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Focusing On Urban Excellence:
A Vision for Achieving Excellence at Chicago’s Public Research University

Mission of the University of Illinois at Chicago

- To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.
- To provide a wide range of students with the educational opportunity only a leading research university can offer.
- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.
- To foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.
- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.
  - (Ratified by the Senate, April 2006)

The University of Illinois at Chicago is mission and goal directed. Our mission and the Chancellor’s Six Overarching Goals are the foundation for planning and targeted initiatives at UIC, including multi-year commitments of resources.
In addition, our planning is guided by initiatives and priorities set by the University of Illinois central administration, such as the objectives laid out by Vice President for Academic Affairs Christophe Pierre.

**Chancellor Allen-Meares’s Six Overarching Goals (2012)**

1. Focus on our academic excellence, student access and student success
2. Emphasize transformative impact and the social good
3. Grow our translational, entrepreneurial and engaged research and discovery enterprise to include many approaches to knowing
4. Foster diversity and a global perspective
5. Honor and partner with Chicago and the State
6. Innovate within to build greater efficiencies and future strengths

**Overarching Objectives for the University of Illinois (2013)**

- Provide access to world-class undergraduate, graduate, and professional education
- Achieve best-in-class national and international recognition for academic excellence
- Strengthen innovative research in core and emerging areas, both basic and applied
- Expand development opportunities and alumni relations
- Achieve diversity in students, faculty, and staff as a strategic asset
- Develop and implement effective and efficient academic organizational structure
- Ensure coherent, defensible relations of revenues and costs across academic programs
- Lead in cutting-edge instructional technology and web-based education
- Develop international and corporate relations
- Restore and maintain quality facilities
- Contribute to areas of national and state need, particularly STEM education
- Stimulate state economic development
I. The UIC Planning Process

UIC has evolved a process for planning that reflects both the campus’s approach to governance and its method of budgeting, referred to as modified Responsibility Centered Management, or RCM. This returns 75% of tuition (and 85% for differentials and professional programs) and 47.5% of the ICR (Indirect Cost Recovery) to the colleges and then taxes to the center to create funding for new programs directed from the campus level. This process is transparent and assures that the colleges are aware of and participate in campus wide initiatives. At the same time, our planning process assures that the reverse is also true – that decision making in the colleges is grounded in advancing campus wide goals and mission.

Our planning process has four phases:

1. The first is often referred to as “Shared Visioning.” The process, usually led by a committee that represents a wide range of constituencies, includes town halls, invited feedback, visits to units, and so on. It is through this “thinking” process and the writing of a “strategic thinking document” that the campus interprets its mission, overarching goals and objectives as they relate to a particular challenge, such as diversity or student success.

2. The second phase builds from the strategic vision to the elaboration of a strategic plan to realize that vision. Because decision making occurs at the level of those units that will be responsible for implementing their decisions (or in the case of campus-level planning, a representative committee), we refer to this phase as “Responsibility Centered Decision Making.”
3. The third phase requires directing resources, including funds and human capital. UIC has adopted a modified version of the Responsibility Centered Management (RCM) budget model that distributes revenues to colleges with an amount held back to fund central administrative units. Many decisions involving the generation and management of resources lie with the academic leadership because college deans and their faculty are in a better position to understand the impact of resource use and the connections between budgets and programs. Because units are charged with directing funds to advance a larger vision within the context of their specific programs, this phase may be referred to as “Responsibility Centered Implementation.”

4. The final phase assures accountability, which requires identifying targets that measurably represent achievement of goals and objectives. These targets are often derived from benchmarks established by comparison with peer and aspirational institutions. We refer to this fourth phase as “Accountability for Decisions.” A product of each phase is a tangible record and guide for the subsequent phase—usually a written report or specific outcomes identified through the planning process. A schematic illustration of this process, which we term the “Shared Governance Strategic Planning Cycle,” appears below.

