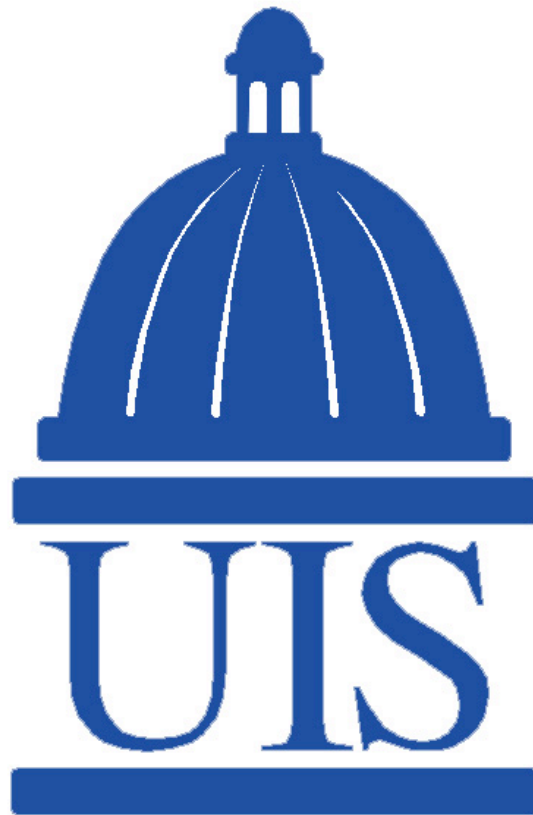


# UIS Strategic Plan

January 6, 2006

*Creating a Brilliant Future*



UNIVERSITY  
*of* ILLINOIS *at*  
SPRINGFIELD

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### **Chancellor's Foreword**

This strategic plan is a historic, important document for the University of Illinois at Springfield. We need this plan. I heartily endorse it and urge our many campus audiences – students, faculty, staff, alumni, and the central Illinois and global communities that we serve – to recognize where UIS is going.

We aspire to prepare students to be lifelong learners who are engaged in their communities. We aspire to become recognized as one of the top five small public liberal arts universities in the United States. That is a bold and exciting statement about the future of UIS.

This plan shows us the way. Understanding and pursuing the six goals in this plan now becomes the task of every UIS faculty and staff member. This plan is not extra work for UIS. It is our work.

I offer my sincere compliments and deepest gratitude to the Strategic Planning Committee, especially its chair, Dr. Don O'Neal, associate professor of management. This group worked diligently, wrestled with language, and crafted a vision, mission, and plan of action that will carry us forward with great energy for the next five to ten years.

January 6, 2006

## **Executive Summary**

This is the first *comprehensive strategic plan* for the University of Illinois at Springfield since 1992, when we were still known as Sangamon State University. We have been part of the University of Illinois for 10 years, and it is time for fresh planning, new thinking, and “Stretch Ideas” to move us well beyond what we have been and to lead us well into this century.

### **Mission Statement**

The University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities.

### **Vision Statement**

UIS will be a premier small public university offering innovative, high-quality liberal arts education, public affairs activities, and professional programs dedicated to academic excellence, to enriching individual lives, and to making a difference in the world.

### **Statement of Strategic Intent**

UIS will be recognized as one of the top five small public liberal arts universities in the United States.

We will achieve this by creating a world class liberal arts oriented undergraduate educational experience reflecting many of the characteristics and best practices of small private liberal arts colleges, while building on our many strengths. Among those strengths are professional academic programs, graduate education, and public affairs activities.

### **Competitive Analysis/Distinctive Competencies**

The competitive analysis with other public and private colleges and universities indicates that UIS has some of the most prized attributes of private colleges – small class sizes, high-quality programs, most courses taught by faculty with terminal degrees, personalized interaction between faculty and students, and hands-on, experiential learning. Our students say, “My professors know me.” Classes and faculty are accessible when students want them – daytime, evenings, and online. As a high-quality *small public university*, UIS is far more affordable than the private institutions. Moreover, no other university or college has the advantage of being located in the vibrant Illinois state capital. In short, we compare favorably in terms of quality, personal attention, affordability, and location.

## **Six Strategic Goals for UIS**

The first three goals are considered our primary goals: Academic Excellence, Enriching Individual Lives, and Making a Difference in the World. The final three, dealing with the UIS culture, enrollment and retention, and resources – will assist in the achievement of our vision and the implementation of our goals.

**Goal #1: Academic Excellence**

UIS will achieve academic excellence through *excellence in teaching and learning* and *excellence in scholarship*.

At UIS, teaching remains the central function and student learning is our overriding goal. UIS will create an environment that promotes engaged, active, and interdisciplinary learning with the ultimate goal of preparing students to be thinkers and leaders in the world. UIS affirms its commitment to high standards of scholarly excellence. Believing that active scholarship is essential to excellent teaching, UIS is committed to developing a faculty of teacher-scholars, students who collaborate with faculty on research and service projects, and staff who are engaged in advancing the professional practice in their fields. UIS is in the process of enhancing its undergraduate curriculum while maintaining an emphasis on providing excellent graduate programs. It is unique by reaching out aggressively to new, younger undergraduate students even as it continues to reach out to non-traditional students with on-campus and an increasing number of online programs.

*Selected initiatives:* Expansion of support for faculty and student scholarship; Experiential and Service Learning Institute; focus on lifelong learning and engagement in general curriculum; establishment of high-visibility collaborative projects such as the Emiquon Field Station.

**Goal #2: Enriching Individual Lives**

The University of Illinois at Springfield seeks to establish an atmosphere that contributes to the intellectual, cultural, social, and personal enrichment of all its participants.

