of delivery, particularly for large lecture format courses. Illinois has a significant—if not signature—potential to expand the use of technologies to enrich instruction in many disciplines.

Specific Goals
Increase undergraduate students' access to academic advisers
Current status: Student-to-adviser ratio is about 450:1, varying by unit
Five-year goal: Reduce student-to-advisor ratio to 300:1 across campus
Resources: $300,000 annually for advising positions in units serving large numbers of students with the greatest needs
Who's responsible: Office of the Provost, units

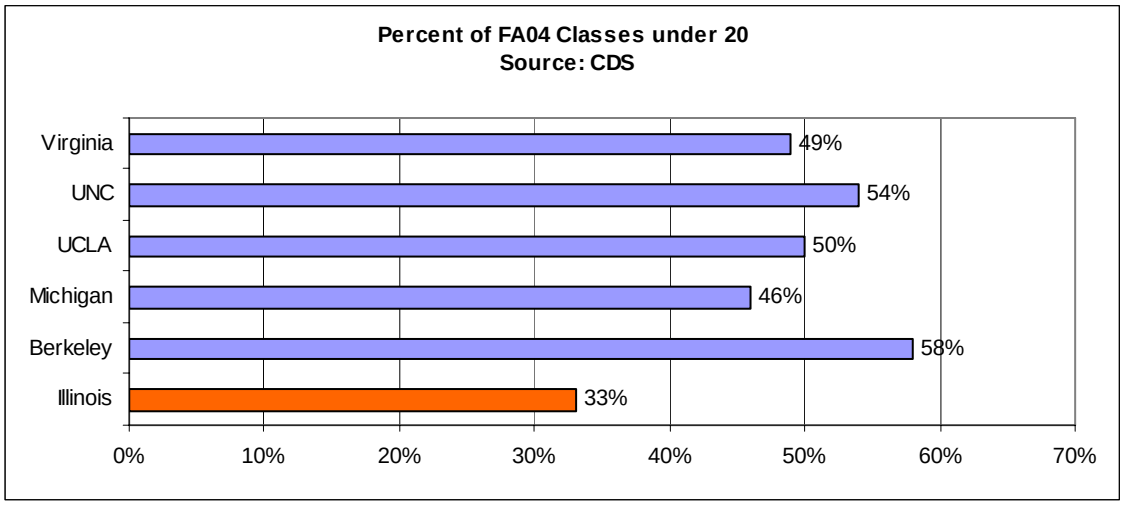
Ensure availability of small, interactive seminar courses for undergraduate students, particularly in gateway math, science, and writing courses (supplemental merit sections)
Current status: 33% of class sections have fewer than 20 students
Five-year goal: 50% of class sections will have fewer than 20 students
Resources: $250,000 to support supplemental sections of math and science courses (seek external grant support to initiate)
Who's responsible: Office of the Provost, units

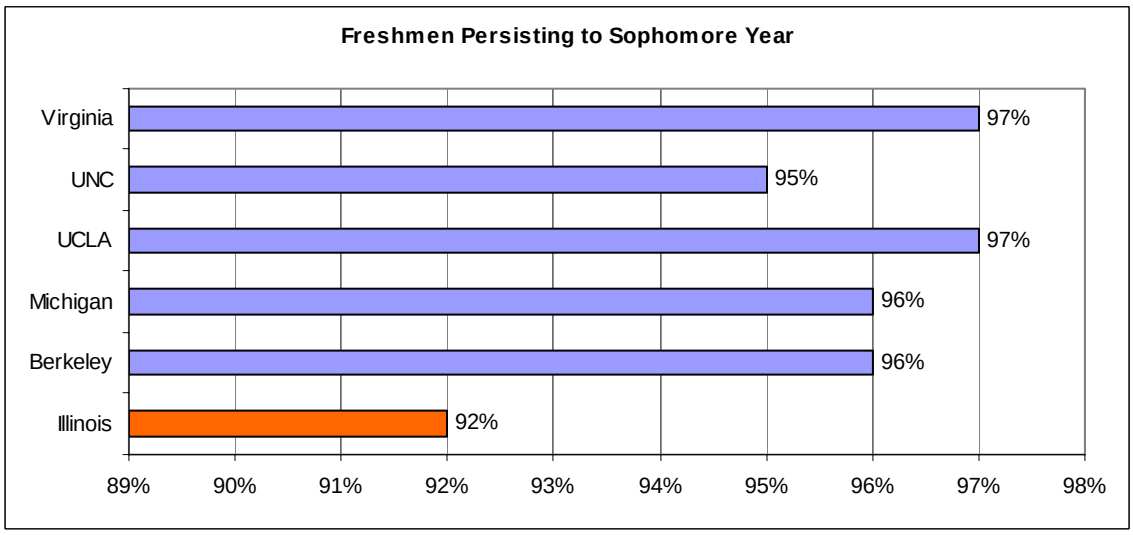
Utilize instructional technology to promote quality in large-lecture courses
Current status: Blended learning models are used in 50% to 60% of large-lecture courses (face-to-face meetings two hours per week, online lab or learning activity one hour per week; virtual lab)
Five-year goal: Blended learning models will be used in 75% of large-lecture courses
Resources: $200,000 annually to hire upper-level undergraduates to manage virtual labs, online dialogs. (Seek external grant partner, Sloan, Pew)
Who's responsible: Office of the Provost, Center for Teaching Excellence, Campus Information Technologies and Educational Services

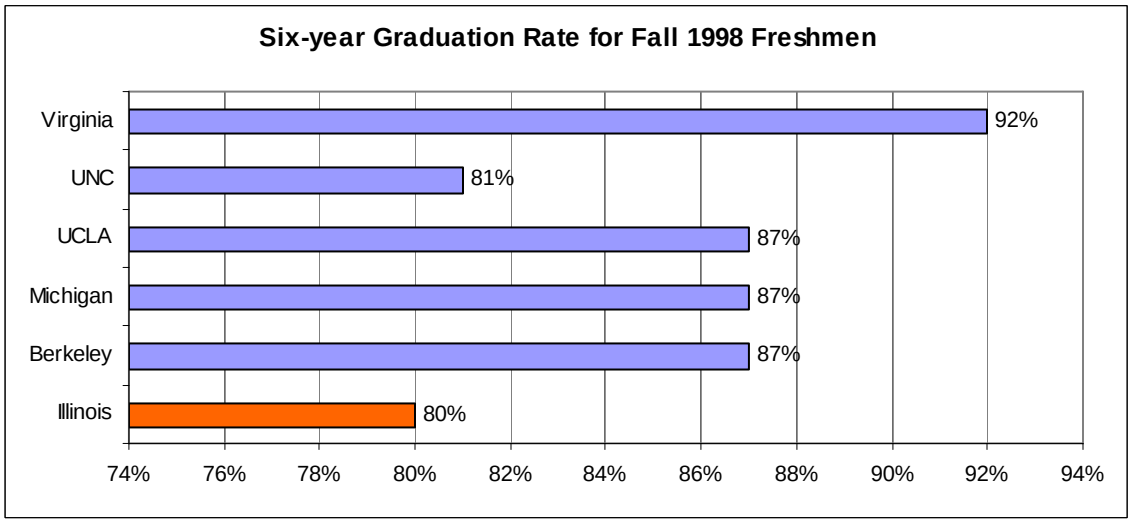
Increase undergraduate freshman-to-sophomore retention and six-year graduation rates
Current status: 92% retention rate, 80% graduation rate
Five-year goal: 95% retention rate, 84% graduation rate
Resources: see above (advising, courses under 20 students, technology enhancements)
Who's responsible: Office of the Provost, Office of the Vice Chancellor for Student Affairs, units

Develop undergraduate and graduate interdisciplinary academic programs that link to emerging areas of scholarship
Current status: Few interdisciplinary programs at undergraduate level
Five-year goal: Develop and implement two cross-campus undergraduate minors (information technology, leadership)
Resources: $200,000 annually in estimated seed funding, then support through regular funding stream
Who's responsible: Office of the Provost, units

Relevant Benchmark Data:







Goal: Ensure Excellence in Graduate Education

Challenges and Opportunities

Outstanding graduate programs are crucial to our standing as a world-class university. They enhance our ability to recruit and retain superior faculty, our capacity to conduct cutting-edge research, and our ability to provide excellent undergraduate education. Graduate programs are an essential element in sustaining the vibrant intellectual culture of the campus.

Competition for the best graduate students is keen, and in many doctoral programs attrition rates are high. Special effort is required to recruit and support underrepresented students in graduate programs. Globalization and post-9/11 policy changes have eroded our edge in recruiting the best international students. Too few of the most highly talented domestic majority students are electing research careers.

We must increase compensation for graduate students with assistantships in the core disciplines as part of the overall effort to strengthen excellence in disciplines critical to elevating our national stature.

We must better integrate interdisciplinary study into graduate education. Although Illinois is a national leader in interdisciplinary research, it has not stressed interdisciplinary study in its graduate programs. As research assistants, graduate students are crucial to cutting-edge, faculty-driven research that crosses disciplinary boundaries, but often their educational programs do little to foster cross-disciplinary understanding. We need to establish a stronger record of acquiring and administering interdisciplinary training grants. We also must develop more effective ways to break down or transcend disciplinary silos that shape the graduate degree structure.

More graduates of master's-level programs are needed in key areas to meet the demand for a better-educated workforce required by the rapidly developing technology base of the economy.

Specific Goals
Strengthen recruitment of high achieving students, particularly international students and underrepresented minorities
Current status: Intensified competition among peer universities for students in these groups
Five-year goals: Increase campus fellowship allocation and endowed fellowships; more effectively use programs geared to recruiting and supporting underrepresented students
Resources: $3 million for campus fellowships
Who's responsible: Office of the Provost, Graduate College, college and departmental development officers

Increase completion rate and reduce time-to-degree in doctoral programs
Current status: Doctoral attrition rates are not yet well understood, but available data support the claim that rates are too high in many areas; time-to-degree has increased in all areas of study
Five-year goals: Complete project to provide reliable data on completion and attrition rates; increase completion rate by 10% and decrease time-to-degree by 10%
Resources: Increase teaching assistantship stipends to cover living costs of students in degree programs; increase medical insurance coverage for assistants and fellows; adopt best practices proven to increase completion rates and cut time-to-degree; develop graduate review program for degree programs with high attrition rates
Who's responsible: Office of the Provost, Graduate College, units

Increase opportunities for cross-disciplinary doctoral education
Current status: Models exist on campus, such as the neuroscience Ph.D., the multiprogram-based M.S. in bioinformatics and interdisciplinary doctoral concentrations such as astrochemistry
Five-year goals: Build flexible models for interdisciplinary training to pervade entire degree programs; aggressively pursue interdisciplinary training grants such as Integrative Graduate Education and Research Traineeships (IGERT).
Resources: $500,000 annually for fellowships in new cross-disciplinary programs
Who's responsible: Office of the Provost, Graduate College, leading interdisciplinary faculty researchers

Develop professional master's programs in areas of pressing need
Current status: Opportunity to develop professional master's programs that respond to changing workforce needs and evolving student interests by preparing students for entry-level careers in business, government, and non-profit employment sectors
Five-year goals: Develop prototype professional master's programs in the life sciences, the social sciences, and humanities
Resources: With modest startup costs, develop as cost-recovery programs
Who's responsible: Office of the Provost, Graduate College, units

Goal: Foster an Inclusive Campus Community

Challenges and Opportunities

The racial and ethnic diversity of our student population compares favorably with our benchmark peers. We have a strong record of successfully recruiting and retaining a diverse student population, particularly at the undergraduate level.

Illinois enjoys significant potential for expanding inclusiveness of our campus community. The demographics of Illinois support expanded recruitment of a more diverse student population. The diversity of our faculty and staff also must be increased, as only 7.6% of our faculty, 7.5% of our academic professionals, and 13.6% of our staff are from underrepresented groups.

Over the next five years, we will improve the diversity of our campus to create a more inclusive community. We are well positioned to achieve this goal: We have significant momentum in programmatic areas that are key to the recruitment of a diverse faculty, and we are poised to attain national recognition for our interdisciplinary programs that focus on racial and ethnic issues.

Specific Goals

Require a plan for creating a more inclusive campus community from each academic unit; work with each college and administrative unit to establish stretch goals for the diversification of faculty and staff
Current status: Few units have clearly articulated plans for expanding faculty, staff, and student diversity
Five-year goal: All units will develop and implement plans
Resources: Existing faculty and staff time
Who's responsible: Office of the Provost, colleges, departments, and administrative units; Office of Equal Opportunity and Access

Increase the representation of African-American, Latina/o, and Native American faculty in units across campus
Current status: 7.6% of tenure-system faculty members are African-American, Latina/o, or Native American
Five-year goal: 10% of tenure-system faculty members will be African-American, Latina/o, or Native American
Resources: Use Target of Opportunity Program (TOP) and Faculty Excellence mechanism to recruit (increase TOP resources by 50%)
Who's responsible: Office of the Provost, colleges, and departments

Increase the representation of African-American, Latina/o, and Native American academic professionals in units across campus
Current status: 7.5% of academic professionals are African-American, Latina/o, or Native American
Five-year goal: 10% of academic professionals will be African-American, Latina/o, or Native American
Resources: Create a mechanism that parallels the Target of Opportunity Program to foster hiring of academic professionals from underrepresented backgrounds
Who's responsible: Office of the Provost, units

Increase the representation of women among tenured faculty members, particularly in the sciences
Current status: 24% of tenured faculty members are women (329 of 1,386)
Five-year goal: 35% of tenured faculty members will be women
Resources: use existing mechanisms and staff
Who's responsible: Offices of the Chancellor and Provost (Chancellor's Committee on Status of Women), deans, department heads

Provide recommendations and guidelines for faculty mentoring, with the goal of enhancing retention
Current status: Uniform mentoring guidelines and practices do not exist
Five-year goal: Use interactive workshops to develop and share mentoring guidelines with units
Resources: Existing staff
Who's responsible: Office of the Chancellor, Office of the Provost, deans, department heads

Plan and develop a resource base for a new facility or facilities that better serve(s) cultural centers and ethnic studies programs
Current status: Space for ethnic studies programs and cultural centers is inadequate for current needs
Five-year goal: Plans for new facility or facilities will be developed; fundraising will be under way to support new facility or facilities
Resources: Existing staff
Who's responsible: Office of the Chancellor, Office of the Provost, Vice Chancellor for Student Affairs

Goal: Enhance the Campus Work Environment

Challenges and Opportunities
Illinois is known for appreciating individual initiative, a place where outstanding faculty with great ideas can pursue them without stifling bureaucratic requirements, and where staff members are valued and supported.

This signature characteristic must be preserved in an age of declining resources. As resources become more scarce, staff members are asked to do more with less. Faculty members see less administrative support for their research, teaching and service activities. We must find creative ways to assist them to succeed.

We must broaden the quality and availability of support services. Campus administrators should serve as advocates for quality services at all levels, whether the services are provided by campus or University administration units. Structurally, support services must be provided as close to faculty and staff as is practically and economically feasible. As resources and demands shift, we must continuously update our understanding of the factors that attract and retain the outstanding faculty and staff we seek.

