



UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
STRATEGIC PLAN 2013-16

 ILLINOIS

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Illinois was founded by a brilliant idea almost 150 years ago. Our foundations were laid with the promise of establishing a beacon of knowledge and service for our state and nation. Today, together, we stand as a university that not only delivered on that promise, but that has redefined the very idea of what a great public research university should be and do.

We are a great university among great universities today. We have the opportunity to set the course right now to be the pre-eminent university among great ones for the next 150 years and beyond. This plan represents the vision and the set of ambitious measurable actions that our faculty, staff, students and friends have proposed for the university over the next three years. These are the critical steps that will chart our course for decades to come.

The whole world is moving faster than ever before so we must be agile – and we will move quickly. But, we are going to move strategically and we are going to move in ways that are consistent with our values, our culture and our traditions. With our collective vision coalescing and a clear framework to guide our decisions and investments, we are able to position ourselves now to lead the way in finding solutions to the grand challenges of this century.

That is the expectation of a pre-eminent public research university with a land-grant mission and a global impact in the 21st century. It is an expectation the faculty, staff and students of the University of Illinois at Urbana-Champaign are committed to meeting.

Phyllis M. Wise
Chancellor

Ilesanmi Adesida
Provost

Strategic Plan Working Group

A core group of individuals from across the campus provided significant guidance on the development of the campus strategic plan.

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STRATEGIC PLANNING FOR A CHANGING LANDSCAPE

The landscape of public higher education is changing rapidly, more rapidly than ever before in its history. This change reflects a broader world changing faster than it ever has. Technologically, socially and economically, we are seeing fundamental shifts in state, national and global expectations of research universities that demand new levels of innovation in everything that we do as an institution.

The landscape will be even more dramatically different 20–50 years from now. The challenges ahead of us during this century demand that we incorporate different models of learning, discovery, engagement and economic development into our Illinois experiences. Just as this campus was born from and shaped by the demands of the 19th century, we must adapt our educational and research operations to face the challenges of the 21st century. And this time, the issues we must address aren't just ones within our state or even the nation, but ones that will impact lives around the world.

The great research universities 20-50 years into the future will be those that embrace and manage change. They will be the ones where excellence is broad and

deep. They will be the ones that contribute to the quality of life of the citizens around them. They will be the ones that perceive the sense of urgency in their operating environments and are agile enough to lead change instead of being managed by it.

Our faculty, staff and students are committed to being one of those universities. In fact, we believe we have a responsibility to be one of those universities. As a truly comprehensive public research university, we contribute to our community, the state, the nation and the world in ways that others cannot. We have a unique capacity to do so and it is a capacity that must expand if we are to meet the grand challenges of our time.

Investments and structural innovations to increase this capacity need to be made, in some cases – almost literally, today. We have to be ready and able to move strategically even as we move rapidly. We have established a shared vision and a plan to guide the choices we make and to allow us to be strategically opportunistic and to ensure that the University of Illinois at Urbana-Champaign ranks among the pre-eminent public research universities in the decades to come.

OUR PROCESS

Over the past two years the entire campus community has been working to express a shared vision for the University of Illinois at Urbana-Champaign. This vision will allow us to strategically focus our intellectual and financial resources to face the challenges of our state, nation and world. Faculty, staff, students, alumni, and community and corporate leaders came together in our Visioning Future Excellence initiative to identify the grand societal challenges of the coming 20-50 years where Illinois can contribute solutions. Six critical, multidisciplinary themes emerged.

V I S I O N I N G F U T U R E E X C E L L E N C E



Economic
Development



Education



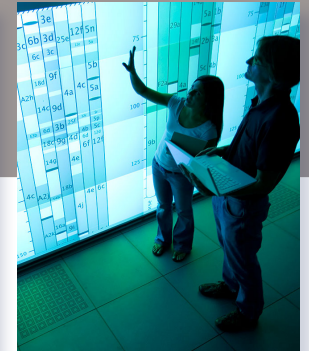
Energy and the
Environment



Social Equality
and Cultural
Understanding



Health and
Wellness



Information and
Technology

This framework – this identification of where we need to go – fed directly into the strategic planning process that began this fall. Again, faculty, staff, students, deans and campus administrators collaborated throughout this year to set out the broad strategic goals, actions and metrics for success that will guide our decisions and priorities over the next three years. With this framework and a clearer idea of where we believe we should be headed, we are positioning ourselves to make the moves now that will set the course of the campus for decades to come.