This document offers many ways to provide an intellectually rich and culturally diverse campus environment, including expansion of arts facilities and programs. All will be exposed to a campus community that is infused with an appreciation of diverse cultural perspectives. The campus environment will be an inclusive and safe place for different perspectives to be explored.

*Selected initiatives:* Annual Campus Dialogue; development of comprehensive master plan for the arts, including a new bachelor's degree in Fine Arts; more bridges to the community with civic engagement and volunteer and service learning opportunities; enhancement of intercollegiate athletics.

**Goal #3: Making a Difference in the World**

With its location in the state capital, UIS has always had a special emphasis on public affairs, citizen engagement, and effecting societal change. This goal echoes and updates those traditions through the theme of Making a Difference in the World. This theme is conceptualized as a series of activities related to reflection, dialogue, and action on public policy and civic culture, resulting in engagement with the world outside the university. The focus includes local, state, national, and global concerns. All undergraduates will participate in engagement activities; graduate students will continue to have numerous opportunities for hands-on learning and research. The campus will continue to build on its solid record of accomplishment in public affairs, applied research, and training activities – paying special attention to public policy and the civic culture.

Faculty, staff, students, and alumni from every part of UIS engage in activities that make a difference in the world. Each individual and discipline provides a unique contribution: education, business, professional programs, natural sciences, social sciences, and humanities. In other words, Making a Difference in the World is a shared responsibility.

*Selected initiatives:* Engaged Citizenship Common Experience (ECCE) as part of the general education curriculum; entrepreneurial activities in the College of Business and Management; faculty involvement in policy development in Illinois; Illinois Democracy Project; international collaborations; more bridges to the nonprofit sector in central Illinois.

#### **Goal #4: Strengthen Campus Culture**

Efforts will increase significantly to make UIS staff, faculty, students, alumni, and friends aware of the university's identity and direction. UIS will be known for its high level of responsiveness to students and as an institution where respect and civility prevail in all interactions. Tolerance for a diversity of opinions will be a hallmark of the UIS culture.

*Selected initiatives:* Focus on civility in all interactions; Campus Welcome Committee as part of orientation process; focus on personalized customer service for students, faculty, staff, and visitors; environmental sustainability and preservation in all plans to enhance the physical environment.

#### **Goal #5: Enrollment and Retention**

By improving access and opportunity, the University of Illinois at Springfield will enroll, retain, and graduate a larger and more diverse student body engaged in classroom and technology-enhanced education. UIS plans to grow to 6,000 on-campus students and will always be a "small university" in the best sense of the word.

*Selected initiatives:* A one-stop enrollment services model that includes the entire array of student enrollment services; assertive programs to help students make the transition from high school or community college to the university; Center for First-Year Programs.

#### **Goal #6: Resources and Infrastructure**

UIS has lofty goals and an inspiring vision. Many of the action steps to pursue our vision require the allocation of new resources and the reallocation of current resources – financial, human, and physical. UIS will make bold decisions and will find the resources to implement the goals in this strategic plan. This plan not only allows us to focus more specifically on what UIS wants to become but also gives us a framework within which to allocate and reallocate resources.

#### **Resource Needs**

This plan identifies many specific needs, including physical enhancements: more internal and external gathering spaces (sometimes called "third spaces"), a Student Center, another residence hall, more laboratory facilities, and a renovation of Brookens Library and the metal buildings. The plan also highlights the need to find more extracurricular opportunities for students, to create a comprehensive plan for cultural and arts activities, and to address salary equity issues and salary competitiveness for staff and faculty. We estimate needs of \$4.351 million in annually recurring funds and \$95,000 in onetime, nonrecurring funds over the next five years to

implement our goals. We have also identified a need for \$89 million in capital funds for some of the initiatives in this strategic plan and for buildings identified in the campus master plan of 2000.

### **Summary**

This plan sets UIS in pursuit of a bold vision: to become one of the top five small public liberal arts universities in the U.S. It has exciting implications for students, faculty, staff, and the community we serve. Students will benefit from the personalized attention, small classes, and high-quality programs. Faculty will benefit from the unique emphasis that UIS places on teaching and expanding opportunities for scholarship and service. UIS, the high-quality liberal arts university in Springfield, will offer high-quality professional and public affairs programs. And the local community, the nation, and indeed the world will be visibly and recognizably enhanced by the expertise and outreach of the UIS community.

### **Introduction: About this Strategic Plan**

UIS is in a time of transition. We are ready for this strategic plan, and it is important that we set the context within which we are crafting it. Since our merger with the University of Illinois in 1995, we have been in a near-continuous time of transition. We have been stretching ourselves in many ways and have begun implementing major initiatives in recent years. In 2001 we added the Capital Scholars program, and last year the Board of Trustees approved a plan that will allow for a significant expansion of the freshman class in the fall of 2006. We also have added 10 complete online degree programs in the past five years; the future of that delivery method remains bright but uncertain as many other universities are reaching out with online educational programs. This is the context within which we deliberated a new strategic plan.

This is the first *comprehensive strategic plan* for the University of Illinois at Springfield since 1992, when we were still known as Sangamon State University. Our Mission Statement was 13 years old, and our existing Vision Statement was promulgated in 1996. We have been part of the University of Illinois for 10 years, and it is time for fresh planning, new thinking, even “Stretch Ideas” to lead us well into this century.

But first, it is worth noting that in the past 10 years, UIS has convened university leaders (faculty, staff, students, and external partners) three times to plan for our future in a collegial way. It is worth reviewing briefly the context of those efforts, as well as the 1992 strategic planning effort. (Appendix A lists the major planning documents in the history of SSU and UIS. All are available on the UIS web site.)