![UIC’s Shared Governance Strategic Planning Cycle](image-url)
At any given time, UIC has a variety of strategic initiatives in various phases of our planning cycle. The box at right lists many of those conducted over the last several years. Each is at a different phase and involves different levels of investment in human, physical and financial capital to implement a variety of actions in the service of the plan’s goals. For example, both the Global Excellence Task Force and the Sustainability Strategic Thinking Advisory Committee are currently in the “Shared Visioning” or “strategic thinking” phase. Among those in the “Responsibility Centered Implementation” phase are the Enrollment Management Plan, Diversity Strategic Thinking, and Access to Excellence and Success.

Recent Strategic Initiatives at UIC
- Campus Master Plan
- Administrative Review Task Forces:
  - Academic Directions
  - Records Management
  - Information Technology
  - Internal Activities
  - External Activities
- E-Learning Framework
- Enrollment Management Plan
- Global Excellence
- Diversity Strategic Thinking: “Through the Lens of Diversity”
- Diversity Strategic Planning: “A Mosaic for UIC Transformation”
- “Access to Excellence and Success”
- IT Strategic Plan

Current UIC Initiatives at Different Phases of the Planning Cycle
II. Pursuing UIC’s Mission and the Chancellor’s Overarching Goals: Where Are We Now?

This section provides an overview of current initiatives to advance each of the Chancellor’s Overarching Goals, shown above on p.2. It is a snapshot, with context, of where we are now.

Goal: Focus on our academic excellence, student access and student success

**Academic excellence** requires outstanding faculty and staff who work together both to adopt learner centered teaching methods and innovative research strategies that improve teaching and learning, and to advance discovery. Instructional technologies and web-based education are among many instruments faculty may use to enhance students’ learning experience. For example, the increasing availability of “smart” or Integrated Multimedia Lectern classrooms, such as those in recently renovated Lincoln, Douglas, and Grant Halls, makes it possible to integrate these technologies into a wider range of courses. More sophisticated uses of blended teaching methods, such as so-called “flipped” or inverted instruction, will also be supported through a new Teaching and Learning Center and New Faculty Orientation. In addition, the development of more online courses can help to address the needs of not only the traditional student but also non-traditional students who may not be able to enroll in degree programs because of family, work and other responsibilities.

To recruit, develop and retain exceptional faculty requires incentives and professional development that encourage faculty members not just to accept positions but to spend their careers at UIC. For example, the Cluster Hire Program will increase tenure system faculty working in new interdisciplinary areas. The Office of the Vice Provost for Faculty Affairs provides a variety of professional development activities, such as New Faculty Orientation, the Faculty Mentoring Program, the Underrepresented Faculty Recruitment and Retention Program, and training for department heads and deans. Incentives may include direct research support (such as the Chancellor’s Discovery and Innovation Funds) but can also take the form of recognition for faculty members’ accomplishments. Teaching and research awards, such as the recently established Collegiate Professorship Program (a five-year renewable award designation that provides the awardee an...
annual stipend and an annual research fund) offer tangible acknowledgment of faculty members’ merit, as would a fundraising campaign directly targeted at increasing the number of endowed faculty positions.

Drawing attention to UIC’s excellence as an outstanding research university with the nation’s largest medical school, one of the most diverse student populations, and home to internationally renowned faculty provides a different kind of incentive for faculty, staff and students, and at very little cost. The university can develop methods to instill and maintain pride in UIC through greater publicity about faculty and staff accomplishments, success of translational research and community engagement projects, and other campus achievements. Even a simple step like encouraging students to become more connected to UIC Athletics can add to a sense of investment and pride in the larger institution. A climate survey that sets benchmarks with targeted follow-up goals can also enhance UIC’s reputation as a faculty- and staff-friendly workplace, supplementing its regular appearance in lists of the nation’s top universities for LGBTQ students and employees.