We will be the pre-eminent
public research university
with a land-grant mission and
global impact.

OUR SHARED VISION

And when we discuss pre-eminence, this is how the University of Illinois at Urbana-Champaign will define it:

- We will be the best at what we do; this is a matter of excellence in achievement.
- We will have impact locally, nationally and globally through transformational learning experiences and groundbreaking scholarship.
- We will be recognized by our peers as leaders. We will be visible to the nation and to the world – this is the leadership expected from a world-class university with a land-grant mission.

OUR MISSION

The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of people in Illinois, across the nation and around the world through our leadership in **learning, discovery, engagement and economic development.**

OUR AREAS OF DISTINCTION

In our 146-year history, this campus has established an identity and personality that is unique to Illinois and provides the foundation that differentiates us from our peers and that leads us to work and explore in uniquely productive ways. These areas of distinction will provide the fundamental building blocks for our strategic goals.

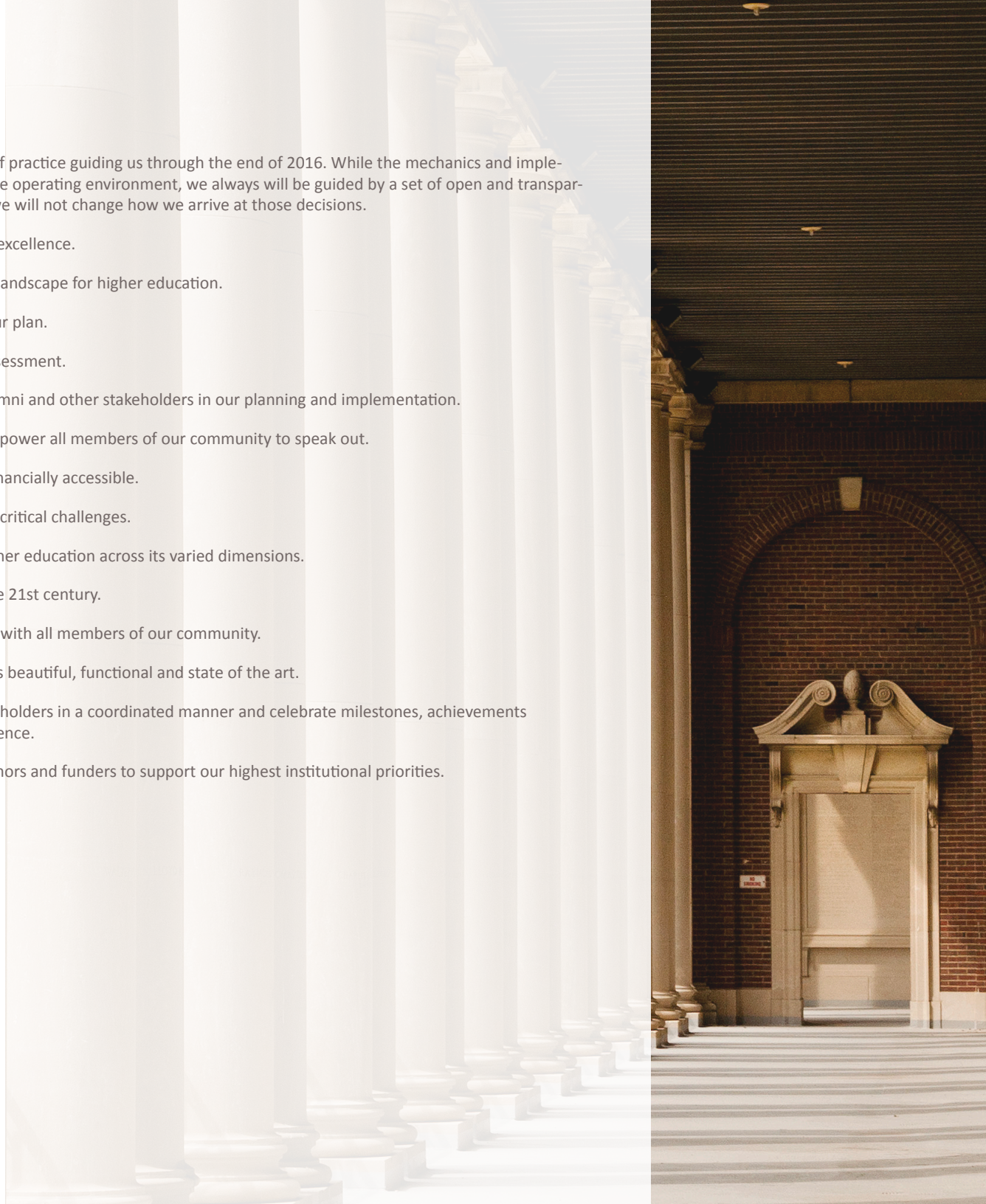
- Our iconic, inspirational and adaptable campus
- Our accessible, engaged and open scholarly community
- Our track record of innovation and creativity
- Our technology-rich environment
- Our comprehensiveness and land-grant tradition
- Our effective, collegial and nationally recognized system of shared governance
- Our global impact
- Our campuswide commitment to diversity