### **1992. Strategic Planning, Mission Statement, and the Final Document, *Toward 2000***

In 1990, following a directive to all Board of Regents universities, SSU named its first Strategic Planning Task Force and developed its first strategic plan. The strategic planning process spanned 15 months, involving both internal and external constituencies, and focused on the mission of SSU as well as the internal and external forces that could shape its future. Through a series of focus groups and workshops, faculty and staff were asked to assess the institution’s strengths and weaknesses. Community members, serving on artistic, cultural, education,

minority, private sector, and public sector advisory groups, assessed how well SSU had met the community's past needs and expectations and identified how it could more effectively interact with its immediate environment in the future. Four environmental scanning groups – economic/technical, educational/competitive, political/legal, and social/demographic – considered the potential impact of external influences on future operations. Finally, faculty, staff, and students completed an Institutional Goals Inventory, which provided an assessment of attitudes and values.

A new strategic plan for SSU was presented in March of 1992 in a report titled *Toward 2000: A Strategic Plan for Sangamon State University*. The mission statement from the plan identified excellence in teaching as the primary mission of SSU. Public affairs was praised as an institutional strength, and the report endorsed “movement over the past half-decade toward self-identification as a university with a public affairs emphasis rather than as a public affairs university” and encouraged SSU to use public affairs as a unifying theme. The report also praised “recent efforts to integrate liberal and professional studies in its baccalaureate offerings.”

The strategic plan adopted in 1992 listed several goals that represented the highest priorities for institutional attention and action during the 1990s:

- Enhancement of teaching, advising, and scholarship as well as lifelong learning
- Strengthening the intellectual and cultural climate
- Improving the university's image
- Enrollment management and retention effort
- Pursuit of partnerships with external entities
- Identification of targeted facility and equipment needs
- Pursuit of supplemental external funding

### **1995-1997. Development Planning Committee and UIS Vision Statement**

We became the third campus of the University of Illinois in 1995 and embarked on a major planning initiative. A committee of UIS representatives became the Development Planning Committee, which was charged with reviewing academic planning in the changed context of its position as a part of the UI system. Anticipating that the institutional planning conducted by the Strategic Planning Task Force in *Toward 2000* remained relevant, this strategic planning effort focused primarily on the academic vision and principal foci for UIS.

The Development Planning Committee created a vision statement and reaffirmed earlier recommendations to initiate a full four-year undergraduate program and to develop a doctorate in public affairs. The final report from the committee included analyses and recommendations relating to program strengthening, academic organization, off-campus programs, and academic support, public service, and research.

The new UIS Vision Statement (approved in 1996) affirmed that the UIS of the future would retain teaching as the central function and excellence in teaching as the overriding goal, serving students from the first year of college through completion of the baccalaureate degree. Professional education would continue to be a major feature of UIS' curricular commitments



with the principal determinants of graduate program offerings being quality and distinction. In addition, public affairs would continue as not only a unifying theme of teaching, scholarship, and service but in the future UIS' commitment to public affairs would be understood as the campus's "distinctive contribution to the land-grant mission of the University of Illinois." Finally, enrollment growth should be modest and controlled, drawing more students from outside central Illinois, and serving a larger proportion of full-time undergraduate and graduate students. The UIS of the future was envisioned to be a place where lively extracurricular intellectual, social, and cultural life would be recognized and supported as critical to students' learning experiences.

### **2000. Campus Master Plan**

In 2000, anticipating that campus facilities would need to expand, a new master plan for UIS was developed to guide the long-range use and development of the campus. Expansion was anticipated based on three reasons: (1) an existing space deficit of approximately 53,000 assignable square feet, (2) the considerable amount of academic and athletic space located in temporary metal buildings, and (3) anticipated growth in student enrollments requiring a significant increase in the existing permanent academic facilities. It was also recognized that a growing residential student population would require an increase in parking facilities, athletic fields, tennis courts, and student residences. Infrastructure organization, including the use of open spaces, was an important consideration. The master plan recommended that new academic expansion (buildings) be located immediately south of the Public Affairs Center, Brookens Library, and the Health Sciences Building, with a new two-story Student Center developed between Brookens Library and the Public Affairs Center. Indeed, UIS secured state funding for a new classroom/office building, which opened as University Hall in the fall of 2004.

The master plan recommended new recreation facilities south of the new academic core, and new residential facilities west of the academic core, with residence halls for first-year students and sophomores located closest to the academic core. Implementation of this plan continues. Lincoln Residence Hall opened for freshmen and sophomores in the fall of 2001, additional town homes opened in 2003 and 2004, and students approved a referendum that will lead to the construction of our Recreation Center. The Recreation Center has received Board of Trustees' approval and is in the design stages. Groundbreaking is anticipated in 2006.

### **2003. National Commission on the Future of UIS**

In 2003, nearly 200 people from the University of Illinois at Springfield and the external community participated in the National Commission on the Future of UIS. That commission issued its final report, *A Vision for All Seasons*, in October 2003. It included 13 vision statements, one from each of the commission's task forces, but did not attempt to combine them into a single vision for UIS. The task forces and the commission primarily responded to two questions: "Where will we be in 10 years?" and "What do we aspire to be in 10 years?"