Specific Goals
Expand training and professional development programs
Current status: Training and professional development programs are neither coordinated nor well publicized
Five-year goal: Evaluate which training and professional development programs are needed, including those for conducting financial and human resources functions as well as continuing professional development; ensure that the programs are provided; maintain an inventory, and publicize the programs
Resources: $40,000 annually for a designated staff person
Who's responsible: Campus human resources

Expand childcare options
Current status: There are 136 full-time and 56 part-time spaces available for infants and toddlers in the Child Development Laboratory, which is only one of two facilities in the community accredited by the National Academy of Early Childhood Programs. At any given time, 20 to 30 infants and toddlers are on the waiting list
Five-year goal: Partner with the Champaign-Urbana Mass Transit District and the Research Park to provide 200 new spaces in a new facility also accredited by the National Academic of Early Childhood Programs. The facility would have dedicated space for faculty research and student training
Resources: $500,000 for research and training rooms (nonrecurring)
Who's responsible: Facilities and Services, units

Expand work/life programs
Current status: Faculty/Staff Assistance Program has two full-time clinical social workers who provide all individual and group counseling for more than 10,000 faculty, staff and their families
Five year goal: Coordinate existing wellness programs, conduct periodic surveys to determine which work/life services and programs are needed by employees and their families, including recreation, child care and housing, and ensure that the most needed services are provided
Resources: $25,000 annually for a designated half-time staff person (recurring)
Who's responsible: Campus human resources

Reward performance
Current status: Evaluation programs used for faculty and staff suffer from uneven quality. Reward and recognition programs for outstanding performance are offered at the unit and campus levels, but the quality is uneven.
Five-year goal: Faculty and staff will be evaluated annually so that they can be rewarded for their progress and provided with the kind of feedback they need to succeed. Unit executive officers and supervisors will be provided with the training they need to deal with both routine and difficult personnel issues. Units will be given information on best-practice reward-and-recognition programs, and the campus programs will be well publicized.
Resources: Existing staff
Who's responsible: Unit executive officers, campus human resources

Section V
Strategic Initiatives

Initiative 1 **Implement Interdisciplinary Approaches to Emerging Opportunities**
Critical Initiatives in Research and Scholarship
Illinois Informatics Initiative
Integrated Sciences for Health Initiative
Illinois Sustainable Energy and the Environment Initiative
Initiative 2 **Enhance the Quality and Diversity of Undergraduate Students**
Initiative 3 **Prepare Students for Leadership in a Global Environment**
Initiative 4 **Strengthen and Diversify the Research Portfolio**
Initiative 5 **Initiate a Geographic Strategy: From Local to Global**
Build Partnerships within the Champaign-Urbana Community
Redevelop Orchard Downs
Partner with the Champaign-Urbana Public Schools
Engage National and International Partners
Chicago
Strategic Geographic Targets

Critical Initiatives in Research and Scholarship

The Goal
Enhance and expand our capacity for initiating multidisciplinary research through programs that build teams capable of addressing the most pressing problems in emerging areas of inquiry or scholarship.

Challenges and Opportunities
Illinois has a long tradition of fostering interdisciplinary research, as evidenced by cross-campus collaborations and programs in areas such as aging and wellness, nutrition, neuroscience, genomics, water purification, nanomanufacturing, power grid analysis and control, reproductive biology, materials science, computing, computational and information science, as well as our success in obtaining federal funding for interdisciplinary centers and programs. Our challenge is to provide resources for faculty to explore opportunities to create new teams with the expertise to solve emerging problems of national and international significance. These opportunities cannot be predicted and will be derived from the creativity of our faculty and successful programs will be sustained by the ability of these faculty teams to compete for the resources necessary to support their programs. In choosing areas of strategic significance for the next five years, we also envision that Illinois must continue to nurture the creative process well beyond our current ability to choose areas for investment.

Since its inception, the Critical Research Initiatives program has stimulated numerous multidisciplinary collaborations that have gone on to receive millions of dollars in federal grant support. During the first seven years of this program, ~$7M of CRI funding was able to leverage ~$55.7M in federal, foundation and corporate funding. Anecdotal evidence from other state institutions suggests that CRI is a unique and valuable tool for allowing the exploration of high risk, high-dividend research. This program brings together groups of faculty members who develop concepts and preliminary data used to compete for significant external funding. These initiatives have tended to be in the sciences and engineering and thus have not reflected to excellence across our campus from which we must draw talent if we are to succeed in addressing society's most pressing problems. The key opportunity we seek to capture is creating an environment where all disciplines are engaged in and pursuing large scale problems of broad scope.

Specific Goals
Expand the capacity of the campus to expedite the creation of multidisciplinary programs or projects that explore of innovative ideas and accelerate the translation of research advances.
Current status: A strong tradition of interdisciplinary research at Illinois; high degree of faculty interest in obtaining CRI funding
Five-year goal: Identification of selection committee members and reviewer training (first year); track funding of proposals and subsequent funding (retrospective and ongoing) with goal of 50% of proposals evolving into long-term projects with external funding
Resources: Increase CRI budget by $1 million. Staff time, web and database support, faculty service on selection committee
Who's responsible: Office of the Vice Chancellor for Research

Initiate bold new programs in the humanities, arts and social sciences.
Current status: Strong interest from faculty in these areas; research needs differ from those of the sciences and engineering; lack of expertise in collaborative proposal development and large scale project management
Five-year goal: Identify opportunities for interdisciplinary research involving the humanities, arts and social sciences (first year); conduct project development workshop for targeted faculty and reviewer training (second year); provide opportunities for project management training (3rd year); track funding of proposals in these areas and success in obtaining external funding (retrospective and ongoing). The five year goal is a dramatic expansion of the number of faculty drawn from the social sciences, the arts and the humanities in CRI proposals
Resources: Staff time, web and database support, faculty service on selection committee
Who's responsible: Office of the Vice Chancellor for Research

Increase the number of multidisciplinary center or program grant proposals.
Current status: Past success in obtaining funding for interdisciplinary research centers and programs; increasing trend toward federal funding of multidisciplinary and multi-investigator centers and programs
Five-year goal: Assess our opportunities for external funding for research centers and programs such as Science and Technology Centers, Engineering Research Centers (one-year timeframe and ongoing); begin evaluating proposals based on likelihood that they will lead to a successful center or program grant (two-year timeframe); track success of CRI proposals in leading to external center or program funding (five-year timeframe)
Resources: Web and database support; cooperation of unit and college administration
Who's responsible: Office of the Vice Chancellor for Research

In collaboration with Carle Foundation Hospital, fund seed projects in Translational Biomedical Research that will stimulate collaboration and lead to external funding for research.
Current status: Little recognition of translational biomedical research activities, piecemeal approach to partnerships; several research collaborations between Illinois faculty and Carle have been initiated
Five-year goals: Ten ongoing collaborations with external funding
Resources: Staff time, joint funding by Carle and the University for up to two projects per year
Who's responsible: Vice Chancellor for Research, in conjunction with Carle Foundation Hospital

Evaluate our process for proposal submission and review to determine whether it meets campus needs.
Current status: Program review in progress; last review was summer 1998
Five-year goal: Improved submission and review process reflected by higher percentage of projects obtaining external funding
Resources: Staff time, faculty committee service
Who's responsible: Vice Chancellor for Research

Illinois Informatics Initiative

The Goal
With the Illinois Informatics Initiative we will lead an integrated approach to information systems, focusing on knowledge creation in the natural sciences, the humanities, the social sciences, and the arts, and on decision support for business and government. The initiative will address both the social and technical aspects of information systems, as well as their reliability. The brief and remarkable history of the World Wide Web demonstrates that university research can have enormous social and technical impact on the rest of the world. The Illinois Informatics Initiative aims to invent the information environments of the future and educate those who will build and use them.

Challenges and Opportunities
Information technology has become a ubiquitous, indispensable component of information management, knowledge creation, and decision making.

Illinois has long led the nation and the world in information technology. We have strong, highly ranked informatics research and education programs, including our Electrical and Computer Engineering and Computer Sciences programs, the Coordinated Science Laboratory (CSL), the Computational Science and Engineering program (CSE), the National Center for Supercomputing Applications (NCSA), the Library, and the Graduate School of Library and Information Science (GSLIS), supported by federal funding across our colleges and units. Illinois is the birthplace of ILLIAC (the first computer built and owned entirely by an educational institution), PLATO (the first online instructional program and home of the first online community), the Illiac Suite (the first piece of music produced with a computer), Project Gutenberg (the first online collection of literary texts), and Mosaic (the first graphical web browser). Developing trustworthy software and providing diagnostic methods to determine the security of software is an emerging field led by the Information Trust Institute (ITI). Illinois will once again assume a leadership role in the information revolution by building out its strength in informatics - broadly defined as the research, development, and application of approaches for using data and computational tools (including tools used to acquire, store, organize, archive, analyze, or visualize data).

We have launched startup companies, such as RiverGlass and Intersymbol, based on our advances in computer science, engineering, and software technology.

Our partners (and often competitors) are other universities and national laboratories with strong track records in information technology, such as the California universities and California Institutes for Science and Innovation, Carnegie Mellon, MIT, Georgia Tech, Sandia National Laboratories, Lawrence Livermore National Laboratory, and Argonne National Laboratory. Our partnerships with these institutions make up part of our strength in this area. We will also look to private sector partnerships as a source of research opportunities for our students, faculty and staff.

We will promote multidisciplinary informatics initiatives among faculty and professionals on our campus and around the world by establishing a program of coordination and information sharing. We will establish the Institute for Advanced Computing Applications and Technologies

(IACAT) as the home for these efforts, including new thrusts in the humanities, arts, and social sciences. We will continue to build the Information Trust Institute which brings together faculty and academic professionals from Law, Liberal Arts and Sciences, Engineering and NCSA to serve national and international needs in trustworthy information.

Campus units will incorporate information technology more broadly to enhance the content, delivery, and extension of their curricula, as well as create new degree programs and certificates that integrate informatics across the curriculum.

Our exceptional strengths in informatics-ranging from developing the hardware the drives computers to the software that commands the human- computer interface will fuel greater interactions with the private sector where we anticipate deep engagement with Chicago decision makers.

Specific Goals

Coordination and information sharing across campus to promote initiatives combining IT with other disciplines

Current status: Highly ranked, well-funded IT programs lack connections to other units on campus

Five-year goal: 10% increase in sponsored IT research funding, including doubling private IT funding and diversification to include additional federal agencies

Resources: $200,000 in seed funds (redirected from other uses) and $75,000 staff support

Who's responsible: Office of the Vice Chancellor for Research

Establish Institute for Advanced Computing Applications and Technologies (IACAT), including thrusts in humanities, arts, and social sciences

Current status: Professional staff in NCSA who have expertise in developing and hardening the infrastructure that fuels the internet are weakly coupled to research and scholarly activities across campus

Five-year goal: IACAT established in collaboration with campus; space provided; affiliated faculty hired

Resources: $1 million in joint faculty hires committed to IACAT

Who's responsible: Office of the Vice Chancellor for Research

Expand the Information Trust Institute

Current Status: Trustworthy computing is a discipline of emerging significance that ITI has identified and is successfully advancing. Growth of this field is driven by societal needs to understand the limits of surety of information gathered, analyzed and communicated by electronic instrumentation. Expanding the capacity of ITI to address these needs is key to advancing our strategy to increase the impact of our research and its impact in the private sector

Five-year goal: ITI will have expanded its external funding by $1 million per year and have a physical presence in Singapore

Resources: Recurring funding for ITI administration through internal reallocation and continuing support for expansion in Singapore

Who's responsible: College of Engineering, Office of Vice Chancellor for Research

Prepare students for careers as leaders who advance IT and integrate it with other disciplines
Current status: No interdisciplinary undergraduate IT program; graduate CSE program focused on science and engineering disciplines
Five-year goal: Establish undergraduate IT minor; expand or clone CSE program to include graduates in humanities, social sciences and the arts; incorporate IT in the curriculum
Resources: $100,000 annually for CSE expansion plus seed funding and support through regular funding streams
Who's responsible: Office of the Provost

Integrated Sciences for Health Initiative

The Goal
Apply Illinois' expertise in the physical sciences, engineering, and life sciences to improving human health.

Challenges and Opportunities
Illinois has the potential to deliver new technologies and novel therapies for human health, thanks to our tremendous strength in the basic sciences combined with a strong interdisciplinary research tradition and widespread enthusiasm for applying fundamental discoveries to biology and health.

Because of individual units' priorities, potential synergies with clinical partners, and possible external funding, five areas of expertise stand out: neuroscience, cancer, infectious disease, imaging, and health informatics.

We have a structural opportunity to overcome barriers to innovation. Few institutions have been able to integrate fully fundamental sciences with human biology, often recreating basic research departments within their medical schools. Because Illinois does not have a large academic medical center, we are able to establish new multidisciplinary educational and research models, specifically extending our strengths in the physical, life, and chemical sciences, engineering, social sciences, and human nutrition.

We must extend faculty capacity to include expertise in human health. Such access is vital to maintaining the excellence of current programs, diversifying our funding portfolio, attracting top students, and recruiting and retaining faculty in key disciplines such as the life sciences, chemistry, bioengineering disciplines, and nutrition.

Our Chicago strategy will link clusters of expertise at Urbana, such as the Institute for Genomic Biology and its BioEconomic Development Center and connect them to key players in Chicago's vibrant biomedical research community.

We will partner with the state and other entities in supporting laboratory renovations and new faculty, which we expect will foster job creation and economic development.

Specific Goals
Integrate additional clinician scientists into targeted areas of research expertise
Current status: Two faculty members with full research programs
Five-year goal: Hire 10 new faculty members
Resources: Partnership with state and other entities (e.g., joint recruiting between Carle Hospital and Illinois), redirection of existing faculty positions from units, Office of the Vice Chancellor for Research startup funds in targeted areas ($2.5 million recurring plus $10 million startup funds)
Who's responsible: Units, in coordination with Office of the Vice Chancellor for Research and Office of the Provost

Target resources to support the building of communities of scholars and external partnerships
Current status: Little recognition of translational research activities, piecemeal approach to partnerships
Five-year goal: Infrastructure created to support collaboration and interaction with community health care institutions
Resources: $150,000 annually for targeted support, $250,000 annually for seed funding of translational projects
Who's responsible: Office of the Vice Chancellor for Research, in coordination with Office of the Provost

Increase National Institutes of Health (NIH) and Department of Defense (DOD) centers, program project grants, and individual research grants
Current status: Three NIH centers (not including LFD), three program projects
Five-year goal: Six NIH centers, 10 program project grants

- Centers in breast cancer imaging, top-down proteomics and host-microbe systems are being developed now. Others, in neuroscience, drug discovery and technologies for pathogen detection are feasible within five years.
- Project proposals in mining microbes for novel antibiotics, hemostasis research, neuronal repair in the microcircuit domain, regenerative biology, chromatin structure and other areas are either in development or feasible, given our expertise.

Resources: Limited to proposal support and appropriate gap hires
Who's responsible: Translational Research Office, units

Finance and construct translational research building
Current status: Synergies among disciplines are not fully realized; new research and educational space is needed to co-locate faculty with similar research interests and build vibrant educational environments
Five-year goal: Secure funding and develop plans for new facilities
Resources: $75 million to $100 million in building funds from a combination of state support, individual donors, and clinical partner funds
Who's responsible: Campus development office, in coordination with Office of the Chancellor

Build the Department of Bioengineering
Current status: Illinois is building this department, which will be the backbone of translational biomedical research in the College of Engineering
Five-year goal: Department of Bioengineering achieves national recognition
Resources: $1.5 million recurring for 12 faculty members. In addition, $12 million in startup funds and $20 million in renovation of space required to house the Department's research and teaching labs have already been committed by the campus
Who's responsible: College of Engineering, Office of the Provost, and Office of the Vice Chancellor for Research

Illinois Sustainable Energy and the Environment Initiative

The Goal
Secure the economic future of the state and the nation by shaping the national research agenda, application, and stewardship of our most vital resources: energy, water, and land. We will use our unique interdisciplinary strengths in science and technology, economics, the humanities, and social sciences to develop, then demonstrate radical new technologies, practices, and policies that reduce reliance on non-renewable resources and encourage prudent use of renewable resources. This goal encompasses basic and applied research, education of students and members of the broader community, and engagement with public and private partners to encourage a sustainable world.

Challenges and Opportunities
Prudent use of natural resources and human capital is crucial to the security and economic prosperity or our state and nation. The first states and nations that put into practice the new technologies and practices to do this will secure their economic future. We will play a major role in discovery and applications: Illinois should and will lead the way.

We will focus our research, education, social practices, public policy, and engagement on five categories: power generation and networks, transportation and portable energy systems, water supply and utilization, urban and rural landscapes, and materials. We will leverage our competitive advantage in related disciplinary areas, including environmental engineering, nuclear engineering, energy generation, water purification technology, power generation and management, building and landscape design and management, and materials science. We also will take advantage of the strength of our well-established University of Illinois Extension and Illinois-Indiana Sea Grant programs.

We will apply our research expertise in biofuels and chemical intermediates, micro fuel cells, water purification and conservation, and will develop novel materials for construction of buildings, reactors, structures, hydrogen storage, and consumer products.