Providing student access to a high-quality education has long been a signature of UIC, with many programs and partnerships supporting outreach, bridge activities, and transfer options—especially for students from underrepresented minority groups and underserved communities. For example, the Guaranteed Admission Transfer (GAT) program is a partnership with the City Colleges of Chicago, a system of seven two-year colleges that guarantees admission to UIC if students fulfill specific requirements, including a 3.0 GPA. Student support units such as Latin American Recruitment and Educational Services (LARES) and the African American Academic Network (AAAN) regularly hold outreach events at area high schools that target students from underrepresented minority groups. The Urban Health Program’s Early Outreach targets students in grades 3-12 for academic enrichment, mentoring, and other activities designed to increase their interest and success in health science degrees and careers.
These programs and others like them are intended to augment UIC’s application yield through various kinds of pre-matriculation support, identified as a goal of the implementation phase of “The UIC Undergraduate Student Success Plan: Step 1: Re-imagining the First-Year Experience,” produced during the planning phase of Access to Excellence and Success. Summer College, which provides free academic enrichment, skill-building, and a variety of peer-oriented activities, addresses the needs of students as they transition from high school graduation to enrollment. Even for outstanding students, however, the cost of attending college can be prohibitive. A new university-wide fundraising project, Access Illinois: The Presidential Scholarship Initiative uses matching gifts to increase private scholarship donations. Scholarship programs like this, which emphasize merit while still addressing need, will help UIC continue to attract a diverse community of high achieving students.

With student success as a central UIC priority, the campus focuses on efforts to increase retention, graduation, and post-baccalaureate success for all students. Research demonstrates that first-year performance is a predictor of student persistence, and introducing programs to improve first-year academic success is one of the Student Success Plan’s primary recommendations. Means by which this may be achieved include a new advising center, the development of a targeted first-year curriculum (that includes, for example, coordinated curriculum blocks, first-year seminars, and changes in some of the structural factors that may impede students), along with instructional support programs, peer mentoring, and other activities. Planned initiatives to facilitate transition to the major are another component of the campus student success strategy that focuses on advising and co-curricular experiences tied to students’ specific disciplines.

We plan to assess student success through metrics such as retention and graduation rates, with targets set in relation to UIC peers. Costs of programmatic activities are budgeted for FY2014 through allocations for student support services, existing academic advising programs, Summer College, award and grant support, and new funding for a centralized Student Success Center. Post-graduation success can be measured in terms of job placement, enrollment in graduate or professional school, and other...
achievements that build on students’ success in completing their majors. Research has shown that engaged experiences such as intern- and externships, faculty mentoring, and undergraduate research opportunities increase post-graduate success—especially for URM (underrepresented minority) students and STEM majors. Programs like UIC Experience give students the chance to take part in co-curricular activities that can be documented for job applications. Faculty mentors and intern/extern supervisors can also provide targeted career advising that helps students find appropriate employment.

**Goal: Emphasize transformative impact and the social good**

As the Chicago area’s largest research university, UIC has enormous impact on all aspects of society. The campus is proud of its connection to the legacy of Jane Addams and Hull House and its history of community engagement. The capacity to use the research and teaching talents of UIC faculty and staff to accomplish transformative impact and social good epitomizes this legacy and is expressed through a range of institutional commitments. For example, UIC has been highly successful in increasing enrollment and degrees in STEM and health science fields and particularly in committing both internal and external resources to students from underrepresented groups. Units such as the Urban Health Program focus specifically on increasing the numbers of URM health care professionals and the university’s charter high school, UIC College Prep, is devoted to preparing students to pursue health science degrees.

Other current projects include participation in the statewide Health Science Learning Exchange, which promotes work-based learning opportunities and career guidance through a statewide member network of businesses, employer associations, education partners, and other stakeholders.