The commission's work was intended to – and in fact did – lead to the beginning of a formal strategic planning process late in 2003. Chancellor Richard Ringeisen asked several senior administrators and the chair of the Campus Senate to begin deliberating the best approach to produce a new strategic plan. It quickly became apparent that UIS needed to rewrite its mission

and vision statements with a special focus on strategic goals. In September 2004, Chancellor Ringeisen announced the creation of a 23-member Strategic Planning Committee, representing students, faculty, academic professionals, civil service employees, and administrators. The planning process at UIS began moving forward.

The committee began the important task of crafting a strategic plan. Then early in 2005, B. Joseph White became the 16<sup>th</sup> president of the University of Illinois and announced that the university, its central administration, and all three campuses (Chicago, Springfield, and Urbana-Champaign) would work simultaneously on new strategic plans. These strategic plans would be consistent with the president's strategic plan for the university. Fortunately for UIS, the president's format and process closely resembled the one that UIS was already using. With some modifications to be in accord with the University of Illinois' format and timetable, the UIS Strategic Planning Committee continued its work throughout 2005.

The SPC completed a draft strategic plan in October 2005 and received feedback from committee members, the Campus Senate, the UIS community, and a specially appointed Peer Review Team consisting of respected Springfield leaders. The feedback and fine-tuning process continued in the last two months of 2005.

The result is this document, *Creating a Brilliant Future*, a new strategic plan for UIS.

## **Section 1: Purpose of the University of Illinois at Springfield**

### **Heritage Statement**

Founded in 1970 as Sangamon State University, UIS has strong traditions that include the centrality of teaching; lively intellectual and social interactions among faculty, students, and staff; small classes taught by faculty members; an emphasis on interdisciplinarity and innovation in teaching; a commitment to serving non-traditional as well as traditional bachelor's and master's degree students; and public affairs as a unifying theme in teaching, scholarship, and service.

Since joining the University of Illinois in 1995, UIS has continued this legacy while adding a residential, integrated, interdisciplinary honors program for lower-division students, and a doctoral program in Public Administration. UIS has become recognized as a leader in offering the newest generation of non-traditional students innovative education and individualized faculty attention through select, high-quality online courses and degrees.

### **Mission Statement**

The University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities.

- UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. Our faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.
- UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors.
- UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depend on a foundation of excellence in scholarship.
- One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state capital, UIS shapes and informs public policy, trains tomorrow's leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations.
- UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus.

## **Vision Statement**

UIS will be a premier small public university offering innovative, high-quality liberal arts education, public affairs activities, and professional programs dedicated to academic excellence, to enriching individual lives, and to making a difference in the world.

## **Four Guiding Values**

The University of Illinois at Springfield strives for excellence in all endeavors. We value:

1. **Learning** – an intellectually vital and flexible learning environment, quality teaching, high academic standards and scholarship, and opportunities for experiential learning;
2. **Students** – a student-focused environment characterized by personal growth and development opportunities within and beyond the classroom;
3. **Community** – a democratic, ethical, caring, and diverse community fostering the well-being of our students, faculty, and staff; and
4. **Engagement** – informed engagement and service among our faculty, staff, and students, and between the UIS community and the local, state, national, and international communities.

## **Mandates Impacting UIS**

The basic mandates impacting the University are the University of Illinois Act (110 ILCS 305), which created the University and established its mission, and the University of Illinois Trustees Act (110 ILCS 310), which sets forth the powers, responsibilities, and membership of the Board of Trustees (BOT). Other important University-specific mandates include the state statute establishing the University of Illinois at Springfield (110 ILCS 327).

As an entity of the State of Illinois, the University of Illinois is also subject to state oversight and regulations and must abide by the state constitution and statutes. Key statutory requirements pertaining to state entities (including public universities) include the following:

- Open Meetings Act
- Freedom of Information Act
- Governmental Ethics Act
- State Officials and Employees Ethics Act
- State Finance Act
- State Auditing Act
- Illinois Procurement Code
- Architectural, Engineering, and Land Surveying Qualifications Based Selection Act
- State Property Control Act
- State Universities Civil Service Act
- University of Illinois Revenue Bond Financing Act for Auxiliary Facilities
- University of Illinois Revenue Bond Act
- Illinois Educational Labor Relations Act
- Legislative Audit Commission – University Guidelines
- University Statutes

Those mandates are reflected in UIS policies, such as:

Agreements with bargaining units representing some UIS staff	UIS has seven bargaining units representing more than one-third of the staff.
Academic Staff Handbook	<a href="http://www.uis.edu/UIS_Academic_Staff_Handbook/Introduction/index.htm">http://www.uis.edu/UIS_Academic_Staff_Handbook/Introduction/index.htm</a>
BANNER	The software that includes student and staff records and financial information.
Campus Senate Bylaws	<a href="http://www.uis.edu/campussenate/documents/Current_Bylaws_September_9_2005.doc">http://www.uis.edu/campussenate/documents/Current_Bylaws_September_9_2005.doc</a>
Campus Senate Constitution	See: <a href="http://www.uis.edu/campussenate/">http://www.uis.edu/campussenate/</a>
Faculty Personnel Policy	<a href="http://www.uis.edu/UIS_Academic_Staff_Handbook/Introduction/index.htm">http://www.uis.edu/UIS_Academic_Staff_Handbook/Introduction/index.htm</a>
Hiring guidelines – Faculty	<a href="http://www.uis.edu/aeo/Faculty_Hiring_Policy.htm">http://www.uis.edu/aeo/Faculty_Hiring_Policy.htm</a>
Hiring guidelines – Academic Professionals	<a href="http://www.uis.edu/aeo/Academic_prof_Hiring_Policy.htm">http://www.uis.edu/aeo/Academic_prof_Hiring_Policy.htm</a>
Human Resources policies	<a href="http://www.uhr.uillinois.edu/panda-cf/policies/index.cfm">http://www.uhr.uillinois.edu/panda-cf/policies/index.cfm</a>
Human Rights Policy	<a href="http://www.uis.edu/aeo/Human_Rights_Policy.htm">http://www.uis.edu/aeo/Human_Rights_Policy.htm</a>
Nondiscrimination Statement	<a href="http://www.uhr.uillinois.edu/panda-cf/eo/index.cfm?Item_ID=641&amp;rlink=1">http://www.uhr.uillinois.edu/panda-cf/eo/index.cfm?Item_ID=641&amp;rlink=1</a>
Printing and mailing policies	<a href="http://www.uis.edu/CampusServices/Memos&amp;Policies.htm">http://www.uis.edu/CampusServices/Memos&amp;Policies.htm</a>
Sexual Harassment Policy	<a href="http://www.uis.edu/aeo/Sexual_Harassment_Policy.htm">http://www.uis.edu/aeo/Sexual_Harassment_Policy.htm</a>
Web Policy	<a href="http://www.uis.edu/webpolicy/">http://www.uis.edu/webpolicy/</a>