OUR GUIDING PRINCIPLES

We will be both agile and accountable. This is a three-year plan of practice guiding us through the end of 2016. While the mechanics and implementation strategies of a plan may change over time to reflect the operating environment, we always will be guided by a set of open and transparent guiding principles. We may change what we plan to do, but we will not change how we arrive at those decisions.

- We will continue to make strategic investments in institutional excellence.
- We will be mindful of and responsive to the changing financial landscape for higher education.
- We will be agile as we pursue the current sets of priorities in our plan.
- We will embrace a culture of institutional improvement and assessment.
- We will collaborate and engage with faculty, staff, students, alumni and other stakeholders in our planning and implementation.
- We will celebrate our achievements visibly and proudly and empower all members of our community to speak out.
- We will ensure that an Illinois education is both valuable and financially accessible.
- We will be leaders in addressing the world's most complex and critical challenges.
- We will be a laboratory of innovation and a global leader in higher education across its varied dimensions.
- We will prepare students to be global citizens and leaders in the 21st century.
- We will build and nurture transformative, lifelong relationships with all members of our community.
- We will strive to create and maintain a built environment that is beautiful, functional and state of the art.
- We will promote the pre-eminence of Illinois to our many stakeholders in a coordinated manner and celebrate milestones, achievements and accomplishments that tangibly demonstrate our pre-eminence.
- We will focus and broaden our fundraising efforts to inspire donors and funders to support our highest institutional priorities.



Scholarship, Discovery and Innovation



Transformative Learning Experiences



Significant and Visible Societal Impact



Resources for Strategic Investment



OUR GOALS

We will be the pre-eminent public research university with a land-grant mission and global impact. That's our aspiration. That's our goal. That's the vision our faculty, staff and students have collectively established for this university.

To make this aspiration a reality, we must differentiate ourselves from our competitors. We need to distinguish ourselves from our peers. We need to focus on where we already have strategic advantages and where we can reorganize ourselves to work and adapt in ways that they cannot.

How do we move from talking about pre-eminence to modeling it? We believe we will do so by focusing our efforts around a framework of four fundamental goals.

Goal I: **Foster scholarship, discovery and innovation**

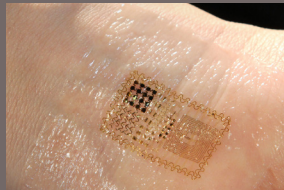
Goal II: **Provide transformative learning experiences**

Goal III: **Make a significant and visible societal impact**

Goal IV: **Steward current resources and generate additional resources for strategic investment**

The initiatives we pursue within each of these goals – and the way in which we pursue them – will distinguish us among our peers.

To realize these goals, we will pursue specific initiatives, generated through our collaborative planning process. To ensure that we make the desired impacts on the campus, the state, the nation and the world, we have outlined metrics to assess our progress. The details of our plan are provided in the remainder of this document.