**Goal: Honor and partner with Chicago and the State to enhance the human condition of its citizens**

One of UIC’s missions is to create new knowledge that transforms the world, and the campus has a particular interest in affecting the city and state of which it is such an important part. UIC’s Great Cities Commitment exemplifies the integral role community impact and social good play in setting research and service priorities. The Great Cities Institute’s Office of Community Engagement and Neighborhood Health Partnerships epitomizes this, establishing partnerships with organizations in the neighborhoods adjacent to UIC or near University-sponsored, community-based facilities that strengthen the quality of life and neighborhood revitalization through research, teaching and services.
In addition to the many faculty and staff who serve as consultants and the students who intern at public agencies and nonprofits around the state, departments and colleges partner with schools, government agencies and NGOs to provide training opportunities for UIC students and services for the larger community. These partnerships are especially evident in the health sciences. The School of Public Health’s Urban Health and Diversity Program Office, for example, partners with schools and public agencies including both the Chicago and Illinois Departments of Public Health. The Dental Emergency Medicine Responder Team (DEMRT) Office, housed in the College of Dentistry and supported by the Illinois Department of Public Health, provides services during declared emergencies and policy and management support for the state to respond to pandemic, forensic and other needs. In the Jane Addams College of Social Work, the Central West Case Management Unit works with the Illinois Department on Aging Choices for Care to provide case management to frail elderly adults on Chicago’s west side. The Institute for Health Research and Policy works with a variety of partners to address health disparities and promote healthy behaviors in Chicago and throughout the state.

**Goal: Foster diversity and a global perspective**

**Diversity** has been at the forefront of UIC’s strategic thinking and planning for the last several years, with a campus-wide initiative that culminated in “A Mosaic for UIC Transformation,” now in the implementation phase, and new campus-level Office of Diversity. The focus has been on increasing the numbers of underrepresented minority faculty through initiatives such as the Underrepresented Faculty Recruitment Program, and the success of URM students through student support services, advising, the Student Success Plan, and outreach programs such as those described above. Although UIC is already in the 75th percentile among its peers in degrees awarded to underrepresented groups and at the top of its peer group in the percent of underrepresented tenure system faculty, efforts continue to drive these numbers higher.

The development of global culture, a global economy, and a global workforce, along with UIC’s location in one of the world’s great global cities, make a **global perspective** a necessary part of faculty, staff and students’ experience. UIC has a large number of researchers working on global issues, including health, post-emergency reconstruction, and population migration and a Global Excellence Task Force has recently completed a thinking document that is being shared with important Chicago-area stakeholders. Partnerships with foundations, corporations, academic institutions, governments and health professionals here and abroad will
help UIC leverage its global presence and advance its research, teaching and service goals. In addition, ongoing recruitment of international (and out-of-state domestic) students adds to the campus’s rich diversity.

**Goal: Grow our translational, entrepreneurial and engaged research and discovery enterprise to include many approaches to knowing**

The Center for Clinical and Translational Science is one example of UIC’s commitment to move discovery beyond the boundaries of the campus. In addition, this year’s Humanities Initiative on Food Studies, the NIH-funded Center of Excellence in Eliminating Disparities, the Drug Discovery Center, the Learning Sciences Research Institute and many other centers and projects demonstrate our capacity to make connections with the world around us, whether through translation, entrepreneurship, or **engaged research**. These programs also bring together diverse perspectives to create new knowledge—for instance, community partners, health professionals, and academic researchers addressing health disparities. Quantifiable metrics such as patents, startups, licensing revenue and research expenditures, along with qualitative ones such as an enhanced reputation for working with communities, can measure both efforts and impacts.

**Goal: Innovate within to build greater efficiencies and future strengths**

Fiscal constraints are only some of the factors that drive the need to create sustainable institutional practices. Recent administrative review task forces have looked at ways of building **more efficient** operational practices in areas such as records management, while the Student Success Plan’s recommendation of grid...
scheduling would also lead to a more efficient use of campus space. The UIC Master Plan offers a map for improving capital facilities and infrastructure at the same time that Access Illinois and the Alumni Volunteer Network point the way to creating opportunities for donors and graduates to engage with the university in a variety of ways. A committee is considering new ways of understanding the notion of “sustainability” while students benefit from renovation projects such as LEED-certified Lincoln, Grant and Douglas Halls. Key to sustaining the physical campus itself are renovation and maintenance not only of building infrastructure, but also the repair and replacement of furnishings and of aging mechanical systems. By developing innovative approaches to matters from fundraising to building repairs, UIC can take advantage of new and existing synergies that enhance our role in the community and our ability to serve our diverse student constituencies.
III. A Strategic Outcomes Plan

Preparing this report required taking a cross-section of the campus’s ongoing strategic planning projects, as each is in a different stage of implementation. We then cataloged current and budgeted initiatives from these plans, along with their projected target outcomes and sought to identify from the range of initiatives several major strategic goals around which to focus this campus-wide strategic outcomes plan.