## Section 2: Strategy for the Future

### **Statement of Strategic Intent**

UIS will be recognized as one of the top five small public liberal arts universities in the United States.

We will achieve this by creating a world-class liberal arts oriented undergraduate educational experience reflecting many of the characteristics and best practices of small private liberal arts colleges while building on our many strengths. Among those strengths are professional academic programs, graduate education, and public affairs activities.

### **About our Statement of Strategic Intent**

In the field of management and organizational development, strategic intent is defined as a compelling statement about where an organization is going that succinctly conveys a sense of what that organization wants to achieve in the long term. Strategic intent answers the question: “What exactly are we trying to accomplish?”

Strategic intent can provide a **sense of direction**, a particular point of view about the long-term market or competitive position the organization hopes to develop and occupy.

Strategic intent can provide a **sense of discovery** in that it holds out to the organization’s members the promise of learning about other organizations that operate in the same market, adopting their best practices and avoiding pitfalls.

Strategic intent can provide a **sense of destiny**, a worthwhile goal around which energies can be focused across the organization.<sup>1</sup>

Based on this approach to the meaning of strategic intent, UIS puts forward the following statement of its strategic intent for the next decade:

*“UIS will be recognized as one of the top five small public liberal arts universities in the United States.”*

### **What it means to be a small public liberal arts university**

Understanding this statement – what it means and what it does not mean – involves the clarification of the idea of the *small public liberal arts university*.

Most fundamentally, in using the term “liberal arts” we endorse the *values* associated with that term – such as freedom of inquiry and acceptance and tolerance of differences of opinion and points of view. A liberal arts education environment has always been conducive to the success at UIS of liberal arts and professional programs, graduate education, public affairs activities, and traditional and non-traditional students.

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<sup>1</sup> Gary Hamel and C.K. Prahalad. *Competing for the Future* (Cambridge: Harvard Business School Press, 1994).

Equally important, the *small public liberal arts college or university* designates an emerging sector of higher education consisting of public institutions of moderate size (fewer than 10,000 students, often in the range of 5,000) that have many of the characteristics of small private universities, but are distinguished by their uniquely public heritage, values, and governance.

The best among the small public liberal arts colleges and universities differ from the larger public research and doctorate-granting universities in size, scope, and mission.<sup>2</sup> They look and feel like private liberal arts colleges; more important, they offer an intimacy in the intellectual experience that is difficult to replicate in large institutions.

Small public liberal arts colleges and universities typically emphasize civic engagement and service. They work to revitalize their curricula to better respond to growing societal needs, and they orient themselves to their communities, regions, and states.

There is no reason to think that a leading small public liberal arts university would not offer online degree programs. More fundamental than the mode of instruction is the approach to online instruction and characteristics of the students served. Key variables would be admissions selectivity, consistency with on-campus offerings, and learning outcomes. UIS' approach to and experience with online undergraduate degree completion programs is an extension of our commitment to serving non-traditional students and is consistent with what would be expected at leading small public liberal arts universities.

In aspiring to be one of the top five small public liberal arts universities, UIS refers to the nature of the institutions in the Council of Public Liberal Arts Colleges (COPLAC). COPLAC is an organization of leading small public liberal arts colleges and universities. COPLAC membership is limited to one institution per state. Presently, 21 institutions are COPLAC members, with no institution in Illinois represented. Of the 21 COPLAC institutions, six are classified as *comprehensive* universities.

Although COPLAC members emphasize liberal learning and superior liberal arts education, they also offer professional programs. All but one of these institutions offer professionally-oriented majors in fields such as education, business, legal studies, criminal justice, and computer science. Many offer graduate programs.

Not all small public liberal arts institutions are members of COPLAC. For example, *U.S. News and World Report* recognizes and ranks this category of institution and does not limit the listings to COPLAC members. The state of New Jersey has two notable small public liberal arts institutions – one is a COPLAC member; the second is rated as one of the top five small public liberal arts institutions by *U.S. News and World Report*, but is not a COPLAC member. Nonetheless, COPLAC does serve as a strong voice for the

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<sup>2</sup> Information in this section is found in the document *The Character and Content of Liberal Learning in the Public Liberal Arts College*, published by the Council of Public Liberal Arts Colleges (COPLAC). The document is located at < <http://www.coplac.org/pdfs/COPLAC.pdf> >

values of all small public liberal arts institutions and as an incubator for practices relevant to all institutions of this type.