We will transform the Urbana campus into a living laboratory where new technologies and best practices of sustainability can be demonstrated and validated. In doing this, we also will provide our students with a thorough grounding in the principles that will be an essential component of their professional lives.

We will create new economic activity and jobs by defining new models of economic sustainability, developing new mechanisms to ensure social acceptance and building alliances with state and federal agencies, and the private sector, to facilitate adoption. We will leverage University of Illinois Extension, the Illinois state scientific survey offices and campus development resources to engage the public sector and private industry.

We will accelerate the transfer of technology by creating businesses ourselves, using as our models recent startup successes that include Dynamic Separations Inc. in novel clean coal technology, Tekion Inc. and INI Power Systems Inc. in fuel cells, and PowerWorld Corp. in electrical power grid management.

As part of our Chicago strategy, we will build on our ongoing partnership among University of Illinois Extension, the Northeast Illinois Planning Commission, other academic institutions, and municipal agencies to help Chicago, achieve its goal of "building the sustainable city."

We will develop proposals for the new initiatives needed for these efforts in partnership with the state, other universities, and businesses.

Specific Goals

Establish interdisciplinary research initiatives across five key areas: power generation and networks; transportation portable energy systems; water supply and utilization; urban and rural landscapes; and materials. The initiatives will encompass not only the technologies but also the social and political challenges of adoption and realization of a sustainable and secure economy
Current status: Scattered efforts across campus
Five-year goal: Assess our strengths and opportunities (one-year timeframe); initiate a statewide program to advance economic development and security (three-year timeframe); expand into an international program (five-year timeframe)
Resources: Faculty hires to fill gaps, 10 startups at a total of $2.5 million (recurring investments of $1 million for 10 hires); research incentives of $1 million annually for the first three years; organizational structure to oversee and drive curriculum changes and research initiatives
Who's responsible: Office of the Vice Chancellor for Research, Office of the Provost, Sustainable Initiative Committee

Develop new curricula and programs that prepare our students for the technical, social and political challenges of creating the sustainable global economy
Current status: Examples exist across campus but are not identified as such or coordinated
Five-year goals: Implement a program of teaching sustainability across curricula. Establish credit-bearing sustainability internships and courses to link campus infrastructure programs with the campus educational mission, creating a living-learning laboratory
Resources: $150,000 annually from seed funding, incentives, and redirection of staff efforts and existing instructional funding
Who's responsible: Office of the Provost, units

Create a sustainable campus and implement programs that allow testing and demonstration of new economically, environmentally, and socially sustainable practices
Current status: Campus facilities and practices are largely unaligned with principles of sustainability
Five-year goal: Reduce fuel and water consumption and cut emissions and discharges by 10% in three years and 20% in seven years
Resources: $4 million over first three years; savings to support program thereafter
Who's responsible: Facilities and Services, Office of the Chancellor, units, and colleges

Take a leadership role in setting the state and federal research agendas to address the technical, social, economic, and political challenges of sustainability.
Current status: Scattered efforts across campus
Five-year-goal: Establish an influential presence in Washington, D.C., and secure $20 million in new funding for interdisciplinary research on sustainability
Resources: $150,000 annually for staff in Washington, D.C.
Who's responsible: Office of the Vice Chancellor for Research, units, Office of Governmental Relations

Engage leaders of the public and private sector in Illinois in an ambitious effort to translate technologies and best practices into use. Leverage on-going work of University of Illinois Extension and the state scientific surveys to build new capacity to coordinate campus-wide efforts
Current status: Existing strength in University of Illinois Extension and the state scientific surveys, but uncoordinated campus-wide effort
Five-year goal: Create an Office for Sustainability Advancement to coordinate the sustainability initiative and to develop a comprehensive plan for implementation of technologies and best practices
Resources: $200,000 annually for staff and expenses
Who's responsible: University of Illinois Extension, Illinois state scientific surveys

Accelerate the private sector's commercialization of Illinois-discovered technologies and practices in sustainability
Current status: Being successfully accomplished through a combination of IVentures, Office of Technology Management and Research Park
Five-year goal: Develop 12 new companies based upon Illinois-developed technologies and practices with net capital value of $25 million
Resources: Existing resources
Who's responsible: Office of the Vice Chancellor for Research, Office of the Vice President for Technology and Economic Development

Enhance the Quality and Diversity of Undergraduate Students

The Goal
Reshape the demographic of the undergraduate student body

Challenges and Opportunities
Our state's demographics position us to be national leaders in the diversity and quality of our undergraduate population. We have the capacity to compete favorably with the best research institutions in the nation in virtually every area of our undergraduate student profile.

Illinois has a long tradition of selective admission, recruiting many of the most capable students from the state. Consequently, the racial and ethnic diversity of Illinois undergraduates compares favorably with the best public institutions in the nation.

Our proximity to Chicago allows us to access the largest recruiting market in the Midwest. Competition for the best students has become keen in recent years. We must work harder to continue to attract the best students from the Chicago area.

Through assertive recruitment and retention practices, we will fully compete with our benchmark peers. With a refined approach to attracting and keeping undergraduate students, we will achieve the quality and heterogeneity we seek. We will focus on racial/ethnic diversity, geographic diversity, and socioeconomic diversity.

An enrollment management plan that fine tunes the size of the freshman class relative to the transfer population will increase the diversity and quality of the undergraduate student body. To compete effectively for top students, both resident and non-resident, we must aggressively recruit using tools such as focused merit aid.

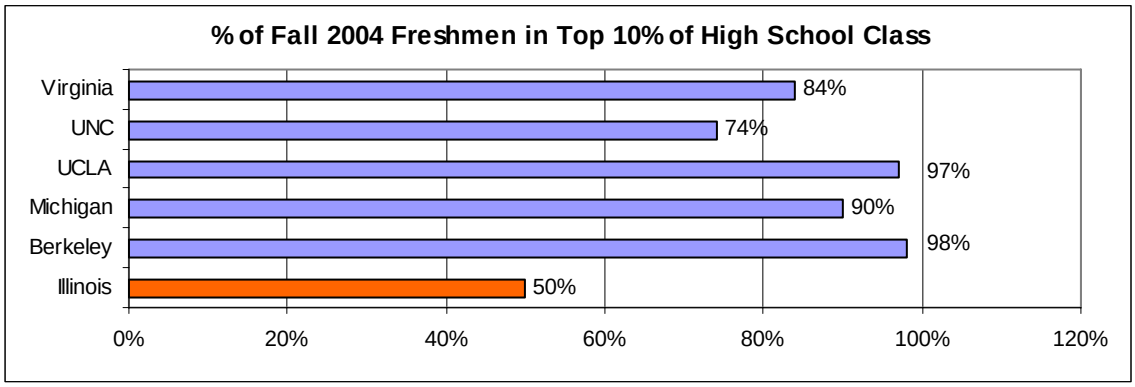
Specific Goals
Enhance the quality of our undergraduate students
Current status: 50% of freshmen rank in the top 10% of their high school class
Five-year goal: 75% of freshmen will rank in the top 10% of their high school class
Resources: $3 million annually in scholarships, $250,000 annually for recruitment practices
Who's responsible: Office of Admissions and Records, Office of the Provost

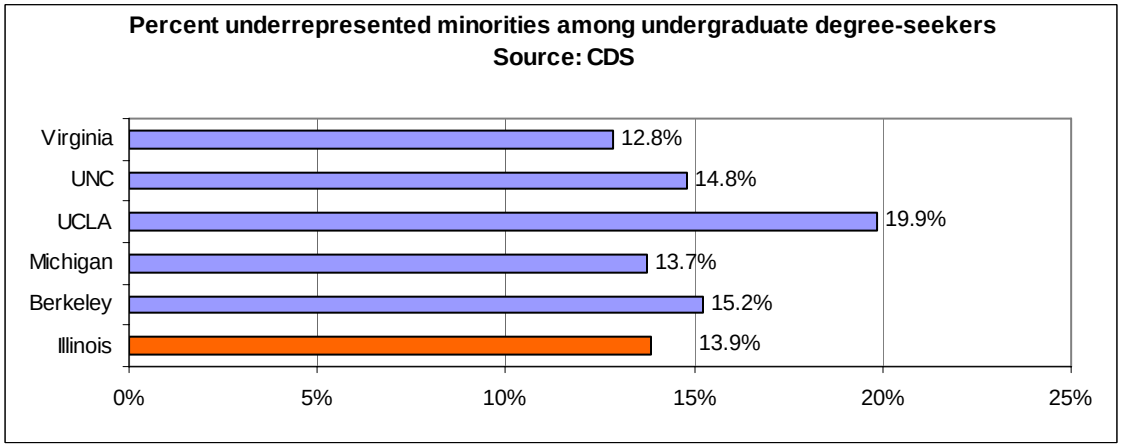
Increase the diversity of our undergraduate students
Current status: 12.9% of undergraduates come from underrepresented groups
Five-year goal: 18% of undergraduates come from underrepresented groups
Resources: Scholarships and recruitment practices (see above)
Who's responsible: Office of Admissions and Records, Office of the Provost

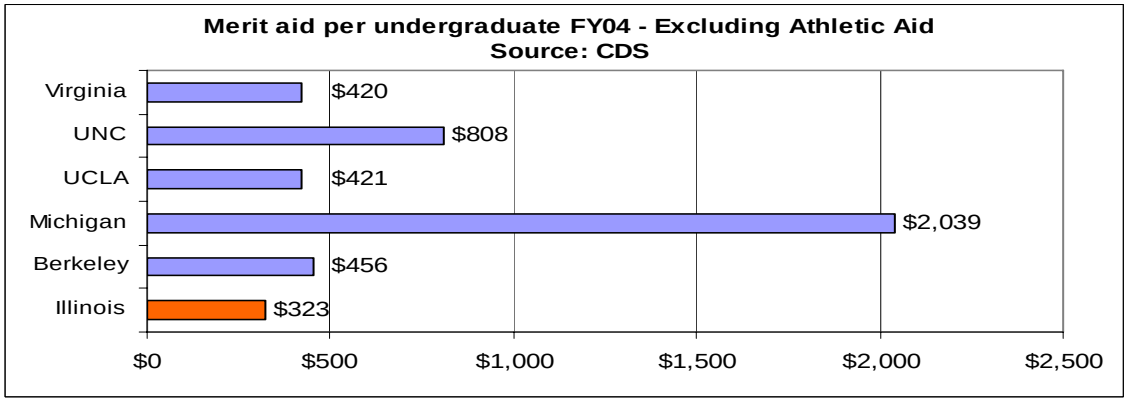
Increase merit aid necessary to recruit the most promising students
Current status: About $350 in merit aid per student annually
Five-year goal: $1,200 in merit aid per student annually
Resources: Scholarships (see above)
Who's responsible: Office of Student Financial Aid/Admissions and Records

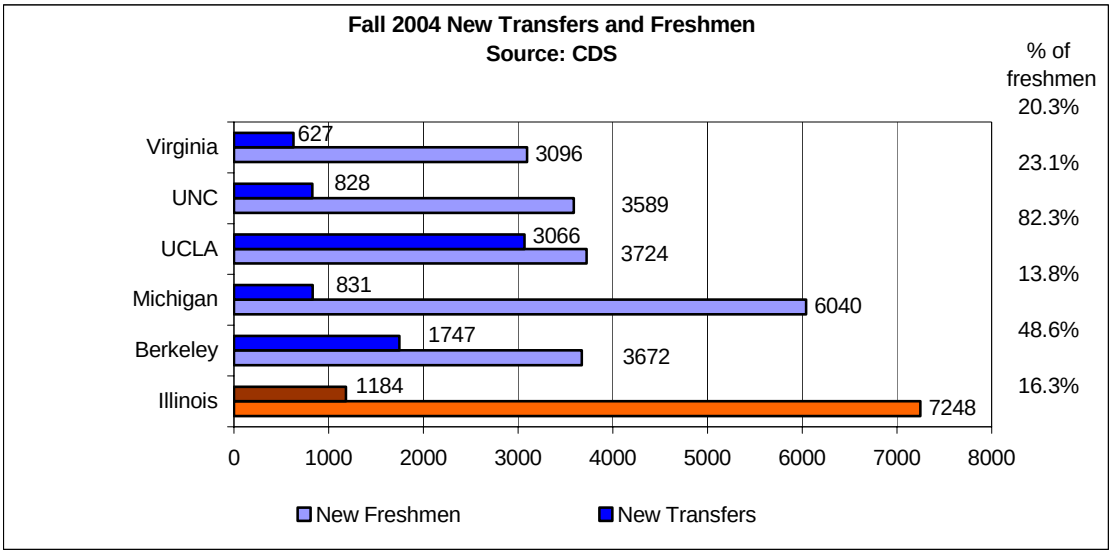
Reshape the undergraduate population and capitalize on national and international opportunities
Current status: 7,500 freshmen and 1,200 transfer students annually
Five-year goal: Reduce to 6,500 freshmen and increase to 1,700 transfer students
Resources: $250,000 for recruitment practices at community colleges, and scholarships (see above)
Who's responsible: Office of Admissions and Records, Office of the Provost

Relevant Benchmark Data








Fall 2004 New Transfers and Freshmen
Source: CDS
% of freshmen
Virginia
627
3096
20.3%
UNC
828
3589
23.1%
UCLA
3066
3724
82.3%
Michigan
831
6040
13.8%
Berkeley
1747
3672
48.6%
Illinois
1184
7248
16.3%
0
1000
2000
3000
4000
5000
6000
7000
8000
New Freshmen
New Transfers

Prepare Students for Leadership in a Global Environment

The Goal
Educate our students to be leaders in their communities, the nation, and the world

Challenges and Opportunities
Illinois aims to compete favorably for the best students everywhere and prepare them to lead and serve society. Without highly visible programs for undergraduates, Illinois limits its ability to recruit and educate students. We will attract the best students with our signature educational experiences, such as enhanced honors programs within each academic unit, opportunities to engage with faculty who are shaping the future through research and creative activity, and civic engagement opportunities.

Illinois provides students with an array of learning opportunities, both curricular and co-curricular. What is missing is an assurance that students have access to the learning experiences that will prepare them for leadership roles as engaged citizens in an increasingly complex global environment. We can better capitalize on the strength of existing programs, such as The Leadership Center and our Living-Learning Communities, to help address this need. We can also infuse global issues in existing courses, strengthening general education, through programs such as the Global Studies Initiative.

Opportunities to engage with faculty and community have become more constrained as the student population has expanded. Historically, many academic units have not recognized a responsibility to connect academic learning with the broader community context.

Illinois will become the leading public research institution that engages undergraduates in civic commitment activities and other learning experiences that connect academic content with experiential learning, providing students with improved access to signature programs in a range of areas. Over the next five years, Illinois graduates will be increasingly more able to lead and serve society.

Specific Goals
Create "professors of practice" within at least five colleges to lead civic and community engagement scholarship and education initiatives
Current status: Minimal use of adjunct professors in civic engagement initiatives
Five-year goal: Five "professors of practice" in leadership roles
Resources: $100,000 for each professor
Who's responsible: Office of the Provost, Office of the Vice Chancellor for Student Affairs, deans, department heads

Increase student engagement with faculty in research or creative activity
Current status: 35% of students engage in research or creative activity
Five-year goal: 60% of students will engage in research or creative activity
Resources: Provost's staff time (create clearinghouse, organize symposium, establish undergraduate research journal)
Who's responsible: Office of the Provost

Strengthen honors programs that draw and serve our most capable students
Current status: No consistent James Scholar programming across campus
Five-year goal: All James Scholars will participate in a freshman honors seminar plus a senior-level culminating experience such as an internship
Resources: $500,000 annually to support the freshman seminar
Who's responsible: Office of the Provost, units

Create opportunities for civic engagement and/or community-based learning within 50% of academic units
Current status: Very few academic units offer credit-earning civic engagement and/or community-based learning courses
Five-year goal: At least 50% of our academic units will offer one or more for-credit civic engagement or community-based learning courses
Resources: $250,000 annually to support new courses
Who's responsible: Office of the Provost, Office of the Vice Chancellor for Student Affairs, units

Expand participation in study-abroad experiences and internships that involve international placements
Current status: 22% of undergraduates study abroad
Five-year goal: 40% of undergraduates will study abroad
Resources: $300,000 annually to support development of courses that embed a study-abroad and/or a global component
Who's responsible: Office of the Provost, colleges, units

Strengthen and Diversify the Research Portfolio

The Goal
Diversify and enlarge our research portfolio to support additional research

Challenges and Opportunities
Illinois has enjoyed a healthy growth rate in sponsored research funding, averaging 9.8% in Facilities and Administration (F&A) expenditures over the past four years. This growth has enabled us to build and sustain research efforts across campus in areas such as information technology, genomic biology, materials science, neuroscience, scientific imaging, engineering and disability research. Our federal funding profile is heavily weighted toward the National Science Foundation, whose budget is stagnant. Our portion of corporate-funded research is lower than our peers. To continue to foster and support innovative research and ensure that the research carried out at Illinois achieves its full impact, we must diversify our basic and applied research portfolio across all intellectual areas and revenue sources.