Materials for Innovation

Stretchable lithium ion batteries; water soluble electronics; “bug eye” cameras with no visual distortion; biosensors applied like a child’s tattoo; injectable LEDs. All of these represent new ways of assembling materials that open new horizons in everything from the visual arts to personalized medicine to sustainable product engineering. We are seeing the building blocks of our future created right here at Illinois, today.

John Rogers (Swanlund Chair and Professor of Materials Science and Engineering) is just one of many Illinois innovators who are daily pushing out the boundaries of what we think is possible.

Scholarship, Discovery and Innovation Metrics

Number of tenure system faculty (head count)

Percentage of tenure system faculty from underrepresented groups

Sponsored research expenditures

Sponsored research expenditures per faculty member

Total research and development expenditures

Number of start-up companies

Revenue from patents and licenses

Number of corporations with active contracts

Total number of active contracts with corporations

Number of grants from private foundations

Dollar value of grants from private foundations

Number of invited performances/exhibits in high-quality venues

Number of editorial board members

Number of major external awards

Goals, Initiatives and Metrics

I. FOSTER SCHOLARSHIP, DISCOVERY AND INNOVATION

Scholarship, discovery and innovation are the heart of Illinois. We must attract and retain the intellectual, human power to make them happen. This is the future of the university – where it all starts for us.

- a) Align our resources and academic and research units to best capitalize on our scholarly synergies across the spectrum
 - i. Rebuild the faculty through 500 hires over the next five to seven years, with an added focus on enhancing diversity
 - ii. Determine how to organize the campus for excellence
 - iii. Implement academic program reviews to ensure the viability, relevance and impact of units
- b) Strengthen the visibility and impact of the arts and the humanities
 - i. Increase funding for the Humanities and Arts Scholar Support Programs by 50 percent
 - ii. Convene a working group in the humanities
 - iii. Convene a working group in the arts
- c) Develop stronger infrastructure to support scholarship and innovation
 - i. Develop a faculty profile-sharing database
 - ii. Create a clearinghouse of existing seed funding programs and identify specific gaps for new seed funding
 - iii. Develop a research data service and accompanying research education initiative in the curation, use and dissemination of large amounts of data
- d) Intensify our international presence
 - i. Develop strong educational and research partnerships with leading universities and research institutes, including establishing joint institutes
 - ii. Engage with international companies to create research opportunities and foster philanthropic support
 - iii. Increase international alumni outreach to increase financial and other support



Great Teaching and Learning out of Great Scholarship

The strength of a comprehensive research university is in our unique capacity both to create new knowledge and to move it quickly into the hands of those who will use it. Transformative learning is born when new ideas are combined with great teaching – whether in the classroom, the laboratory or in the community. Our students learn from the faculty who are creating the standard textbooks of the next generation. They aren't reading about innovations; they are immersed in the community of scholars that drives the next great ideas.

An Illinois Sampler (University of Illinois Press, fall 2014), edited by Antoinette Burton (Professor of History) and Mary-Ann Winkelmes, offers a range of examples of how our faculty bring their research questions and insights to students in a variety of classroom settings. With contributors from the humanities, the arts, the social and natural sciences, engineering and beyond, the book showcases the best, the most ambitious and the most effective teaching practices developed and nurtured at Illinois.

Transformative Learning Experiences Metrics

Four-year graduation rate

Six-year graduation rate

Four-year graduation rate of underrepresented groups

Six-year graduation rate of underrepresented groups

Graduation rate for transfer students

Freshman-to-sophomore retention rate

Percentage of underrepresented students-undergraduate

Percentage of underrepresented students-master's

Percentage of underrepresented students-professional

Percentage of underrepresented academic professionals

Percentage of underrepresented civil service staff

Entering freshmen ACT/ SAT average composite scores

Selectivity (accepted/applied)

Freshman yield

Average undergraduate terms to a degree

Average doctoral terms to a degree

Student placement

Student-to-faculty ratio

Instructional units per faculty

Percentage of undergraduate students with a research experience

Percentage of undergraduate students with an international experience

Percentage of instructional units from online courses

Undergraduate scholarship and grant dollars awarded: institutional and gift funds

Percentage of courses taken online by students

Percentage of students participating in leadership courses/experiences

Goals, Initiatives and Metrics

II. PROVIDE TRANSFORMATIVE LEARNING EXPERIENCES

With a solid academic core, we move outward – to deliver on the fundamental promise of a public university – to teach students and to pioneer the science and the art of learning. This is transformative knowledge – for the individuals and, collectively, for the world in which they will live and work.