Given these considerations, the idea that UIS could be recognized as one of the top small public liberal arts institutions in the country is a worthy goal that holds the promise of giving UIS a sense of direction, a sense of discovery, and a sense of destiny for the next decade.

### **Environmental Assessment**

Environmental forces impacting the University of Illinois overall include demographic, educational, economic/fiscal, economic development and research, and political factors and trends. Key findings can be summarized as follows:

- The growing demands for education, creation of new knowledge leading to technological innovation, and economic development through technological commercialization create high levels of opportunity for the university.
- The higher education marketplace is seeing abundant and aggressive competition (both nationally and internationally) for students, faculty, resources, and reputation from both traditional and non-traditional providers.
- There has been a sea change in the traditional model for financing public higher education in Illinois and across the nation that is unlikely to reverse itself anytime soon. The State of Illinois has held steady or cut funding to public higher education in the past four years, since FY02. The university must respond as if state support for higher education will not grow in the near future.

Specifically for UIS, the following environmental factors present both challenges and opportunities in the following categories:

### **Demographic factors and trends**

**Baby boomlet:** While Illinois will experience only slight population growth in coming years, a “baby boomlet” of high school graduates is now under way and will persist for the next few years. UIS – with relatively new facilities and room to expand, a new general education curriculum, and a young but highly credentialed faculty – is prepared to compete successfully for superior students who are looking for the environment provided by a small public liberal arts institution.

**Retirees:** As baby boomers reach retirement age and as people in general are living longer, the number of retirees is increasing. This national trend matches an interesting aspect of UIS history. Now 35 years old, UIS has more alumni, faculty, staff, and students who have reached retirement age and still have many years of vibrant productivity ahead of them. This offers many opportunities in the areas of alumni



relations, development, mentoring, and building a community that recognizes the wisdom and experience that retirees have to offer.

**Ethnic diversity:** Historically, UIS has had relatively low percentages of minority students, staff, and faculty. The changing Illinois population and opportunities for partnerships in central Illinois, especially Springfield but also the Metro East and Chicago areas, provide UIS with opportunities to diversify its community in every area.

**Latinos:** Illinois' population is becoming more diverse, and the Latino population will grow faster than any other segment in Illinois. While central Illinois historically has had a low percentage of Latinos, that trend has been changing in recent years. The new UIS general education curriculum emphasizes issues of diversity and globalization, which positions UIS to recruit, attract, and retain a growing number of Latino students, staff, and faculty.

**African Americans:** Even with the growing Latino population, African Americans are still the largest minority group in Illinois, especially in central Illinois, and that will continue to be the case. Nonetheless, the percentage of African American students, faculty, and staff at UIS remains well below Illinois and Springfield percentages. This presents a major challenge for UIS to recruit and retain more African American students, staff, and faculty.

**Faculty:** Although a significant proportion of University of Illinois tenured/tenure-track faculty is age 55 or over, that is not the case at UIS. By a coincidence of timing, the retirement of the first generation of Sangamon State University faculty is almost complete, and more than 20 percent of the faculty were in their first year at UIS in the fall of 2005. That is an astounding percentage that affords many opportunities for UIS. With new faculty also recently hired for the initiation of Capital Scholars and online programs, UIS actually has a majority of junior faculty. Retention, not retirement, is a concern for the UIS faculty base. It will become an increasing concern as the quality of instruction and scholarship grows at UIS and faculty will have the choice either to remain or seek opportunities elsewhere. It will be imperative for UIS to retain its new base of highly credentialed faculty.

**Rural counties:** UIS is located in Sangamon County, which is surrounded by rural counties that are declining in population. This provides opportunities for UIS to seek grant funding to increase opportunities for higher education for rural students, especially those living near the poverty line. It also provides opportunities to the aging population in rural Illinois for those who seek lifelong learning opportunities, cultural and intellectual stimulation, certificate programs, or continuing education programs.

**Alumni:** The University of Illinois has more than 500,000 living alumni – about 22,000 of whom are UIS alumni. Most people would agree that UIS has a long way to go to connect a significant percentage of those alumni to UIS in heartfelt ways. There is great potential for UIS if it can harness and direct that energy.

## **Higher education**

**College-age population:** The college-age population nationwide is growing. The Sloan I online baccalaureate programs at UIS (Liberal Studies, English, History, Math, Philosophy, Computer Science) draw 62% of their fall enrollment from outside Illinois. California, Arizona, Texas, and Florida account for a combined 24% of enrollments. The growth of the college-age population makes it likely that UIS will continue to be a leader in providing online education.

**Women:** A larger percentage of women are attending higher education institutions, and the gap between men and women is increasing. This fall, 59% of UIS students are women; UIS is in a good position to continue to capture its fair share of this important market.

**Proprietary institutions:** Competition from proprietary institutions and other non-traditional educational providers in the marketplace for students (both nationally and internationally) has greatly increased in recent years. Illinois community colleges have articulated with online programs from proprietary institutions, but have also been happy to promote UIS as an alternative. Competition will increase for UIS as we offer more professional programs online while the proprietary institutions expand their offerings in the liberal arts.

**Competition for faculty:** Growth in faculty compensation at private institutions has surpassed public universities, and the intense competition for faculty will continue. UIS will become more and more a part of this competition as it pursues its top-tier status. Among the benefits offered to UIS faculty are opportunities to build and improve many programs, to pursue their scholarship and service interests in a historically rich environment, and to teach in a small institution with a long history of public affairs, teaching, scholarship, and service.