We will expand and diversify our funding base by developing stronger links to other funding agencies, including the National Institutes of Health (NIH) and Department of Energy (DOE). We will expand support from foundations by building on areas of past success. We also will strengthen corporate connections, linking key areas of research more closely to the economy, and expanding the workforce in critical areas.

All disciplines require alternative external funding streams to sustain their research and scholarship. Research is carried out to advance understanding and develop new ways to solve problems. Traditionally, the campus has supported research activities with state funding for faculty and staff salaries, infrastructure and library support. Because these essential resources do not fully support our research enterprise, the campus must expand its capacity to support activities beyond these mechanisms.

We will build research strength through our three interdisciplinary initiatives in informatics, sustainability, and integrated sciences for health, and pursue funding opportunities that bring Illinois expertise to bear on problems of societal importance. Internal funding programs such as the Critical Research Initiatives and the Research Board will be targeted toward enhancing our capacity for core research and providing seed funding in strategic areas. We must identify new sources of funding for initiatives in education, social sciences, humanities and the arts, so that we can better support their distinctive contributions to the understanding of human behavior and cultures.

Illinois research is inadequately understood by the public and our funding partners. We need to communicate better the leading-edge nature and potential impact of our research. We must build brand loyalty so that Illinois becomes the premier institution for advanced ideas, technologies and understanding.

We have increased licensed technologies and annual disclosures through an increasingly effective Office of Technology Management. Our technology incubator is 75% occupied, housing a dynamic community of startup companies based on Illinois technologies. Tenants in the Research Park provide jobs for 805 employees, including 50 to 100 student internships at any given time. Going forward, we will foster a commercial entrepreneurial culture on campus,

focused on and committed to knowledge transfer, and help the Office of Technology Management (OTM) mine the technology produced by our research centers. Our campus goals for economic development are consistent with and augment those in the strategic plan of the Vice President for Technology and Economic Development (VPTED).

Specific Goals

Increase, diversify, and balance the campus basic and applied research portfolio across intellectual areas and revenue sources
Current status: Federal funding weighted toward NSF; corporate funding is low
Five-year goal: Diversify our federal funding profile to increase support from NIH, DOE and other sources to 15% of the total
Resources: Redirected staff time, seed funding, matching funds
Who's responsible: Office of the Vice Chancellor for Research, Office of the Provost, units

Strengthen relationships among applied social and behavioral sciences, education, and the local community to promote interdisciplinary research partnerships, to enable significant new external support and address pressing societal issues
Current status: Such efforts on campus lack coordination across colleges
Five-year goal: 20% increase in research expenditures classified as education, social science and behavioral science in annual National Science Foundation Research and Development Survey
Resources: Government, private, and foundation support
Who's responsible: Office of the Vice Chancellor for Research, Office of the Provost, units

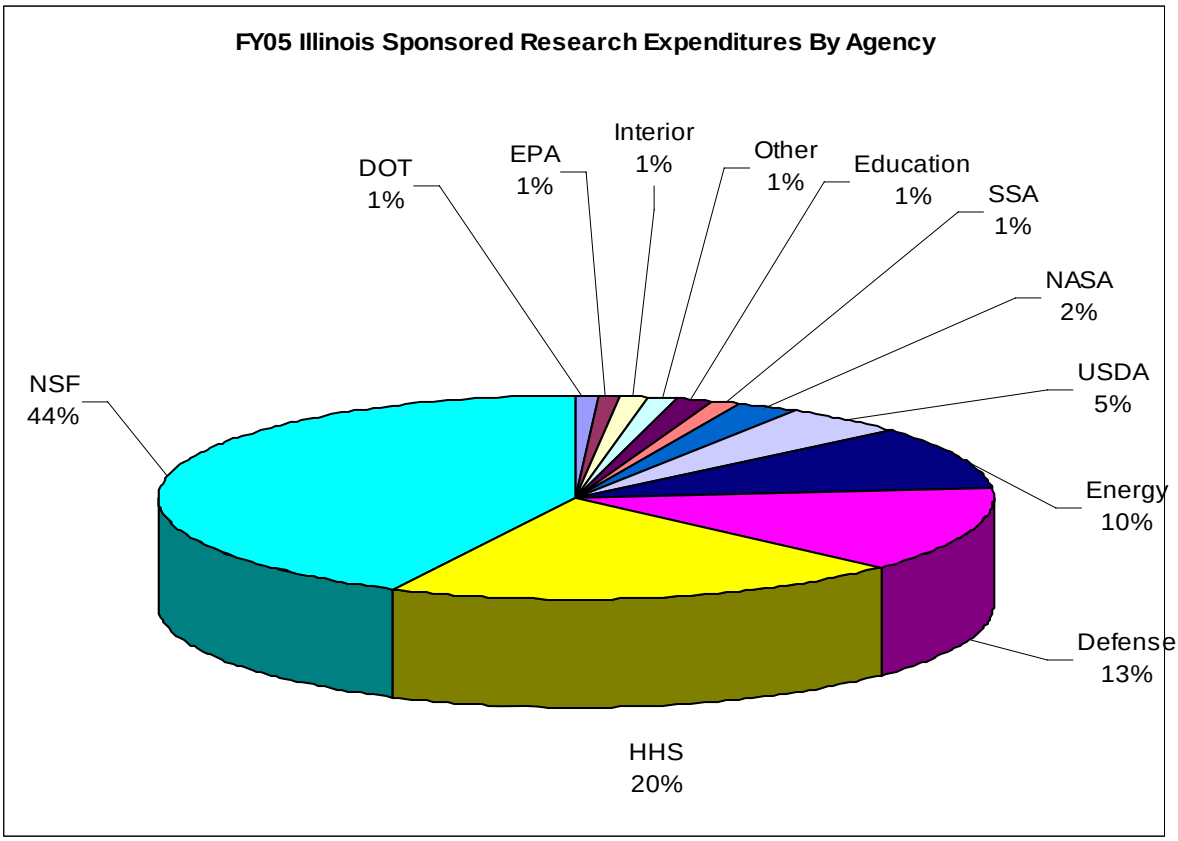
Support faculty in the arts, humanities, and social sciences as they seek interdisciplinary partnerships and external funding
Current status: Poor application rate of faculty for external foundation support
Five-year goal: 20% increase in support for programs in these disciplines
Resources: Private and foundation support
Who's responsible: Office of the Vice Chancellor for Research, Office of the Provost, units

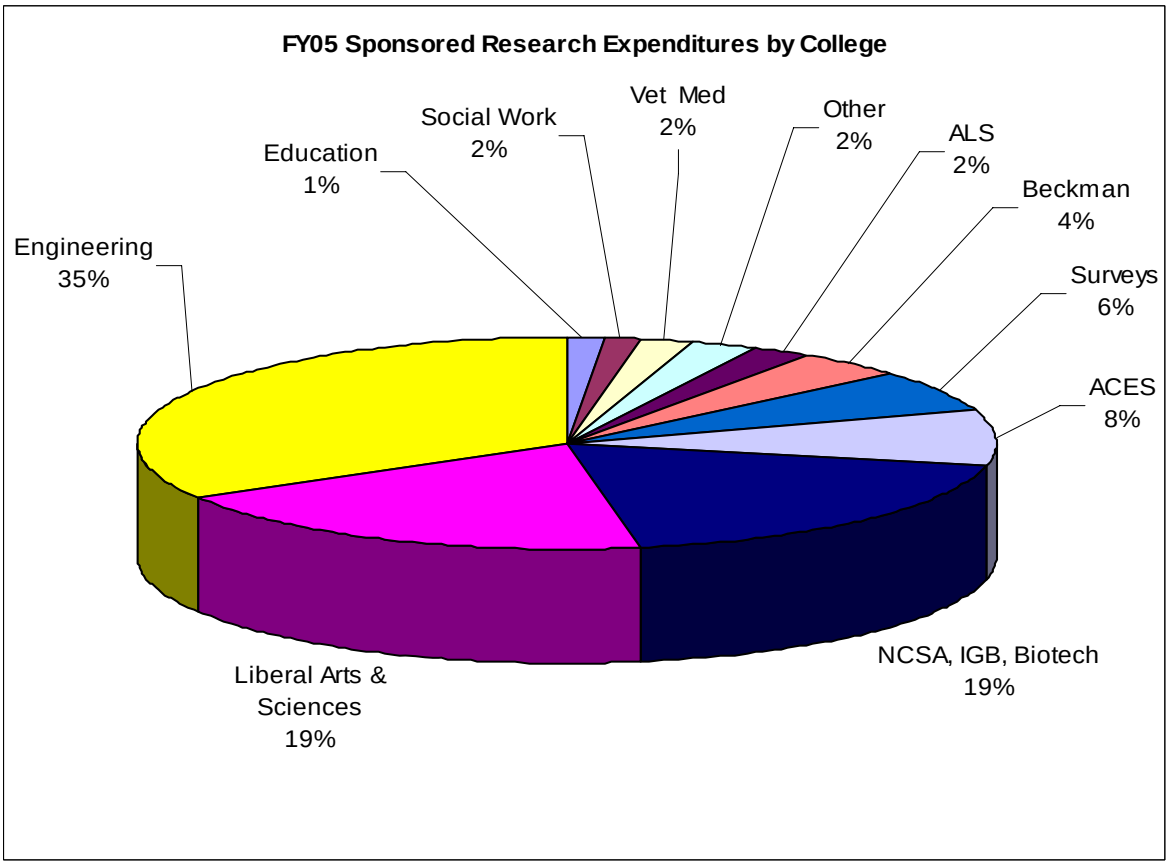
Foster a stronger entrepreneurial culture for commercializing technology and extending scholarship opportunities for faculty by providing incentives to explore alternative funding streams, and helping faculty accept and embrace new types of research and scholarly activity
Current status: Faculty members must individually identify sources of support and expertise needed to develop prototype technologies and to launch companies
Five-year goal: Staff to advise faculty on funding sources and proposal development; additional bridge funding to move technology to market; develop mechanism for entrepreneurial sabbaticals
Resources: Private and redirected funds ($200,000)
Who's responsible: Colleges, units, Office of the Vice Chancellor for Research, Office of Technology Management, Office of Corporate Relations

Expand corporate funding base and link research efforts to corporations' needs
Current status: Only 2.7% of research expenditures come from industry
Five-year goal: Triple corporate research funding as tracked by sponsored research expenditures; establish successful corporate relations program
Resources: Redirect and expand staff and operational funds to create Office of Corporate Relations ($350,000)
Who's responsible: Office of the Vice Chancellor for Research, Office of the Vice Chancellor for Development and Advancement, Office of Corporate Relations, units

Increase awareness of research activities and results at Illinois through a marketing effort aimed at C-title corporate executives (CIO, CEO, COO, CTO)
Current status: Little awareness of research activities at Illinois
Five-year goal: Increase stories and references to Illinois in selected media by a factor of five in areas selected to have the largest impact on the Illinois research portfolio
Resources: $500,000 annually for staff and marketing program and materials
Who's responsible: Office of the Vice Chancellor for Research, Office of the Vice Chancellor for Development and Advancement, Office of Corporate Relations

Develop a presence in Washington, D.C. that enables faculty to understand the research funding landscape and puts Illinois in a position to influence national science policy
Current status: Opportunistic changes for faculty to engage with agencies in Washington
Five-year goal: Local, on-the-spot presence in Washington, D.C. to allow Illinois faculty who are prepared to discuss their research ideas and programs to visit Washington, D.C. agencies
Resources: $500,000 annually
Who's responsible: Office of the Chancellor, Office of the Vice Chancellor for Research, with support of deans, department heads and faculty


FY05 Illinois Sponsored Research Expenditures By Agency
DOT 1%
EPA 1%
Interior 1%
Other 1%
Education 1%
SSA 1%
NASA 2%
USDA 5%
Energy 10%
Defense 13%
HHS 20%
NSF 44%


FY05 Sponsored Research Expenditures by College
Social Work 2%
Vet Med 2%
Other 2%
Education 1%
ALS 2%
Beckman 4%
Engineering 35%
Surveys 6%
ACES 8%
NCSA, IGB, Biotech 19%
Liberal Arts & Sciences 19%

Initiate a Geographic Strategy: From Local to Global

Build Partnerships within the Champaign-Urbana Community

Redevelop Orchard Downs

The Goal

Redevelop Orchard Downs to become the site of a model community, drawing on Illinois' programmatic, design, and construction strengths to distinguish the community as a showcase for excellence in all of the University's missions. Built and managed by an outside firm, a revamped Orchard Downs will be an opportune and exciting venue for campus-based programs.

Challenges and Opportunities

Now the site of family student housing, Orchard Downs covers about 160 acres of University-owned, sparsely developed land in Urbana. While it is served by public transportation and city services, Orchard Downs generates no tax revenue for the city. Rent paid by student tenants generates revenues below market rates. The physical facility is outdated and inadequate to meet students' needs.

Economic factors support redevelopment. The University will reinvent Orchard Downs as a mixed residential development while retaining ownership of the property. Guiding this decision were a changing housing market for graduate students and their families, the need for the University to reevaluate highest and best use for its land, and a perceived (though untested) active market for upscale condominium and housing development.

Redevelopment will affect the University and the community for decades to come. This project should be an example of the best that the University and the city have to offer, with planning and implementation closely tied to our programmatic and mission goals. The redevelopment effort will be a model of environmentally sensitive planning and construction, creating an ideal showcase for Illinois' strategic initiatives focused on building a Sustainable Energy and the Environment, piloting the Illinois Informatics Initiative, and enabling community wellness and lifelong learning.

Living at Orchard Downs will have unique advantages. People of all ages will be able to live healthy, community-based lives through a partnership with the University that will provide access to its world-class education, athletics, and arts facilities. Residents will enjoy vital neighborhood and wellness amenities, such as open space, parks, and garden land; convenient child care; and state-of-the-art informatics, and communications technology.

A well-designed Orchard Downs will become a magnet community for alumni and other Illinois supporters who want to live near, benefit from, and support an important institution.

Orchard Downs may become a powerful recruiting tool as Illinois seeks to attract two-career faculty, and senior faculty over 50 who do not want to maintain a house. These are potential residents who value proximity to campus and seek to connect with all the University has to offer.

Specific Goal
Develop Orchard Downs so that the first residents may move in by September 2011
Current status: An advisory committee has been named, consisting of faculty, staff, local residents, and Urbana officials
Five-year goal: Funding secured, plans developed, construction completed
Resources: Three staff members to supervise siting, construction, infrastructure, and project management (approximately $200,000 annually for three years); the project eventually will generate an estimated $1 million minimum annually
Who's responsible: Office of the Chancellor, Facilities and Services

Build Partnerships within the Champaign-Urbana Community
Partner with the Champaign and Urbana Public Schools

The Goal
Partner with Champaign and Urbana schools to strengthen P-12 education in the local community

Challenges and Opportunities
Champaign and Urbana are relatively affluent communities, with property values and resources exceeding those of neighboring cities and rural areas.

The cities' population is increasingly diverse. Champaign public school enrollment is 32% African-American, 6% Asian, 3% Latina/o and 59% Caucasian students. The Latina/o population has significantly increased in recent years, contributing to a vital, emergent Latina/o presence in the community.