In assembling the plan, we sought input from a team of stakeholders whom we assembled from UIC’s many constituencies. The committee included representative Distinguished Faculty, Faculty Senate members, Deans, Vice Provosts, Academic Professional and Civil Service employees, students, and alumni.

Tasks for the group included the following:

1. Review campus objectives, targeted initiatives ("Action Items"), and targets included in the plan to assure they are aligned and that they represent the priorities of the campus.
2. Propose additional initiatives where feasible within the constraints of the campus’s resources.
3. Review the report to assure that it substantively conveys both UIC’s pursuit of the university-wide objectives and its particular urban serving orientation in the pursuit of those objectives.
4. Review our progress on an annual basis.

This penultimate point is particularly important to the coherence of the UIC plan and its value for university-wide planning. The campus’s mission and overarching goals which guide our planning are a contextualized expression of the university’s objectives. For instance, in his list of overarching themes for the University of Illinois, VP Pierre articulates three university-level objectives to promote academic excellence:

- Provide access to world-class undergraduate, graduate and professional education
- Lead in cutting-edge instructional technology and web-based education
- Achieve best-in-class, national and international recognition for academic excellence

UIC embraces and pursues each of these, but in the particular context of an urban campus located in a global city. For instance, for UIC “world-class” means a learning environment in which an extraordinarily diverse population of students, many from disadvantaged backgrounds, fully reaches their potential. Similarly,
“cutting edge” technology is a means to achieve UIC’s particular educational mission, while “best-in-class” must be understood in terms of our position as an urban serving campus.

In the following section we detail how the campus is pursuing each of the Chancellor’s Overarching Goals through specific investments over the next several years. We document our targets, and describe how we have forecasted these investments. Finally, we show the alignment between the Chancellor’s Overarching Goals and the university objectives outlined in Vice President Pierre’s letter.
IV. ALIGNING UIC’S GOALS WITH UNIVERSITY OF ILLINOIS OBJECTIVES

A key part of this project was to understand UIC’s mission, goals and ongoing strategic initiatives in relation to the University of Illinois’s objectives—and vice versa. To accomplish this, we created tables that listed the objectives outlined in Vice President Pierre’s letter, how those objectives are contextualized at UIC, and how they align with individual goals laid out by Chancellor Allen-Meares. From here we created specific action items and identified current dashboard indicators and 3- and 5-year targets to use as metrics, and where financial investments are required the funding process (reallocation, existing funding stream, or anticipated new source of revenue). This data was then organized according to three categories that reflect the fact that all of the campus initiatives are clustered around these priorities:

- Student Success to Meet Societal Needs
- Translational, Entrepreneurial and Engaged Research
- Institutional Sustainability

To make this process clear, the tables below present examples from each of these three categories, showing how specific university objectives are contextualized at UIC, aligned with particular campus goals, and translated into action items with measurable targets and identifiable investments. (For those who would like to review the tables in more detail, the complete set is available here.)