- a) Re-envision and reshape the Illinois student experience
 - i. Define a new set of institutional-level learning outcomes, appropriate for a university whose graduates will contribute to solving 21st century challenges of global and local significance
 - ii. Ensure that every undergraduate program includes an integrative learning experience (capstone course, internship, service learning, research, study abroad, etc.), and make additional co-curricular integrative experiences broadly available to students
 - iii. Enable undergraduate students to structure their education by using one of the grand societal challenges of Visioning Future Excellence as an integrating theme
 - iv. Support transformative learning by offering programs and initiatives that aspire to provide integrative co-curricular activities and student support services committed to helping students fulfill their academic promise
- b) Embrace and enhance the diversity, as defined by the diversity values statement, of our campus
 - i. Enhance recruiting and adopt best practices for retention of faculty and staff from underrepresented groups
 - ii. Implement recommendations from the Chancellor and Provost Faculty Advisory Council on Diversity and Cultural Understanding
- c) Enhance accessibility to undergraduate programs and increase diversity within these programs
 - i. Increase need-based scholarship funds to ensure that the university is financially accessible to all students who possess the ability and commitment to join Illinois
 - ii. Coordinate and systematize the many programs on campus that attract and support students from underrepresented groups
- d) Support and augment teaching excellence in all modalities
 - i. Create a single campus office to support teaching and learning in all modalities
 - ii. Invest \$70 million to renovate classrooms, building learning spaces appropriate for the latest modes of teaching
 - iii. Leverage technology to provide the best possible learning experience for Illinois students
- e) Integrate global perspectives within our learning environment and benefit from the international diversity of our students, faculty and staff
 - i. Build international experiences that are integrated with undergraduate curricula, both logistically and intellectually
 - ii. Help all students develop global awareness and cultural competency, through a combination of campuswide academic goals and student-life activities
 - iii. Integrate the large number of international students and faculty with domestic students by creating structures to enable these interactions



Significant and Visible Societal Impact Metrics

National academies membership

Total disclosures of inventions

Media hits (NYT, Chicago Tribune)

Percent of sponsored research expenditures from foundations and corporations

Number of public engagement activities

Number of individuals serving on foundation and corporate boards, federal and state advisory boards

Student and alumni visibility (e.g., key awards and impacts on society)

Alumni feedback survey results

In Business to Improve Lives

In 1948, Illinois pioneer Timothy Nugent opened the world to millions when he established the first program of higher education for individuals with disabilities. Sixty years later, building on the skills and experiences of their Illinois education, undergraduates Adam Booher, Jonathan Nabor and Eshan Noursalehi added a new chapter to this Illinois legacy. They established BUMP – a nonprofit organization developing and implementing a simple, innovative and affordable prosthetic arm for amputees in developing countries.

This is the land-grant mission with a global impact.

Goals, Initiatives and Metrics

III. MAKE A SIGNIFICANT AND VISIBLE SOCIETAL IMPACT

When you combine the core of discovery with transformative learning and teaching – the outcomes are no longer measured simply in degrees or in citations. They are seen in how the world is changed for the better through contact with the University of Illinois at Urbana-Champaign.