Champaign and Urbana have ample access to well-prepared teachers. A number of Illinois graduates remain in the community. Other University employees have spouses with backgrounds in education. Many faculty members within the College of Education and across campus have scholarly expertise pertinent to the schools.

The University community has a significant stake in the well-being of local public schools. The majority of faculty and staff live in Champaign-Urbana; for them, a prosperous, effective school system is a family affair.

Local schools face significant challenges to equity and effectiveness. Well-documented disparities exist between the academic achievement of white students and students of color. Disaggregated achievement data has been widely recognized for about a decade. Equity concerns involve achievement in reading, mathematics, and writing, and extend to special education enrollments and disciplinary practices.

Within this context locale, these educational concerns are especially troubling. With the fiscal resources of the community and the academic wealth of the University, an effective partnership between the University and the school systems would appear suited to nurturing ideal public schools in Champaign-Urbana.

The potential for a valuable partnership has yet to be fully realized. Although the University has a range of outreach efforts underway, these activities typically are not collaboratively constructed with local school partners, responsive to specific school needs, linked to articulated, coherent goals, or sustained over time.

Specific Goals
Assist the College of Education leadership in focusing on collaborating with local community schools to strengthen and model effective University-community partnerships
Current status: Limited focus on local school needs
Five-year goal: Greater engagement with local schools
Resources: Use existing resources
Who's responsible: Office of the Chancellor, Office of the Provost, College of Education

Develop "master teacher" positions in the College of Education to build and sustain connections between schools and campus (i.e., create Extension model in College of Education)
Current status: No master teacher positions
Five-year goal: Five master teachers: three in Champaign, two in Urbana
Resources: $70,000 for each position ($350,000 annually)
Who's Responsible: Office of the Provost, College of Education

Expand and sustain the Chancellor's Academy for Teachers
Current status: Pilot academy on literacy enrichment offered to 30 teachers in summer 2005
Five-year goal: Double the size of the academy, sustain the effort annually to address needs identified by local schools and strengthen the evaluation component
Resources: $200,000 annually
Who's Responsible: Office of the Chancellor, College of Education

Create initiative to enhance (a) math, science, and technology preparation for teachers, and (b) math, science, and technology learning opportunities for K-12 students
Current status: Pre-service education for teachers; variety of summer camps for students (disconnected and with limited participation of local students)
Five-year goal: Connect a diverse array of student summer learning opportunities in a planned way, recruit student participants through the schools, provide scholarships, and engage teachers in summer math and science programs
Resources: $100,000 annually for student scholarships and teacher stipends; existing staff to plan connected array of programs
Who's responsible: Office of the Provost, colleges

Engage National and International Partners
Chicago

The Goal
Develop a strategic, coherent, and highly public presence in Chicago

Challenges and Opportunities
Illinois has an extensive presence in the Chicago area, including:

- Integrative research, such as Chicago Public School-based evaluation research
- Engagement and service, such as University of Illinois Extension's programs in Cook County which provide education and services to more than 75,000 people annually, as well as the Illinois-Indiana Sea Grant program and the Illinois state scientific surveys
- Education, including non-credit and for-credit academic programs at the Illini and Oakbrook Centers
- Student recruitment, including relationships with hundreds of high schools in Chicago Public Schools and the surrounding suburban areas

In spite of the breadth and quantity of activities, our presence in Chicago is largely unrecognized, both on the campus and in the Chicago metropolitan area. Connections in Chicago result from directions chosen by our faculty and program leaders. This model is fundamental to our institutional culture and must continue; however, it has not optimally served us in developing a strategic, coherent, and sustained Chicago presence. We must enhance the effectiveness of the current model, as well as expand from our current level of effort to fully capitalize on Chicago's potential and to more effectively serve our Chicago-area constituencies.

Students from the Chicago area are vital to the University. Nearly 60% of our students, including many of our brightest and most diverse, graduate from Chicago area high schools. Historically, Illinois has made little effort to assertively recruit high achieving students from the greater Chicago area; we have relied on students to select Illinois based on reputation. In an increasingly competitive climate for the best students, we must reshape and invigorate our recruitment practices throughout the Chicago urban and suburban areas.

Chicago must become even more of a vital partner as we continue to advance as a globally preeminent university. Chicago is the dynamic, growing, urban context that provides us with the ideal platform for designing research and engagement that address the societal problems of our nation and our world. If we effectively connect with Chicago, we establish our relevance as an institution of higher education and strengthen the private and public partnerships that will support and sustain the work of the campus.

Six pilot efforts will be initiated that will further our capability to engage Chicago. These six pilot efforts will strengthen existing or evolving programmatic activities and will enhance collaboration in Chicago. The pilot efforts will be in education, entrepreneurship, strengthening math and science for Chicago youth, and this plan's three interdisciplinary initiatives. They link to a diverse set of Chicago audiences, including the Chicago Public Schools, entrepreneurs in the Chicago area, local governments, and the Chicago business community. Lessons learned from

the initial pilot efforts, and those that follow, will fuel greater campus activity in Chicago as well as foster a stronger and much more widely recognized presence in the Chicago area.

In Chicago, we must become better known for our excellence as an institution. We need to be equally well known for the relevance of our science, technology, and scholarship to the pressing issues faced by the world's urban environments. To achieve that end, we will develop and implement a strategic communication plan that conveys the excellence and relevance of Illinois to the key components of the Chicago population.

Specific Goals:
Identify and strengthen focused, visible, and sustained engagement efforts that address Chicago's most pressing societal problems
Current status: Multiple projects exist directed by faculty from a range of campus units
Five-year goal: Through six pilot programs (in education, entrepreneurship, strengthening math and science for Chicago youth, and this plan's three interdisciplinary initiatives), explore ways to reduce barriers to faculty-directed efforts in the Chicago area. These projects will be widely publicized and serve as a catalyst for greater activity.
Resources: $600,000 annually for the six focused projects
Who's responsible: Office of the Chancellor, Office of the Provost

Refocus and invigorate our Chicago undergraduate recruitment strategy
Current status: Chicago Satellite Office conducts active recruiting efforts primarily in Chicago Public Schools (CPS)
Five-year goal: Revise Chicago strategy to recruit assertively top students from all areas of Chicago; reframe CPS efforts to early outreach model
Resources: $250,000 annually (previously summarized in Enhance the Quality and Diversity of Undergraduate Studies Initiative)
Who's responsible: Office of Admissions and Records

Develop and implement a strategic communication plan that conveys the excellence and relevance of Illinois to the Chicago population
Current status: Coherent plan for communication with and in Chicago does not exist
Five-year goal: Develop and implement a plan to communicate Illinois' excellence and relevance with Chicago
Resources: $95,000 annually
Who's responsible: Office of Public Affairs

Engage National and International Partners
Strategic Geographic Targets

The Goal
Expand our institutional connections in key geographic areas

Challenges and Opportunities
We will work aggressively to use our connections to Chicago as a gateway to the world, as previously described. We will continue to address societal issues across the state, and we will seek to build our influence and reach in key areas of the world.

Illinois has a tradition of success in Washington D.C.; federal funding provides essential support for many of our scholarly efforts. However, there is capacity to expand our Washington D.C. presence in both the research and student preparation arenas. With stronger connections in Washington D.C., we have significant potential to diversify and inflate our funding base, and to expand strategic learning opportunities for our students.

Illinois has a rich international presence: we have assisted in institution building throughout the world, we recruit students and faculty from around the globe, and our research is applied to solving the problems of people from all nations.

We need even greater international partnerships to carry out our work at the level and scope that is currently demanded. The international environment offers expanded research opportunities for our faculty and access to an enormously talented student population.

To achieve the level of preeminence we seek, we must broaden our global gateway, recruiting international students through partnership agreements and sharpening and refining our physical presence in key geographic locations. Singapore, China, and India offer the most promising international sites for our expanded research and student recruitment efforts in the next five years.

Specific Goals:
Build partnerships with Washington D.C. agencies and non-governmental organizations to expand opportunities for student internship and advanced study placements
Current status: Very limited Washington D.C.-based internship and advanced study placements
Five-year goal: Five new initiatives (e.g., bring into action the Center for the Study of Democratic Governance proposal and the Phillips Gallery proposal)
Resources: Approximately $150K/year per initiative as seed funding
Who's responsible: Office of the Provost, units

Create a branch research office in Washington D.C. to connect our scholarly agenda with federal funding agencies and priorities
Current status: No Washington D.C. branch research office is in place
Five-year goal: Establish and operate Washington D.C.-based research office
Resources: (Previously summarized in Strengthen and Diversify the Research Portfolio Initiative)
Who's responsible: Office of the Vice Chancellor, Office of the Vice Chancellor for Research, with support of deans, department heads and faculty

Increase the number of international students at Illinois through innovative University-industry partnership agreements
Current status: Few University-industry agreements for undergraduate education
Five-year goal: Establish two University-industry partnerships, allowing students to complete two years of education at Chinese universities, complete the final two years at Illinois, and participate in an industry-based internship program during the final two years of study
Resources: Existing Illinois staff; industry partners
Who's responsible: Office of the Provost, units

Strengthen the physical presence of Illinois research in Singapore
Current status: Numerous research connections exist, but no Illinois faculty or staff are situated in Singapore to drive partnerships in strategic research areas
Five-year goal: Establish three focused research initiatives in Singapore, physically situating Illinois faculty/staff there
Resources: $500,000 per initiative for startup funding for a two-to-three-year period
Who's responsible: Office of the Vice Chancellor for Research, Office of the Provost, units

Increase the number of international undergraduate students at Illinois
Current status: The current freshman class includes approximately 300 international students
Five-year goal: Build the international freshman cohort to 500
Resources: $100,000 annually to expand international recruitment, materials, travel
Who's responsible: Office of the Provost, colleges, units

Maintain the number and quality of graduate students at Illinois by actively pursuing changes in federal policies that create barriers to enrollment and attendance for potential international students
Current status: Approximately 4,000 graduate students are international and that level is at risk due to federal policies that often discourage international students from applying and make entry into the United States challenging
Five-year goal: Improved federal process for admitting international students to the University
Resources: Existing staff
Who's responsible: Chancellor, Provost, Governmental Relations

Section VI
Maintain Campus Facilities

Stewardship of Capital Resources

As stewards of capital resources, we have a responsibility to properly maintain and efficiently use our physical facilities. Illinois is well known for its historic architecture and appealing campus image. It is important that the campus be an attractive, inviting, safe, and well-maintained physical environment. Our facilities must reflect our long standing as one the finest public institutions in the world. To ensure this, the campus must address the following:

- A significant amount of deferred maintenance in existing facilities must be corrected.
- Many core academic facilities are in need of renovation and reprogramming.
- A critical structural funding shortfall in day-to-day building and grounds maintenance functions must be overcome.

Our current situation

Deferred maintenance

Estimated current deferred maintenance (2005).

Priority 1 Currently critical (immediate need)	Priority 2 Potentially critical (address within one year)	Priority 3 Necessary (correct within two to five years)	Total
$97,943,669	$126,994,922	$253,898,364	$478,836,955

The current backlog of about $480 million increases annually.
The University-led initiative will begin in FY06.
Life safety issues and compliance issues will be top priorities.
Protecting the exterior shell of buildings and improved infrastructure are the next highest priorities.

Programmatic renewal and renovation

The University-led deferred maintenance program will not provide funding for major reprogramming and full renovation of existing facilities.
Many of the older core campus academic facilities do not lend themselves to current programs and needs.
Not all space problems will be solved through construction of new facilities.
To meet new and emerging needs, we will find ways to reprogram and recapture poorly configured and underutilized space in existing facilities.
Lincoln Hall, Noyes Laboratory, Roger Adams Laboratory, and Davenport Hall are examples of facilities that could be used more efficiently through renovation and reprogramming.

Building and grounds funding

Funding for the building and grounds maintenance functions has eroded to a critical level.
Current peer comparisons indicate that these activities have a structural funding deficit of $8 million to $11 million annually.
The campus is in year two of a program to restore $1 million annually to these functions.
This does not allow us to stabilize the deferred maintenance backlog; in fact, it allows the backlog to grow annually.

Specifics

Deferred maintenance

Link a campus based initiative to reprogram and renovate core academic facilities to the University-led program to reduce deferred maintenance.

The University intends to borrow $110 million to begin the process.

This year, the campus initiated a five-year plan to create a dedicated recurring debt service fund that will support $100 million of debt with the long-term goal of supporting as much as $200 million of borrowing.

These campus bond proceeds will be strategically used to renovate and reprogram core facilities utilizing the general plan/structure outlined in the *Restoring the Core* report.

Immediate projects would include Lincoln Hall, Noyes Laboratory, and Roger Adams Laboratory.

Each major building renovation will resolve a significant amount of deferred maintenance.

We will also make each building more energy efficient as part of these renovations.

After we have used our bonding capacity, we plan periodically to refinance and use remaining capacity (as the outstanding balance is reduced through payments) for additional projects.

Building and grounds funding

It makes little sense to invest large amounts in renovating facilities and correcting deferred maintenance just to let them run down again.

The campus has initiated a program to restore funding to these units at the rate of $1 million annually.

Now in its second year, the program will continue for at least six more years and will be extended as necessary to achieve proper funding levels for the units.

These units need to be protected from any planned budget reallocations.

Metrics

Deferred maintenance

Reduce campus Facilities Condition Index from about .18 to .15 in five years.

Reduce campus Facilities Condition Index to about .10 in second five years.

Repair and renovation

Lincoln Hall—begin project in FY07 and complete in FY09.

Noyes Laboratory—begin in FY08 and complete in FY11.

Roger Adams Laboratory—begin in FY09 and complete in FY12.

Building and grounds funding

Achieve peer-level funding within eight years.

Stabilize deferred maintenance backlog.

Costs

Deferred maintenance

The campus has already provided about $2 million to the University-led deferred maintenance initiative.

The campus will provide an additional sum of about $1 million in FY07.

Additional campus funds will come either through internal reallocation or new funding mechanisms, such as special fees for future years.

Restoring the Core
In FY06 the campus set aside the initial $2 million for debt service.
The campus will add an additional $2 million in FY07.
The campus will add $2 million to $4 million annually thereafter to reach the level needed to fund $200 million of bonding capacity for the program.

Restoring building and grounds funding
The campus restored $1 million in FY05 and FY06.
The campus will reallocate $1 million annually for eight to 10 more years to properly fund these units.
These units will be protected from budget reductions required as part of the overall campus strategic plan during this time.

Timeline—Maintaining Campus Facilities

2001
Completed *Restoring the Core* Study.
Urbana campus initiated RFP for facilities condition audit, which was adopted by University Administration for all three campuses and managed by Urbana campus.

2002
Completed comprehensive audit of all facilities on all campuses.

2005
Campus creates concept to provide funding for *Restoring the Core*.
University collects first $2 million for deferred maintenance program.
Campus restores $1 million to building and grounds functions.

2006
Campus sets aside first $2 million for *Restoring the Core* debt service.
Campus restores second $1 million to building and grounds maintenance.
University collects second $2 million for deferred maintenance program.
University borrows $55 million to jump start deferred maintenance program.

2007
Campus sets aside second $2 million for *Restoring the Core* debt service.
Campus makes initial borrow of ~$50 million for *Restoring the Core*.
Campus initiates Lincoln Hall renovation.
University deferred maintenance program begins to address First and Second Priority Issues.
Campus restores third million to building and grounds functions.

2008
Campus sets aside additional $3 million for *Restoring the Core*.
Campus borrows additional $20-30 million for *Restoring the Core*.
Campus initiates Noyes Laboratory renovations.
Campus restores fourth million to building and grounds functions.

2009
Campus sets aside additional $3 million for *Restoring the Core*.
Campus borrows additional $20-30 million for *Restoring the Core*.
Campus restores fifth million to building and grounds functions.
Campus completes Lincoln Hall Renovation.
Campus initiates renovations of Roger Adams Laboratory.

2010
Campus sets aside additional $4 million for *Restoring the Core*.
Campus restores sixth million to building and grounds functions.
Campus completes Noyes Laboratory renovations.
Campus initiates (yet to be determined) building renovation.

2011
Campus sets aside additional $4 million for *Restoring the Core*.
Campus restores seventh million to building and grounds functions.
Campus completes renovations of Roger Adams Laboratory.