Following these examples, we discuss the three priorities, identify some of the challenges urban serving universities like UIC face and the funding sources we will use to meet those challenges. We conclude this report by returning to the original request to which this report responds and how we intend to track our progress in meeting both university and campus goals over the next five years.
### Sample Strategic Goals and Action Items (see the complete tables here)

<table>
<thead>
<tr>
<th>Vice President's Objective</th>
<th>As contextualized at UIC:</th>
<th>Priorities from Chancellor’s Overarching Goals</th>
<th>Action Items</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRATEGIC GOAL #1: STUDENT SUCCESS TO MEET SOCIETAL NEEDS</strong></td>
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<tr>
<td><strong>Provide access to world-class undergraduates, graduate, and professional education</strong></td>
<td>For UIC, &quot;world-class&quot; means a learning environment in which an extraordinarily diverse population of students many from disadvantaged backgrounds, fully reaches its potential</td>
<td>Student Success</td>
<td>Improve first-year academic success: targeted first-year curriculum, instructional support programs, peer mentoring, Summer College</td>
<td>First-to-Second Year Retention Rate: 78% (2012)</td>
</tr>
</tbody>
</table>

| **STRATEGIC GOAL #2: TRANSLATIONAL, ENTREPRENEURIAL, AND ENGAGED RESEARCH** |  |  |  |  |
| **Strengthen innovative research in core and emerging areas, both basic and applied programs** | Much innovation in emerging areas crosses disciplines and engages partnerships. UIC’s success in the research enterprise has been closely tied to building interdisciplinary partnerships and community engagement | Translational, entrepreneurial and engaged research and discovery | Grow our research and discovery enterprise to include many approaches to knowing Humanities Initiative: Food Studies; Center for Excellence in the Elimination of Disparities; Advanced Chemical Technology Building; Chancellor’s Innovation & Discovery Funds | R&D expenditures: $381M (FY 2011) | R&D expenditures: $408M | Maintain upward trajectory | Humanities Initiative: $114K cash |
|  |  |  |  |  | Federal research expenditures: $249M (FY2011) | Federal research expenditures: $260M | Innovation Fund: $2M/yr for 5 yrs recurring royalty income |
### STRATEGIC GOAL #3: INSTITUTIONAL SUSTAINABILITY

<table>
<thead>
<tr>
<th>Restore and maintain quality facilities</th>
<th>Future strengths</th>
<th>Address deferred maintenance Sustainability Committees; Campus Master Plan; IT &amp; data security strategic planning; classroom renovation projects; ongoing Campus Auxiliary Services; facility upgrades</th>
<th>Cumulative</th>
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<tr>
<td>UIC seeks to enhance and maintain an urban built environment that accommodates, supports and inspires a diverse population of students with a wide range of learning needs</td>
<td>Campus investments in capital facilities</td>
<td>Cumulative investments in capital facilities</td>
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Strategic Goal #1: Student Success to Meet Societal Needs

To maintain their relevance and justify their costs, urban serving university campuses must commit to the success of their students, assure they are career ready when they graduate, and prepare them for a rapidly changing economy with appropriate technological skills and a capacity for self-directed lifelong learning. Furthermore, they must do so despite the fact that many of their students arrive underprepared for higher education and with competing priorities often related to financial hardship, family responsibilities, and limited community social support. UIC has a variety of strategies in place or forthcoming to address these needs. These include

- efforts to maximize the number of admissible students through pipeline and early outreach programs and to increase merit based scholarship support for high-achieving minority students;
- initiatives to prepare at-risk students through pre-matriculation experiential learning and academic activities and to support them intensively during their first year through intrusive advising and tutoring; and
- faculty development that includes a rigorous orientation process for new faculty to their role as facilitators of learning at a diverse campus and plans for a Teaching and Learning Center to facilitate adoption of student centered instruction.

These initiatives are funded through re-allocations from the colleges, based on UIC’s modified RCM model, as described above, which returns most tuition and almost half of ICR to the colleges and then taxes to the center to create funding for new programs directed from the center. For instance, the $1M budgeted for the student success initiative comes from the colleges themselves.
**Strategic Goal #2: Translational, Entrepreneurial, and Engaged Research**

While many urban serving universities have focused increasingly on student success, few have climbed as high in the research rankings as UIC. Apart from the recruitment of outstanding research trained faculty, the biggest drivers of external support have been our investments in the Research Resources Center (RRC), which supports high-technology equipment for use by research faculty and staff, along with computational and statistical services. Last year alone, RRC-supported research grants totaled $159.6M, and total in-house funds for PIs using the RRC were over $550M. Hence we will continue to direct over 7.8% of ICR to the Office of the Vice Chancellor for Research, which oversees the RRC. Another major investment is our Advanced Chemical Technology Building, which will provide laboratories, offices, conference rooms and a 100-seat auditorium for faculty in biology, chemistry and physics.