**Service learning and civic engagement:** Nationally, the growth of programs such as Campus Compact and the American Democracy Project are signs that civic engagement, citizenship, and community service – sometimes wrapped up in various types of “service learning” packages – are re-emerging as critically important at colleges and universities. With its history of service to non-traditional students and its strong focus on public affairs, UIS is poised to build on its foundation and traditions of blending real-world opportunities for students with academic offerings.

**Lifelong learning:** Rapid technological innovation has led to a need for lifelong learning that will allow individuals to continuously adapt and update skills. Lifelong learning is one of UIS’ strengths and is one of the central themes of the new general education curriculum. The average age of a UIS student remains over 30 this fall. The average age of our online students is 35 this year at both the graduate and undergraduate levels. We are well positioned to meet the lifelong learning needs of the non-traditional student nationally with our online presence and with our considerable experience on campus in working with non-traditional students.

**Illinois exports college students:** Illinois is the second largest exporter of college students (New Jersey is first). Offering a high-quality small public alternative experience should keep more students in Illinois even as a neighboring school (ISU) had to put a cap on admissions due to the high number of applications.

### **Economic, budgetary, fiscal, and political issues**

**State of Illinois as the major funding source:** UIS at one time received almost 90% of its operating revenue from the state. That figure has dropped to about 40% and continues to decline. The state's fiscal difficulties are expected to continue, and the current state administration does not seem inclined to support higher education at increasing levels. UIS will have to look to other sources of revenue as it strives to become a premier university. The same state funding problems also make it unlikely that UIS will derive any major capital funding from the state – making it necessary to raise money from other sources for renovation, new buildings, and other needed projects. The University of Illinois overall has become more reliant on multiple revenue streams, and state policymakers interpret this characteristic as meaning the university can more easily absorb reductions or at least flat funding in the general appropriation. In spite of significant administrative cuts over the past four years (including a \$1.057 million midyear rescission in FY02), there is still strong political and editorial opinion that the University of Illinois has administrative bloat and can keep cutting administrative costs.

**Tuition:** While tuition seems to be the most likely place to generate additional revenue at UIS, there is growing public concern over affordability. Moreover, recent legislation (e.g., the four-year guaranteed tuition program that is referred to as “truth in tuition”) will challenge attempts by the public universities to raise tuition by percentages deemed politically unacceptable. UIS historically has been one of the most affordable public universities in Illinois.

**Lack of operating reserves:** Because of historically low tuition, accompanied by funding cuts in the past three years, UIS has not been able to develop operating reserves. The absence of reserves means that UIS has little budgetary flexibility and limited capacity to undertake new initiatives within our current limitation on resources. UIS has trimmed its administrative budget by 25% in recent years, and there is very little else to trim without a serious negative impact on services to students or the academic enterprise.

**Emergency preparedness and homeland security:** The new millennium sees a renewed federal, state, and local focus on building capacity to anticipate, prepare, and respond to emergencies of all types, including those related to natural disasters and homeland security. With a heritage of public affairs activities and strong graduate programs addressing the principles of preparedness and security, UIS is uniquely positioned to help train local and first responders and administrators to build solid programs in emergency preparedness and homeland security.

**P-16:** The “P-16” education continuum, which is important to the Illinois Board of Higher Education, has been truncated in the minds of many state policymakers and no longer includes higher education. There is, however, a significant focus on issues related to K-12 education and its financing. It appears that Illinois public higher education institutions have not sold their story as well as the K-12 community. Meanwhile, UIS strives to be a community leader in the region by working with Lincoln Land Community College and many public school districts on various initiatives.

**Illinois General Assembly:** The interests of UIS are effectively represented in the legislature by our current local legislators – Senator Larry Bomke and Representatives Raymond Poe and Rich Brauer. We appreciate the advocacy of Senator Deanna Demuzio and Springfield Mayor Tim Davlin as well. While the University of Illinois overall enjoys a broad base of support within the General Assembly, political support for higher education tends to be fragmented and regional.

**State capital location and Lincoln’s hometown:** Location is a major plus for UIS. Its presence in the state capital means strong networks of alumni in state government. Each year the many graduates of UIS degree programs throughout state agencies, the legislature, and the statehouse press corps are joined by nearly 150 interns from three major graduate internship programs: the Graduate Public Service Internships, the Illinois Legislative Staff Internship Program, and the Public Affairs Reporting Program. Additionally, many undergraduate students gain practical experience through their Applied Study Term. The UIS curriculum will continue to emphasize public affairs and civic engagement opportunities. Our location in the capital has afforded our faculty and students research and educational opportunities in the area of public policy. Leaders in state government and policy both teach and serve as resources for classes at UIS. The Center for State Policy and Leadership symbolizes UIS’ longstanding commitment to public affairs. Springfield is also the headquarters for many nonprofit organizations and trade associations, which provide numerous opportunities for internships, student engagement, and research. Finally, the proximity of the Abraham Lincoln Presidential Library and Museum and the many historical sites provides significant opportunities for scholarship, educational programs, and student engagement.

### **Economic development and research**

**Science:** The United States is in danger of losing its edge in science and engineering to other countries as fewer American students are training to become scientists and engineers and more international students are staying in their home countries for such education. Quietly, the number of majors in the natural and quantitative sciences at UIS has grown to 727 students this fall – 16% of the total head count. Our imminent expansion in the lower division will provide a larger faculty base in the sciences and greater opportunity for growth. These faculty have been successful in attracting external funding.

**Business:** There is a growing need in the marketplace for workforce training and assistance to small businesses. The College of Business and Management, with the

support of the Illinois Department of Commerce and Economic Opportunity, launched the Center for Entrepreneurship and recently has forged a strong alliance with Mayor Davlin, Senator Demuzio, and the Greater Springfield Chamber of Commerce. UIS and its College of Business and Management are now positioned to be growing forces in local economic development efforts.