Section VII
Garner and Allocate Resources to Achieve Strategic Goals

Assumptions Built into our Strategic Plan

Allocation of resources will give priority to core academic and educational objectives.

Allocation decisions will be linked directly to strategic initiatives and goals identified in the strategic plan.

The resource allocation mechanism will be changed to facilitate the accomplishment of initiatives and goals.

We will accomplish our plan through:

Increased funding

We expect:

- state funding to grow modestly (not more than 1% annually)
- tuition to grow at close to 10% annually
- endowment funding to grow at 10-12% annually
- other fund sources to grow at the rate of inflation

Reallocation of resources

We expect:

- to differentially (some units will be protected) reallocate 3% annually for the initial five years and 2.5% for the subsequent five years
- reallocations will occur at both the unit and campus level
- units to reallocate faculty positions on a strategic basis annually as they become vacant
- units to reallocate other positions on a strategic basis as they become vacant

Becoming more efficient and strategic as we make decisions

- As we look at current structures and allocation of resources we feel that we can achieve more efficient administrative operations through consolidation, realignment and improved structures and procedures

Our expectations and aspirations will exceed the capacity identified through the above steps. We will make careful choices based upon the clear vision reached as a result of this planning process.

Required Resources

In addition to resources required for the strategic initiatives and goals outlined in previous sections of our report, there will necessarily be other increased operating costs that will require resources. We have provided estimated costs for those below:

Competitive Faculty Salaries
$22 million to increase ranking, and approximately $12 million annually to fund a 3% salary program.

Within our IBHE group of 21 peer institutions, Illinois currently ranks 18th. To move our faculty salaries to the top one-third (7) would cost $22 million today. It currently costs $12 million to fund a 3% annual salary program for all staff. Just for faculty, each 1% costs $1.7 million. To resolve this problem, we will need to find funds to not only support a competitive salary program but also slowly move ourselves up in rankings. Our goal is to move to the mid-point within five years and to the top one-third within ten years.

General Inflationary Cost Increases
$2.5 million annually

We currently spend about $85 million/year from unrestricted funds for goods and services (not including personnel services). We have received funding for cost increases for these items only once in the last fifteen years—5% in 1990. Inflationary costs have been absorbed within units' budgets for the balance of the years. We assume that the annual CPI will increase by an average of 3% a year—which means that we will need to provide for increased costs which are estimated to be approximately $2.5 million annually. For increased costs of goods and services charges to restricted funds, for example grants and contracts, the expectation is that they can be absorbed within projected income growth.

Library Price Increase
$1 million annually

The annual acquisitions budget for the Library is approximately $11 million. Inflationary cost increases in this area have been near 10% for several years. We will need to allocate at least $1 million annually to maintain library resources.

Utilities Price Increases
$1.5-$2.5 million annually

Each year we are assessed for increased costs of our utilities. This reflects increasing energy costs in general, and we expect that trend to continue. Our share of the assessments for the past two years has been nearly $2 million annually. We plan to continue that contribution, but hope that we will also look at ways to provide incentives for energy conservation to partially mitigate these increases.

Startup and Retention Costs
$10-15 million annually

Over the past several years the amounts spent on startup and retention costs have increased. This most recent year, we spent approximately $16 million (half from central resources and half from the colleges). We anticipate that from central resources we will dedicate $10-15 million annually to startups. The need to renovate and remodel space is one of the most costly parts of these packages. Startup packages can range from as little as $30,000 in the Social Sciences or Humanities, to several millions of dollars in the Sciences or Engineering fields. Our faculty hiring strategy will yield a number of scientists in high-cost research startup areas. We expect to dedicate at least $10 million annually to startup and retention costs each year in the future.

Research Compliance Costs
$400,000 annually for five years

We must meet growing demands for research compliance primarily driven by our federal granting agencies. We need to staff an occupational health and safety program required by Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC). We need additional staff for monitoring and training in areas of compliance related to biomedical translational research. We need to carefully monitor export controls and restrictions on foreign nationals involved in our research activities. We need to invest more in hazardous waste management and disposal.

Student Financial Aid
$2-6 million annually

To ensure full access to all Illinois residents, regardless of their ability to pay, we provide a wide range of financial aid. Currently we dedicate approximately $9 million of our tuition funds to need-based financial aid. Based upon our projection of an approximately 10% growth in tuition over the next five years, at a minimum, we will expect our amount dedicated to financial aid to grow at a faster rate. It will be necessary to increase the level of tuition discounting for both need-based and merit-based students as tuition increases.

New Facilities

For planning purposes we anticipate it will be difficult to receive full funding for a new building without a matching component or other local participation. We have recently issued debt to complete a project. While we will need to plan for a few new facilities, we must focus on restoration, renovation, and deferred maintenance of existing facilities.

Research Park
$4 million

While the Research Park operates as an LLC under a BOT appointed Board of Managers, we incur costs associated with providing infrastructure to the Park. It is estimated that we will incur infrastructure costs of $4 million within the next five years.

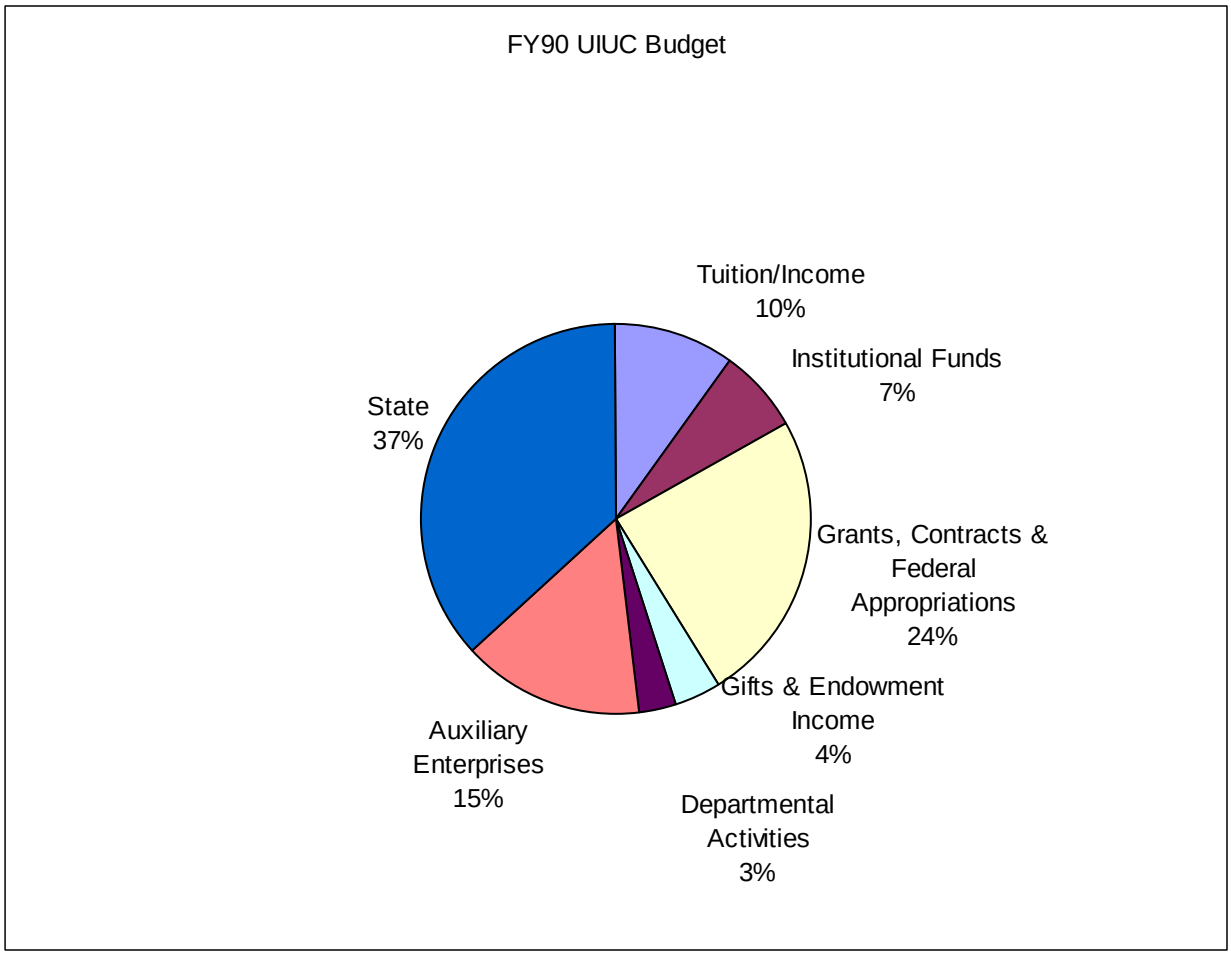
Technology Infrastructure
$2 million annually for five years

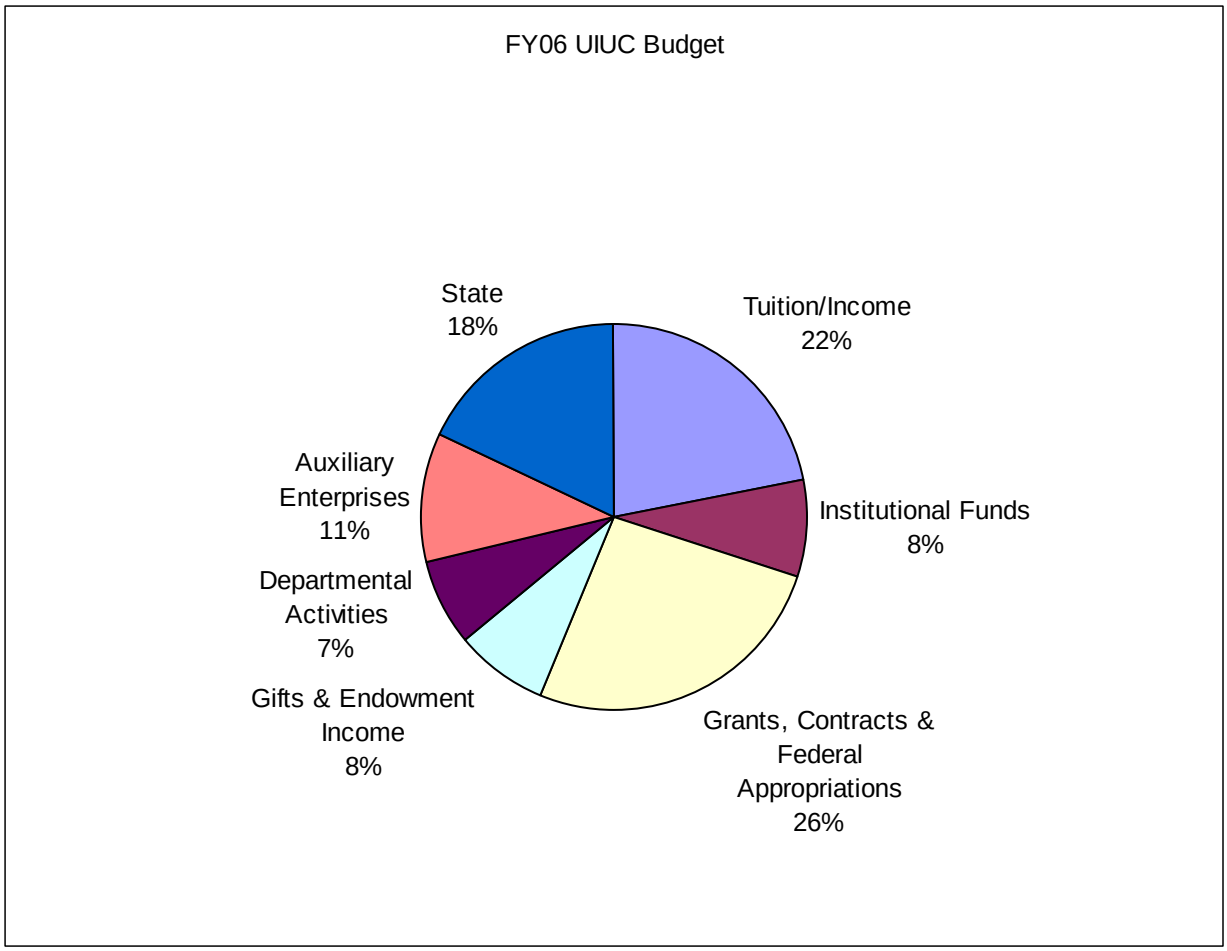
Urbana is in year two of a five-year, $20 million capital plan to rebuild the campus network infrastructure. In addition to the $20 million capital costs, the campus will reallocate $2 million annually for five years to provide permanent funding to maintain the upgraded infrastructure at a steady state.

The table on the following page provides estimated costs for goals, initiatives, and increased operating costs, showing possible fund sources. This is a very preliminary allocation of costs to sources and will certainly be adjusted as we implement the plan. It does provide a good indication of how we will make funding decisions to accomplish the plan.

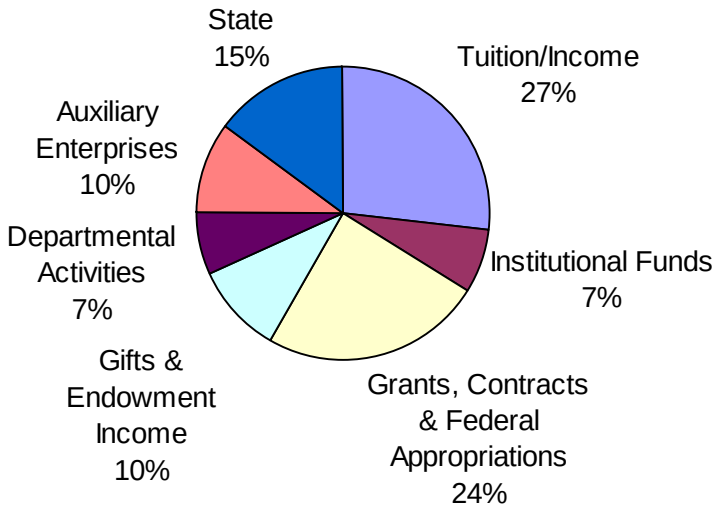
Resource Procurement Strategy

As the following charts show, the state contribution to the Urbana campus budget has declined drastically in recent years. This trend is expected to continue in coming years as shown in the charts illustrating projected funding distribution.

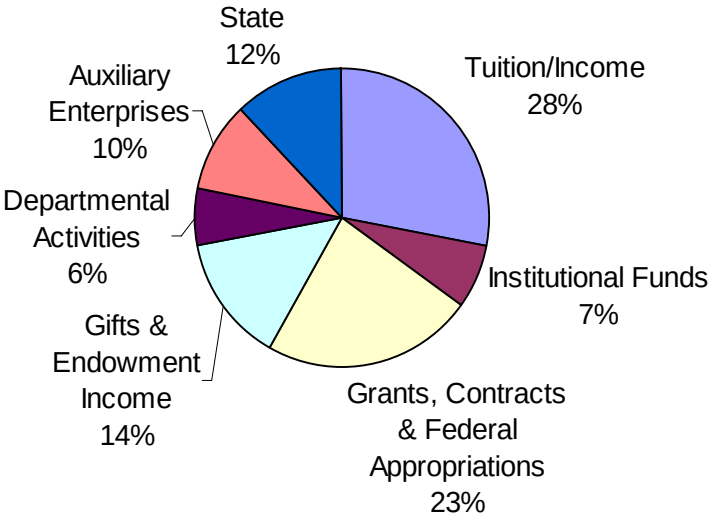



FY06 UIUC Budget
State
18%
Tuition/Income
22%
Auxiliary
Enterprises
11%
Institutional Funds
8%
Departmental
Activities
7%
Gifts & Endowment
Income
8%
Grants, Contracts &
Federal
Appropriations
26%

PROJECTED FY11 UIUC BUDGET



PROJECTED FY16 BUDGET



Assumptions

State Funds
In order to thrive, we need to find new ways to partner with the state to encourage them to increase their level of support.

The traditional way we have used for decades of seeking incremental funding increases on our established budget base will not be the model that carries us into the future.

Much as we found alternate routes for capital under the various state "economic development" initiatives, we will need to find new ways to capture state programmatic investment.