The Chancellor’s Innovation and Discovery Funds have also yielded $4 for every dollar invested, demonstrating the translational and entrepreneurial potential of the faculty on our campus. In addition, we are investing in our non-basic science research portfolio through the recruitment of interdisciplinary clusters of new faculty hires that are predominantly in the humanities and social sciences. In addition to creating new knowledge in areas of high importance in Chicago, such as immigration, migration and diaspora studies, these new faculty will increase UIC’s ability to engage actively with area communities as research partners.
Our principle priority here has been to restore our physical facility, particularly classroom renovation, a process for which we have set aside annual funds of over $2.5 million recurring for the coming years. We are also engaged in IT and Data Security strategic planning for which we have contracted with a consulting firm; sustainability planning for which we have a campus-wide visioning task force; and programs such as UIC Corporate Connections to promote corporate and foundation giving and recruit corporate-based research funds.

We also appreciate that sustainability must address workforce needs, which requires an assessment of the work force climate. We are exploring strategies for collecting climate data with meaningful sample sizes and that can be benchmarked to allow us to assess the impact of any interventions on faculty and staff satisfaction with the UIC culture, infrastructure, and professional environment.

Finally, we believe UIC needs to focus greater resources on image building. Despite the campus’s status as a research-intensive university and home to internationally renowned researchers and teachers, many still think of it as a commuter school or a default option for Chicago-area students. Reputation-enhancing media coverage that focuses greater attention on our many important accomplishments—especially in the areas of translational and entrepreneurial research and global excellence—will help to attract and retain outstanding faculty and staff, as well as high achieving students. UIC’s newly hired Executive Associate Vice Chancellor of External Affairs and Government Relations will lead this initiative.
V. Staying on Track

The targets provided in the table are projections based on current and expected trends. In some cases they depend on future revenues that, while anticipated, may not fully materialize. We believe it is necessary to institute an oversight process for tracking progress from year to year for the next three to five years. The current task force, which was convened to represent campus stakeholders and has deliberated on, reviewed and shaped this document, seems ideally suited to serve in an oversight capacity. We propose re-convening the group annually to assess performance across the dashboard metrics for all targets where assigned and to produce an annual update on UIC’s progress in pursuing its major strategic goals. Based on those updates, UIC can make adjustments in investments and programs. Such accountability is consistent with the strategic planning cycle detailed in the first section of this report.

We understand that the University Administration will draw on the three campus plans to address the twelve university-wide objectives enumerated in Vice President Pierre’s letter. To facilitate that effort we have offered our interpretation of each of those objectives as they are pursued at UIC. These contextualized objectives are the bridge that links the university’s direction to our campus’s vision of where we are headed as the University of Illinois’ predominantly urban serving campus. Our strategy for the coming years is to capitalize on our position as an urban campus by balancing the challenges we face with the equally powerful opportunities that await us:

- the challenge of averting lost potential when students are not successful with the opportunity to infuse new talent into the workforce in Chicago and Illinois when we enable students to overcome barriers to success;

- the challenge of a rapidly changing health care environment with the opportunity to align health professions education with emerging state workforce needs;
the challenge of managing an extraordinarily diverse student body that has great variation in preparedness for higher education and career readiness with the opportunity to leverage that diversity through implementation of our diversity plan, educational programs like intergroup dialogue and inter-professional education, and a growing research agenda that explores and addresses issues of concern including health equity; and

the challenge of shrinking state dollars with the opportunities of a major metropolitan center for building partnerships to foster innovation and discovery, and to identify corporate partners to build new sources of revenue.

The focus of our planning is on turning these challenges into opportunities that elevate UIC’s vital contributions to the university’s mission to Chicago, the State and beyond.