- a) Develop our students to be future leaders with strong communication skills and who are engaged in their communities
- b) Create structures to better coordinate major research and outreach efforts around the societal challenges defined through the Visioning Future Excellence initiative
 - i. Develop the Institute for Sustainability, Energy and the Environment
 - ii. Develop the Interdisciplinary Health Science Institute
 - iii. Explore the development of a new social science research institute
- c) Invest through cluster hires and other means in select areas that are linked to the themes that emerged from the Visioning Future Excellence initiative
- d) Educate the broader public, leveraging the research and innovation of the university (e.g., U. of I. Extension, Illinois Public Media, Krannert Center for the Performing Arts, etc.)
- e) Develop and execute an integrated, coordinated and sustained marketing and communications effort to all stakeholders and influencers: students, alumni, parents and friends, businesses and government leaders
- f) Create a comprehensive public engagement strategy to maximize our impact both in the shaping of public policy and in effecting positive change in the quality of the lives of our stakeholders



Complex Challenges = Novel Collaborations

Stephen Long (Project Director, Gutzgell Professor of Plant Biology) and Don Ort (Associate Director, Professor of Plant Physiology) with a \$25 million grant from the Bill & Melinda Gates Foundation are leading an international effort to improve the photosynthetic properties of key food crops. Some experts predict a need to increase staple crop yields by 70 percent to meet world food demand by 2050. Increasing photosynthetic efficiency has the potential to contribute significantly to the goal of food security for everyone on Earth.

Finding solutions to the complex societal challenges facing us will require new models of collaboration that bring together private foundations, universities, corporations and government agencies.

Steward Current Resources and Generate Additional Resources for Strategic Investment Metrics

Total tuition dollars

Dollars generated from self-supported and cost-recovery academic programs

Number of budget deficits

Dollar value of budget deficits

Private support (cash)

Alumni giving participation rate (percentage)

Number of new donors

Number of major gift prospective donors under management

Number of principal gifts (\$5 million and above)

Number of major gift proposals (\$100,000 and above)

Number of Chancellor Circle donors

Dollar value of deferred maintenance

Energy expenses

Dollars invested in capital projects (nonauxiliary units)

Goals, Initiatives and Metrics

IV. STEWARD CURRENT RESOURCES AND GENERATE ADDITIONAL RESOURCES FOR STRATEGIC INVESTMENT

The groundwork we've laid over the past few years has prepared us to begin moving and organizing right now. Through careful stewarding of resources and with innovations in processes and efforts to find new efficiencies, we have built a capacity for reinvestment in key strategic actions. This is a capacity we will augment through our advancement efforts increasing our portfolio of grants and contracts by investing in the commercialization of our work and through a continual focus on recognizing efficiencies in resource development and through allocation.

- a) Develop a systematic effort to continually steward the resources of the university
 - i. Continue to identify and implement resource conservation opportunities
 - ii. Simplify processes to free up resources and enable faculty and staff to focus on their critical work
- b) Develop strategic and transparent allocations of resources
 - i. Implement an enhanced Indirect Cost Recovery (ICR) policy that is fair and transparent and encourages faculty to conduct interdisciplinary research in the unit that is most appropriate
 - ii. Implement an ongoing review process for nonacademic units
- c) Actively explore additional revenues through self-supporting, online and continuing education programs
- d) Allocate additional institutional resources to increase the amount and availability of student scholarships and other financial aid
- e) Enhance opportunities to generate external funding by providing grant proposal infrastructure for units that do not currently have access to such resources
- f) Compete more effectively for multidisciplinary large-scale proposals by creating a campuswide proposal development office to nurture and provide administrative support to faculty
- g) Foster an integrated approach to institutional advancement efforts
 - i. Partner with the Alumni Association to develop a robust model for engaging alumni, parents and friends in the life of the campus
 - ii. Strengthen the campus fundraising efforts to prepare for our fourth comprehensive campaign that will focus on soliciting support for programs and projects, endowed leaders and faculty, student support and facilities tied to our strategic vision of doubling permanent fundraising capacity

3-YEAR STRATEGIC METRIC PROJECTIONS

I. Foster scholarship, discovery and innovation

	current	target
	2013	2016
Number of tenure system faculty (headcount)	1,856	1,950
Percentage of tenure system faculty from underrepresented groups	10.9	12.0
Sponsored research expenditures (\$ thousands)	425,044	450,000
Sponsored research expenditures per faculty member	230,000	240,000
Total research and development expenditures (\$ thousands)	583,754	700,000
Number of start-up companies	7	8
Revenue from patents and licenses (\$ millions)	4.72	7.0
Number of corporations with active contracts	193	240
Total number of active contracts with corporations	401	608
Number of grants from private foundations*		
Dollar value of grants from private foundations*		
Number of invited performances/exhibits in high-quality venues*		
Number of editorial board members*		
Number of major external awards*		

“Numbers alone will not show our true impact on society. Along with these quantitative metrics we will also develop qualitative measures to create a richer and more accurate picture of our achievement. A comprehensive university must have a comprehensive set of tools to evaluate our work.”