We need to find specific targeted opportunities that will provide significant payback to the state in terms of business creation, job creation, and overall economic development. The Integrated Sciences for Health Initiative and the Illinois Sustainable Energy and the Environment Initiative are two possibilities.

We must become more strategic in our approach to the state.

For planning purposes (with the exception of project-specific state funds) we assume that state funding will be flat for the next five years and grow 1% annually in the subsequent five years.

Tuition Funds
We have significant opportunity to increase this source of funding.

The capacity to increase tuition is dependent on two factors—tuition rates compared to our peers and the quality and reputation of our institution.

We are at a critical juncture, one where we face losing quality and therefore opportunity to increase tuition. If we are able to capture quickly additional funding through tuition increases, we will be able to maintain and expand the quality and reputation of Illinois.

This translates into the need for an aggressive tuition policy over the next five years. We believe we could increase our tuition income by at least 60% during that time. That would mean taking today's four-year guaranteed tuition from approximately $7,000 to at least $11,300 in the next five years. This would equate to a 10% annual increase over the next five years.

We also recognize that we cannot sustain the current high level of enrollment and maintain the instructional quality we want to provide for our students. We must carefully determine an enrollment strategy that will slowly reduce campus enrollment by 1,000-2,000 students over the next five years. We can partially offset the resulting lost revenue by changing our resident/non-resident enrollment mix.

The current resident/non-resident mix does not reflect the diversity we desire. We will work to increase the non-resident population. Such an increase would generate funding to partially offset the overall reduction in enrollment.

For planning purposes we assume that tuition will increase at approximately 10% annually for the next five years and 5% annually in the subsequent five years.

Institutional Funds
This category includes Indirect Cost Recovery (ICR), Royalty, and Institutional Allowance funds.

We have experienced growth in ICR recoveries of 6.65% in FY04 and 5.55% in FY05. Early indications are that we may not grow at that rate for FY06 and beyond. Nearly 85% of our ICR revenue is attributable to federally sponsored research. Recognizing the financial pressures affecting the federal government, it is likely that federal R&D spending will be constrained.

We project that revenues from licensing (royalty income) and charges to auxiliaries for services provided (allowance income) will grow at the rate of inflation.

For planning purposes we are assuming a 3% average growth in this category over the next 10 years.

Endowment Income
This is the most significantly underdeveloped of our major funding components. Considering the history and reputation of Illinois, our large number of alumni and the number of corporate leaders who are our graduates, we have significant potential to improve our external funding base.

While bricks and mortar are important, this campus needs to focus on more direct support for the academic enterprise, such as endowed departments, chairs, professorships, fellowships, and scholarships.

For planning purposes we assume that income from our endowment will grow by 10% annually for the next five years and 12% annually for the following five years.

Auxiliaries and Departmental Income
Auxiliary enterprises include self-supporting operations that are funded through fees, sales of products and other income. Examples include food service, residence halls, parking, bookstores, Willard Airport, Assembly Hall, and the Illini Union. Departmental income includes instructional fees related to courses or student-oriented program activities or facilities fees.

For planning purposes we assume that income from these categories will grow at the rate of inflation (estimated to be 3%) for the next 10 years.

Planning Tables:

	FY2006 Budget		Projected FY2011 Budget	Annual Change FY06 - 11		Projected FY2016 Budget	Annual Change FY11 - 16
State Appropriations	248,253		253,253*	.4%		266,171	1%
Tuition	299,973		461,706	9.9%		599,693	5%
Institutional funds	109,962		127,476	3%		147,780	3%
Grants and Contracts	358,688		415,818	3%		482,047	3%
Gifts and Endowment Income	105,181		169,395	10%		298,532	12%
Departmental Activities	94,324		109,347	3%		126,764	3%
Auxiliary Enterprises	155,154		179,866	3%		208,514	3%
Total	1,371,535		1,716,861			2,129,501	

* Assumes state participation in two strategic initiatives.

Internal Reallocation Projections

As we look to sources to fund strategic new initiatives and directions, we need to understand that we cannot expect these to be funded entirely by new resources.

The final (and perhaps most difficult) fund source will be through reallocation and reprioritization. This will be achieved through a combination of reallocations at both the unit and campus level.

We must make strategic decisions that support a clear vision for the campus. This will mean difficult choices about what new programs will be initiated, what existing programs will thrive and which might be reduced or eliminated.

For planning purposes we assume we will reallocate about 3% annually for the next five years and 2.5% annually for the subsequent five years on the unrestricted budget base. Also, we experience faculty turnover of about 120 positions annually. We will expect units to reallocate strategically a portion of these to institutional goals.

Reallocation Capacity	FY 2006	3% Annual	2.5% Annual
UIUC Unrestricted Base	Unrestricted Budget (000's)	Reallocation Capacity (000's)	Reallocation Capacity (000's)
Academic Base	401,626	12,049	10,041
Administrative Base	92,914	2,787	2,323
Campus Reserves	53,686	0	0
Total	548,226	14,836	12,364
Realistic Assumption		**$12 million**	**$10 million**

Note:
These are intended to be used as a general indication of reallocation capacity. Our normal practice is to protect some units like Campus Safety when we make such decisions, so the final yield will be somewhat lower.

Resources required for five-year plan

UIUC Resources Required for five year plan. (Does not include major capital items)	Amount (000's)	Possible funding sources (000'S) State (000's)	 Tuition (000's)	 ICR (000's)	 Gift (000's)	 Reallocation (000's)
Initiatives and Goals						
REINFORCE/BUILD COMPREHENSIVE EXCELLENCE						
1. Strengthen Excellence in Disciplines Critical to National Stature.	2,500		1,500		500	500
2. Ensure Excellence in Academic Programs and Services for Undergraduate Students	950		950			
3. Ensure Excellence in Graduate Education	3,500		2,000		1,500	
4. Foster an Inclusive Campus Community	4,950					4,950
5. Enhance the Campus Work Environment	565		65			500
STRATEGIC INITIATIVES						
1. Interdisciplinary Initiatives						
a. Critical Initiatives in Research and Scholarship	1000			1000		
b. Illinois Informatics Initiative	1,375		100			1,275
c. Integrated Sciences for Health*	14,400	2,500				11,900
d. Illinois Sustainable Energy & Environment	9,000	2,500		150		6,350
2. Enhance the Quality and Diversity of Undergraduate Students	3,500		3,500			
3. Educate Students for Leadership in a Global Environment	1,550		1,300			250
4. Strengthen and Diversify the Research Portfolio	1,550			500		1,050
5. Geographic Strategy: From Local to Global						
Build Partnerships within C/U Community						
a. Orchard Downs	600					600
b. Partner with Local Schools	650		350			300
Engage National & International Partners						
c. Serving Chicago	945		675			270
d. Strategic Geographic Targets	1,350		850			500
MAINTAIN & EXPAND CAMPUS FACILITIES	31,000		20,000			11,000
Sub Total	79,385	5,000	31,290	1,650	2,000	39,445

* Will also require new facility costing $75-100 million.

Additional Increased Operating Costs						
COMPETITIVE SALARIES	75,000		75,000			
INFLATIONARY COST INCREASES	27,500		15,000			12,500
STARTUP AND RETENTION COSTS	50,000		10,000	20,000	10,000	10,000
RESEARCH COMPLIANCE COSTS	2,000			2,000		
STUDENT FINANCIAL AID	20,000		20,000			
RESEARCH PARK	4,000			4,000		
TECHNOLOGY INFRASTRUCTURE	10,000		10,000			
Subtotal	188,500	0	130,000	26,000	10,000	22,500
Grand Total	267,885	5,000	161,290	27,650	12,000	61,945

Estimated funds required for the first five years of the plan total nearly $268 million. Available resources from state, tuition, ICR, and reallocation are about $245 million. Gift funds will be available to help bridge the shortfall. These will be used strategically. Our projections are based upon an aggressive tuition plan and the state government's capacity to maintain the current level of support to the campus.

Appendix A

Competitive Benchmark Analysis
Illinois and Selected "Competitors" - Selected Measures

Appendix A provides some general statistics on our peer institutions for comparison with Illinois. This appendix also showcases some significant differences between and among these peers and the Urbana campus.

Tuition rates vary widely, as does the split between tuition and fees, likely as a result of different state laws and regulations in place. Some schools charge much higher tuition and then return part of the revenue back to the students in aid.

Several of the schools have a hospital and/or a medical school, which affects both the revenue structure of the school and the ability to attract biomedical research money.

Some of these schools are part of a larger system within their state, while others are stand-alone campuses. System offices and the existence of sister campuses cause many of the administrative costs to be reported differently, and the distribution of functions between system office and the campuses varies greatly. At Wisconsin, for example, the cooperative extension function is considered a separate campus.

Most institutions pay their fringe benefits directly. However, Illinois and Texas fringe benefits on state-salaried employees are paid by the state and do not appear in the publicly available expenditure data. For Illinois, this amounts to more than $111 million in FY04.

Where possible, the financial figures in Appendix A have been corrected for some of these differences.

Appendix A. Illinois and Selected "Competitors" -- Selected Measures

	Illinois	Berkeley	Michigan	UCLA	Wisconsin	Texas	Georgia	Michigan State	Purdue	Texas A&M	UCSD	Florida	UNC	Virginia
Competitor category														
Research/ Scholarship	x	x	x	x	x	x								
Education	x	x	x	x									x	x
Engagement/Service	x				x			x	x	x		x		
Economic Development	x	x			x	x	x				x			
2005-06 US News Ranking	42	20	25	25	34	52	37	74	60	60	32	50	27	23
Institutional Characteristics														
Has a medical school?			yes	yes	yes			yes			yes	yes	yes	yes
Has a hospital/medical center?			yes	yes	yes						yes	yes		yes
Standalone or part of system?	system	system	mixed	system	system	system	single campus	single campus	system	system	system	system	system	single campus
Fall, 2004 enrollment	40,687	32,814	39,533	37,563	41,169	50,377	16,841	44,836	38,653	44,435	24,663	47,993	26,878	23,341
Undergraduate students	29,632	22,880	24,828	24,946	29,766	37,377	11,546	35,408	30,747	35,732	20,339	33,694	16,525	14,129
Part-time	946	1,109	1,055	941	2,752	3,489	821	3,710	1,793	3,358	291	2,711	827	751
Full-time	28,686	21,771	23,773	24,005	27,014	33,888	10,725	31,698	28,954	32,374	20,048	30,983	15,698	13,378
Graduate Students	9,985	8,803	12,184	10,771	8,943	11,282	5,295	8,040	6,982	8,192	3,529	10,581	8,008	7,562
Professional Students	1,070	1,131	2,521	1,846	2,460	1,718	-	1,388	924	511	795	3,718	2,345	1,650
Degrees granted FY04														
Bachelor	6,763	7,390	5,923	7,026	6,156	8,917	2,594	7,783	6,154	7,914	4,136	8,574	3,715	3,207
Master	2,756	1,856	3,446	2,488	1,968	2,841	1,393	2,091	1,583	1,825	785	3,022	1,868	1,705
Professional	308	439	705	585	631	597	-	344	216	118	100	964	587	493
Doctoral	574	811	660	665	627	702	311	430	446	515	327	694	439	358
Attendance Costs FY05														
In-state Tuition, First year Ugrad	7,042	-	9,024	6,141	6,220	4,260	3,638	6,188	6,320	3,675	4,629	2,955	3,205	5,602
Out-of-state Tuition	21,128	17,820	27,412	23,961	21,060	12,960	17,980	17,033	19,686	11,415	18,109	15,827	16,303	22,346
Differential tuition by program?	yes	no	yes	no	no	yes	no	no	yes	no	no	no	no	no
Required fees (incl health)	1,582	7,427	189	344	-	1,475	1,010	812	138	2,280	521	-	1,246	1,768
Success measures														
1-year Retention of Fa03 freshmen	92%	96%	96%	97%	93%	93%	91%	90%	86%	89%	94%	93%	95%	97%
6-year graduation rate (Fa98 freshmen)	80%	87%	87%	87%	79%	74%	72%	71%	64%	76%	83%	78%	81%	92%
Selectivity (Fall 04 Freshmen)														
Freshman Acceptance rate	68%	25%	62%	23%	66%	51%	70%	79%	80%	72%	42%	53%	36%	39%
Freshmen in top 10% of HS class	50%	98%	90%	97%	58%	66%	66%	24%	27%	49%	99%	81%	74%	84%
Total FY04 revenues (millions)*	1,716	1,802	2,487	2,766	1,711	1,623	708	1,240	1,058	1,221	1,655	1,358	1,429	1,051
% State & other appropriations**	26.8%	26.4%	12.5%	22.3%	24.2%	17.8%	29.4%	27.5%	28.4%	34.8%	17.8%	40.4%	33.4%	11.0%
% Tuition and fees***	16.6%	14.0%	21.2%	9.9%	14.3%	17.1%	13.7%	24.5%	29.6%	17.8%	9.1%	11.8%	10.8%	21.7%
% Federal grants & contracts	18.7%	18.8%	25.7%	21.0%	27.0%	17.8%	37.6%	17.1%	15.9%	22.7%	32.0%	20.0%	30.9%	25.8%
% State grants & contracts	3.1%	4.4%	0.7%	2.5%	2.0%	2.4%	1.9%	2.5%	1.5%	5.9%	1.6%	3.7%	3.1%	0.7%
% Local grants & contracts	1.8%	5.1%	4.6%	6.2%	8.0%	3.5%	14.1%	4.1%	3.3%	4.8%	5.9%	19.4%	5.3%	4.0%
% Gifts and Investment income	5.9%	8.4%	31.4%	7.1%	12.3%	33.4%	-1.1%	14.8%	17.2%	9.0%	5.2%	-0.1%	15.0%	31.9%

* A share of system-level expenses added to campuses which are part of a system. Excludes auxiliary, hospital, sales & service of non-educational goods & services.

** Approx. $111 million State contributions for benefits are added to Illinois' state appropriations line.

*** Purdue includes the value of waivers in their tuition and fee revenues; other schools do not.

Sources: IPEDS, CDS, US News & World Report "Best Colleges" Ranking

Appendix B

Distinctive Assets Across Four Missions

Campus Distinctiveness and Differentiation from Competition
Assessment of Distinctive Features

For each of the four missions these are some of the characteristics that distinguish Urbana from the institutions with which we compete.