Phyllis M. Wise

II. Provide transformative learning experiences

	current	target
	2013	2016
Four-year graduation rate	69.0	70.0
Six-year graduation rate	83.9	84.5
Four-year graduation rate of underrepresented groups	53.0	55.0
Six-year graduation rate of underrepresented groups	73.0	75.0
Graduation rate for transfer students	84.2	84.5
Freshman-to-sophomore retention rate	93.8	94.0
Percentage of underrepresented students-undergraduate	14.2	14.5
Percentage of underrepresented students-master’s	8.2	8.5
Percentage of underrepresented students-professional	14.5	15.0
Percentage of underrepresented academic professionals	9.1	9.5
Percentage of underrepresented civil service staff	15.5	15.7
Entering freshmen ACT/SAT average composite score	28.4	28.7
Selectivity (accepted/applied)	62.4	57.0
Freshman yield	35.3	37.0
Average undergraduate terms to a degree	8.4	8.3
Average doctoral terms to a degree	13.9	13.7
Student placement	46.8	48.0
Student-to-faculty ratio	24.4	24.0
Instructional units per faculty	743	750
Percentage of undergraduate students with a research experience	45.7	50.0
Percentage of undergraduate students with an international experience	23.2	25.0
Percentage of instructional units from online courses	5.3	8.0
Undergraduate scholarship and grant dollars awarded: institutional and gift funds (\$ thousands)	63,754	70,000
Percentage of courses taken online by students*		
Percentage of students participating in leadership courses/experiences*		

III. Make a significant and visible societal impact

	current	target
	2013	2016
National academies membership	59	65
Total disclosures of inventions	177	210
Media hits (NYT, Chicago Tribune)	193	220
Percent of sponsored research expenditures from foundations and corporations*		
Number of public engagement activities*		
Number of individuals serving on foundation and corporate boards, federal and state advisory boards*		
Student and alumni visibility (e.g., key awards and impacts on society)*		
Alumni feedback survey results*		

IV. Steward current resources and generate additional resources for strategic investment

	current	target
	2013	2016
Total tuition dollars (\$ thousands)	552,090	600,000
Dollars generated from self-supported and cost-recovery academic programs (\$ thousands)	26,519	32,000
Number of budget deficits	113	75
Dollar value of budget deficits (\$ thousands)	93,541	50,000
Private support (cash; \$ thousands)	143,000	202,000
Alumni giving participation rate (percentage)	9.9	10.8
Number of new donors	12,164	13,500
Number of major gift prospective donors under management	3,446	7,000
Number of principal gifts (\$5 million and above)	4	5
Number of major gift proposals (\$100,000 and above)	85	500
Number of Chancellor Circle donors	2,830	3,200
Dollar value of deferred maintenance (\$ thousands)	536,993	500,000
Energy expenses (\$ thousands)	78,000	78,000
Dollars invested in capital projects (non auxiliary units)*		

*Metrics that do not have a 2013 value are currently being monitored to develop definitions and processes to collect data

Notes

- The 2013 value is the baseline for our assessment purposes and represents the most recent available data point for that metric
- Given the uncertain federal and state fiscal situations, the targets set for related sponsored research expenditures metrics are challenging to set with a significant level of confidence

“It is no ordinary work which we are set to do, and it comes to us under no ordinary circumstances. We are not here to reproduce, in this new locality, some old and well known style of college or university. The hungry eyes of toiling millions are turned, with mingled hope and fear, upon us, to see what new and better solution we can possibly offer of the great problems on which their well-being and destiny depend.”

John Milton Gregory, Regent

March 11, 1868, on the Inauguration of the Illinois Industrial University



LEARNING & LABOR