Research/Scholarship
Positive

- Distinguished public university library
- Impressive number of Nobel Prize recipients among faculty and alumni
- Significant number of Title VI centers supporting strong international presence and activity
- Long record of ranking either first or second in nation in amount of NSF funding
- Preeminence among public research universities in areas of physical science, computing and information systems, engineering disciplines, and agriculture Strong standing in arts disciplines among public research universities
- Pioneering interdisciplinary research centers and institutes

Negative

- Considering program and institutional quality, surprisingly low numbers of National Academy of Science and National Academy of Engineering members
- Like UC-Berkeley, minimal traditional medical school presence
- Fewer programs in top 10 standing, compared with competitors

Education
Positive

- Relatively high quality student population
- Broad array of distinct, high-ranking graduate programs, and noteworthy success in some professional programs
- National leader in producing doctoral degree recipients annually
- High number of international students
- High quality programs to promote student success (e.g., career services, health care and crisis intervention services, recreation facilities)

Negative

- Low proportion of national and international students compared to competitors
- Limited programs and resources dedicated to recruitment of highest caliber students
- Large size of student population can undermine quality of instructional delivery
- Budget model challenges development of interdisciplinary educational programs

Engagement/Services

Positive

- Excellence in cooperative extension—a program that reaches throughout the state and provides a model of effective outreach
- Wide range of strong services and programs that engage public constituencies (e.g., Veterinary Teaching Hospital and Diagnostic Lab, Speech and Hearing Clinics, community internet access, etc.)
- Outstanding center for the performing arts (Krannert Center for the Performing Arts) that has significant community outreach

Negative

- Generally underdeveloped continuing education/academic outreach programming (i.e., limited reach of e-learning, etc.), despite successful campus models in areas such as the Graduate School of Library and Information Science

Economic Development

Positive

- High number of Illinois graduates remain in state and contribute to economic development
- For brief period of operation, Research Park effort has achieved noteworthy success
- National Center for Supercomputing Applications private sector program is unique and a successful economic development model

Negative

- Not as agile and progressive as competitors in economic development initiatives

Appendix C

SWOT Analysis

Strengths, Weaknesses, Opportunities and Threats

SWOT	Research/Scholarship	Education	Engagement/Service	Economic Development
Strengths	Internationally recognized, highly talented, youthful (high potential) faculty Comprehensive institution with strength in most disciplines; particular excellence in computing, science, technology, engineering, library and information science, and agriculture Strong external funding portfolio (Illinois has been the first or second-ranked institution in NSF funding for several years) Strong addition of a few exceptional facilities during last 15 years Strong basic research orientation in an opportunistic, entrepreneurial culture Reasonable cost of living and ease of life in Central Illinois, with convenient access to three major metropolitan areas.	Strong student population, with racial and ethnic diversity equal to the best public research universities Comprehensive educational opportunities (majors, programs, co-curricular offerings) Strong demand/interest in Illinois degrees Leading national position in graduate education, with the majority of graduate programs highly ranked National leader in developing and delivering innovative and optimal services for students with disabilities Strong curricular and co-curricular support programs that enhance student success (merit program, career services, counseling center, intergroup dialogue program)	Deep tradition of wide array of engagement activities, involving many campus units and local, state, national and international partners Cooperative Extension structure provides highly effective model and organizational structure for engagement Illinois scholarship, research and education are relevant to many of society's most pressing concerns Significant student volunteer activity is taking place Established and well-recognized awards program for excellence in engagement	UIUC scholarly achievements have had significant positive influences on business, industry and the economy, in the state and beyond (a deep science and technology base) Significant rising trend in invention disclosure and patents filed and issued Illinois is among the nation's leaders in doctoral degree graduates Illinois educates a large segment of the state's workforce Illinois has a tradition of creating businesses and jobs that drive the Illinois' economy Research Park has created a strong foundation for university-private sector partnerships

SWOT	Research/Scholarship	Education	Engagement/Service	Economic Development
Weaknesses	External funding portfolio is not ideally balanced; too little representation in areas of highest opportunity (limited corporate support, NIH portfolio could be expanded, etc.) Faculty compensation is not competitive with best research institutions Overextended resource base creates vulnerability in core academic areas Institutional mechanisms and traditions can create barriers to innovation and collaboration (ICR policy, cumbersome governance structures, P&T review biased toward discipline-centered models) Underrepresented in national academies and lack of leadership in setting national science and technical investment priorities Many research facilities are outdated and inadequate to support modern programs; core biomedical research facilities not well developed; aging core physical facilities do not have adequate resources to support maintenance No affiliated hospital for clinical research Decline of local schools affects recruiting of faculty and staff negatively	Size of student population has become too large to ensure quality of education and campus environment Comprehensive nature challenges achieving quality in all offerings, including core academic disciplines Lack of distinctive identity (what are the defining features of an Urbana campus education?) Limited training grant culture, limited resources dedicated to graduate fellowships, and heavy reliance on Teaching Assistants Limited number of top 20 ranked professional programs Aging instructional facilities; inadequate resources to support maintenance of instructional spaces; limited number of IT-enabled classrooms Insufficient attention paid to nurturing transfer and other non-traditional students.	Engagement efforts often are not coordinated, centralized or well-publicized (broad campus engagement plan is not clearly formulated or articulated) Faculty reward structures of the institution do not effectively incorporate engagement Key engagement units (e.g., alumni relations, development, outreach) have fragmented structures/dual reporting mechanisms Many units and disciplines are not effectively engaged with external communities Little name recognition in Chicago for the Urbana campus	Economic development is not universally viewed as a mission, responsibility or opportunity Institutional incentives do not always foster entrepreneurial culture Many faculty/units have few or no corporate partnerships Challenges with effectively using the expertise of a wide range of disciplines in pursuing economic development activities

SWOT	Research/Scholarship	Education	Engagement/Service	Economic Development
Opportunities	Disciplinary strength provides opportunities for interdisciplinary innovations (science, informatics, technology, materials, arts, humanities, translational/behavioral health promotion) Potential for substantial growth in innovative interdisciplinary scholarship and external resources to support this work (social and behavioral sciences) Research activities exist that are well-positioned for corporate and private sector support Reinvigorated core humanities disciplines and international area studies centers are poised for higher achievement Significant opportunities to expand international partnerships in recruitment of students, educational offerings, and research efforts Unique combinations of excellent programs create distinctive opportunities (engineering and agriculture) Synergistic collaborations with large academic medical centers could be created; partnerships between Illinois and private health care sector are expanding	Demographics support recruitment of talented students (growth in number and diversity of Illinois high school graduates) Create distinct identity and contributions in undergraduate education Current interdisciplinary collaboration provides platform for innovative interdisciplinary degree programs Graduate programs are engaged in national initiative to reform graduate education, including expansion of master's programs to meet societal demands Create innovative educational delivery models and partnerships (Campus Information Technologies and Educational Services-Library Learning Commons project) Sharpen focus on broad range of solid professional programs, building on excellent programs in Graduate School of Library and Information Science, Institute of Labor and Industrial Relations, and Social Work Sharply increase role in addressing education of aging population through e-learning and academic outreach	Strong disciplinary expertise on which to scaffold effective engagement with community partners Demand/opportunity for high quality, relevant academic outreach is strong (e-learning and other forms of continuing education, lifelong learning) Huge alumni population can be leveraged for lifelong engagement Opportunity to engage with partners in strategic geographic locations is significant (international partners, urban partners) Orchard Downs is underutilized and could be redeveloped	Numerous innovations in progress that have potential to promote economic development Many opportunities for application and commercialization of current work Opportunities for effective corporate partnership exist with majority of campus units; focused effort underway to identify most immediate and promising opportunities Comprehensive and well-coordinated student career-service units maximize connections to employers

SWOT	Research/Scholarship	Education	Engagement/Service	Economic Development
Threats	Current financial footprint is not viable to sustain excellence Vulnerability in recruiting and retaining most talented faculty to university and geographic area (creating and maintaining competitive salaries and lab facilities, growing costs of startup packages, etc.) Institutional inflexibility and difficulty with changing rapidly enough to accommodate new needs Institutional financial practices reduce resources for academic core (lack of energy conservation) Cost of adequately supporting networking and infrastructure needs is significant Burdensome administrative requirements (purchasing, financial reporting, Institutional Review Board, human resources) shift resources away from core academic activities Geographic setting and community size can curtail dual career hiring opportunities Potential loss of an identity within the system (the University of Illinois)	Competition for high-achieving students, students of color, and non-residents is particularly keen Increasing international competition for high-achieving graduate students Tuition increases create increased pressure to deliver high-quality, distinctive programs and challenge access to lower- and middle- income students and non-residents Generally behind competitors in effective, on-line/e-learning and other academic outreach activities (despite some areas of noteworthy success, e.g., Graduate School of Library and Information Science) Federal visa regulations threaten competitiveness for international students, relative to non-U.S. institutions Resident public reluctant to support increase in non-resident student population	Lack of incentives for engagement mission; engagement devalued compared to research and scholarly activities Investment in engagement is highly uneven across campus units; engagement is often not well-integrated with unit research and teaching missions Competition from other institutions in effective and innovative engagement to meet societal needs (competition in e-learning, lifelong learning/engaging seniors, etc.)	Conflicts of interest and commitment can arise Challenges to research funding base may limit development of technologies

Appendix D

Environmental Assessment

Demographic Trends
The population of high school graduates is expected to increase through 2012. As competition for excellent undergraduate students increases, the Urbana campus has the potential to recruit a very high-quality and diverse undergraduate student body. But there are two important factors that will influence our success:

Illinois will become more diverse. The Urbana campus must reflect that increasing diversity.

Nationally, the median age is rising. The Urbana campus must continue to produce cutting-edge knowledge that helps aging citizens live healthier, fuller lives.

Higher Education Trends
Chicago is a popular recruiting ground for high-quality universities. The Urbana campus must create and implement a strategy for recruiting highly qualified prospective students.

As tuition rises, the Urbana campus must maintain accessibility for lower-income and first-generation students and pay particular attention to the needs of students from low-and moderate-income families.

Competition for the best faculty continues to intensify. The Urbana campus is particularly vulnerable in this competitive environment, not only because of tight resources that limit the ability to pay market wages, but also because of its location in what is sometimes considered a "geographically challenged" region.

As college costs rise, students will be increasingly likely to attend community colleges and seek an Illinois education as transfer students. The Urbana campus will need to develop and implement a transfer strategy.

The competition for international students is increasingly intense. The Urbana campus must sharpen its focus on attracting and retaining these students if it is to remain a leader in this area.

The University of Illinois at Urbana-Champaign has achieved distinction as a residential campus. However, the institution should supplement its strong residential focus and capture innovative e-learning opportunities, such as focused programs for workforce development and adult-learning needs.

Economic/Fiscal Trends
The state government faces increasing financial challenges. The Urbana campus must identify and capture new funding streams and help state lawmakers understand more fully the value the campus provides to the people of Illinois.

Student and family concerns about tuition are intensifying. The Urbana campus must ensure that students receive great value for their investment, both while they are in school through course offerings and the overall experience, and after graduation by helping them find rewarding career and leadership opportunities.

The most successful public and private universities across the nation are the first movers in identifying new revenue sources and creative ways to build partnerships with corporations and foundations. The Urbana campus must build capacity in this area.

State resources for infrastructure and physical facility needs are limited. The Urbana campus must make significant investment in these areas and must find alternate revenue streams to be able to address these needs.

Economic Development and Research Trends

The state government has increasingly high expectations for universities to contribute to the economic development of Illinois. The Urbana campus must continue to identify and nurture translational research innovation through the Office of Technology Management, Enterprise Works, the Research Park, and other initiatives to market the research and technical capabilities of the University to business and industry.

The workforce in Illinois has an increasing need for continuing education. The Urbana campus should develop more graduate and professional programs that are relevant and engaging to potential students.

As competition for scarce federal dollars grows, the Urbana campus must approach more strategically the effort to secure grants and contracts.

As fewer Americans are training to become scientists and engineers, the United States is falling behind in its ability to compete globally. With international rankings that often are higher than national rankings, the Urbana campus is well positioned to play a leadership role in stemming that tide and benefiting from the growing demand for graduate programs among international students.

Political Trends

Since 9/11, the federal government has provided increased funding and support for solutions to homeland security challenges. The Urbana campus is well positioned to expand its capacity to address these issues.

State and federal governments are increasingly attentive to the need for a new paradigm in P-16 (pre-school through bachelor's degree) education. The Urbana campus should develop comprehensive programs to meet this need.

Political and community entities have rising expectations that institutions of higher education will help them address society's most pressing issues. The Urbana campus must take the lead in establishing innovative partnerships with these entities, extending its land-grant mission to meet

21st century needs.

Since 9/11, the federal government has promulgated especially stringent visa regulations, which increase the challenges of recruiting international students and of staffing research projects involving export-controlled technology. To remain a global competitor, the Urbana campus must craft a strategy for dealing with these regulations and moving ahead of the competition in ensuring accessibility for students from around the world.

Appendix E

Statutory and Regulatory Mandates

The following is a partial list of the statutory and regulatory mandates within which the Urbana campus operates, as well as the entities with which the campus has collective bargaining agreements.

Federal

Agricultural Bioterrorism Protection Act of 2002
Animal Welfare Act
Atomic Energy Act of 1954 as amended
Bayh-Dole Act
Civil Rights Act/Equal Employment Opportunity Commission reporting requirements
Department of Agriculture

- Rules for the possession, use, and transfer of select agents and toxins

Comprehensive Environmental Responsibility, Compensation and Liability Act (CERCLA)
Department of Education

- National Student Loan Clearinghouse reporting
- Integrated Postsecondary Education Data System reporting
- Mandates North Central Association accreditation to be eligible for financial aid
- Campus Safety reporting

Department of Health and Human Services regulations

- Institutional Review Board
- Rules for the possession, use, and transfer of select agents and toxins

Department of Naval Research

- Facilities and allowances documentation/reporting

Environmental Protection Agency regulations
Family Educational Rights to Privacy Act (FERPA)
Federal Acquisition regulations
Food and Drug Administration regulations governing administration of Investigational New Animal Drugs (INADs)
Freedom of Information Act

- Circular A-21 (reporting to demonstrate time spent on grants)

Guide for the Care and Use of Laboratory Animals
Hatch Act
Hazardous and Solid Wastes Amendments (HSWA)
Hazardous Communication regulation
Hazardous Materials: Security Requirements for Offerors and Transporters of Hazardous Materials
Hazardous Waste Operations and Emergency Response (HAZWOPER)
Health Research Extension Act
Homeland Security Regulations

- SEVIS, restrictions on majors, immigration regulations

Internal Revenue Service tax laws and regulations
National Institutes of Health Guidelines

- Research Involving Recombinant DNA Molecules

Morrill Act
National Science Foundation

- Annual survey of Earned Doctorates
- Annual R&D survey
- Investigator Financial Disclosure Policy

Occupational Exposure to Hazardous Chemicals in the Laboratory regulation
Occupational Safety and Health Administration
Public Health Security and Bioterrorism Preparedness and Response Act of 2002
Public Health Service Policy on Humane Care and Use of Laboratory Animals
Public Health Service Rule "Objectivity in Research"
Resource Conservation and Recovery Act (RCRA)
Regulations governing shipping and transport of research materials
Regulations governing the use of controlled substances
Regulations governing the use of radioactive materials
Research Misconduct Policy
Smith-Lever Act
Title IV Regulations
Whistleblower protection regulations

State

Illinois Civil Service regulations
Illinois Board of Education teacher certification requirements
Illinois Board of Higher Education requirements
Illinois Educational Labor Relations Act
Illinois Environmental Protection Agency regulations
Illinois Freedom of Information Act
Illinois Government Ethics Act
Illinois Laser System Act of 1997
Illinois Open Meetings Act
Illinois Procurement Code
Illinois Radiation Protection Act of 1990
Occupational Exposure to Bloodborne Pathogens regulation
Potentially Infectious Medical Waste regulations
Regulations governing shipping and transport of research materials
Regulations governing the use of controlled substances
Regulations governing the use of radioactive materials
State Officials and Employees Ethics Act
University of Illinois Act
University of Illinois Board of Trustees Policies
Whistleblower protection regulations

Public Safety

Assistant Chiefs of Police

- 20 hrs of training annually

Basic law enforcement certification for all sworn officers

Breathe Alcohol Operator and PBTE Certification—Illinois State Police
Clery Act
Domestic Violence Act

- Mandates regarding reports and information provided to victim

Electronic Criminal Surveillance Officer I—Illinois State Police
Explosive Ordnance Disposal recertification

- Every three years—FBI Bomb Data Center for all three EOD technicians

Homeland Security/Federal Aviation Administration/Transportation Security Administration requirements
Illinois Uniform Crime Reporting Act
Illinois Revised Statutes criminal and traffic law (enforcement of these laws)
Illinois Law Enforcement Training and Standards Board

- Annual firearms qualification
- Annual hazardous materials training

Illinois Law Enforcement Training and Standards Board law for Chiefs of Police and Illinois Traffic Stop Statistics Act
Juvenile Court Act mandates on how we must deal with those under 17
Law Enforcement Agencies Data System certification
National Incident Management System compliance (NIMS)
Oath of Office

- Uphold constitutions of state of Illinois and U.S.

OSHA blood borne pathogen annual recertification
OSHA annual respiratory protection recertification
State-wide and local mutual aid agreements

- Illinois Law Enforcement Alarm System—we will provide SWAT and EOD personnel if requested

Athletic
Big Ten Conference regulations
National Collegiate Athletic Association regulations
Title IX (women's athletics)

Collective Bargaining Agreements
American Federation of State, County, and Municipal Employees
Fraternal Order of Police, Labor Council
Graduate Employees Organization
Graphic Communications International Union
International Alliance of Theatrical Stage Employees
Machine Operators of the U.S. and Canada
International Association of Machinists and Aerospace Workers
International Brotherhood of Electrical Workers
International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers Union
International Union of Operating Engineers
Laborers International Union of North America
Service Employees Union