### **Competitive/Benchmark analysis**

Two key components of UIS' strategy for achieving its vision are developing a clearer understanding of its position in comparison to its regional competitors and its national aspirational peers and then, based on that understanding, making strategic decisions (e.g., investment of resources, admissions criteria, hiring choices) to improve its position.

Competitive analysis is useful for highlighting market advantages that can be used to strengthen both student recruitment and fundraising.

Currently, UIS is in the beginning stages of the use of competitive positioning analyses for these purposes. However, even the initial effort at this type of analysis has proven to be most helpful.

This strategic plan highlights UIS' aspiration to be a leading small public liberal arts university, an institution with many of the strengths of small private liberal arts colleges, while resembling public universities in other ways.

Figures 1 through 6 in Appendix B illustrate these variables, which were selected from those used in the *U.S. News* rankings of colleges and universities. (See <http://www.usnews.com/usnews/edu/college/rankings/about/index.php> for a description of the *U.S. News* methodology.)

These charts compare data for UIC, UIUC, and regional public and private competitors of UIS:

- The six regional public universities are Eastern Illinois University (EIU), Illinois State University (ISU), Northern Illinois University (NIU), Southern Illinois University at Edwardsville (SIUE), Southern Illinois University at Carbondale (SIUC), and Western Illinois University (WIU).
- The six regional private institutions are Bradley, Illinois College, Illinois Wesleyan, Knox, McKendree, and Millikin

Figures 1 and 2 show the comparative position of UIS on two factors associated with learning environments: student-faculty ratio and proportion of large classes (classes with more than 50 students). Those variables are plotted against first-year retention rates. It is reasonable to assume that lower student-faculty ratios would be associated with higher first-year retention rates and that a lower proportion of large classes would be associated with higher first-year retention rates. The data bear out these hypotheses.<sup>3</sup>

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<sup>3</sup> UIUC is a notable exception to this general trend.

Moreover, private colleges promote themselves as having low student-faculty ratios and small class sizes, factors that, as noted above, tend to increase retention. The clustering of points on the scatterplots show that the private colleges do, indeed, have lower faculty-student ratios and fewer large classes, while at the same time have higher first-year retention rates.

What is particularly notable about these charts, however, is the way that UIS clusters with the private institutions. At UIS, the relationship between student-faculty ratio and first-year retention and between proportion of large classes and retention is much more similar to the regional private colleges than it is to the regional public universities.

Complementary analyses are shown in Figures 3 through 6. These charts show the relationship between tuition and four variables used in the *U.S. News* rankings: student-faculty ratio, first-year retention, proportion of large classes, and entering SAT/ACT scores. The charts show that UIS tends to “look like” the private universities in terms of the *U.S. News* variables, but clusters with the regional public universities in terms of tuition. These data clearly have marketing implications (e.g., “value for the dollar”), but also prompt consideration of how much could be achieved toward the goals of the strategic plan by a tuition strategy that moved UIS up in comparison to the other publics.

Implementing the strategic plan over the next several years will, in part, consist of continuing such analyses and using them to shape strategy and inform decision-making.

## **Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis**

This SWOT analysis builds on the Environmental Assessment above and on the strategic planning discussions led by President White for the University of Illinois earlier this year. The UIS Strategic Planning Committee discussed SWOT specifically at two of its meetings, one in March and one in October. It discussed strengths and weaknesses relative to our competition and in doing so, first identified who our competitors are. So this analysis begins with a list of competitors identified in the two meetings, in feedback from others at UIS, and in conversations among committee members. Like the president's list for the University of Illinois, some of the SWOTs here overlap and some are contradictory; yet they form the basis for a thoughtful discussion about the future of UIS. Selected competitive variables are compared in Appendix B and Appendix C

### ***Major competitors, on-campus programs:***

Illinois State University, Southern Illinois University – Carbondale, Western Illinois University, Southern Illinois University – Edwardsville, Eastern Illinois University, Illinois College, Northern Illinois University, Bradley, and McKendree

### ***Major competitors, online programs:***

University of Phoenix Online, University of Maryland University College, SUNY Learning Network, Arizona Universities Network, UMassOnline, Michigan State, Penn State World Campus, Stanford, University of Texas System, University of Wisconsin Extension

### ***UIS Strengths:***

- U of I name
- affordable
- location in state capital
- small size
- full-time faculty teach most classes, and there is a strong bond and a high level of interaction between faculty and students
- expertise in teaching non-traditional students
- comprehensiveness, quality, and growth of online education
- accessibility – day, night, online formats
- interdisciplinary and experiential education at both the undergraduate and graduate levels
- Capital Scholars Honors Program as a model of an integrated honors curriculum in a living-learning community
- Faculty service to the university and the larger community

### ***UIS Weaknesses:***

- underfunding in many departments and programs
- lack of financial support for faculty scholarship
- thin on cultural/racial/ethnic diversity
- declining enrollment from the mid- to late-1990s, followed by uneven patterns of growth

- understaffing at many levels
- inadequate resources for recruitment, retention, advising, and marketing – all the things needed to recruit and retain students
- lack of infrastructure – including physical, financial, and human resources; inadequate capital funds to support all that we want to do
- underdeveloped campus life and facilities
- not enough undergraduate degree programs

***UIS Opportunities:***

- continuing education for intellectual enrichment and for people of all ages
- online opportunities worldwide
- downtown presence – for classes and a residential center for graduate students/interns
- opportunity to build an undergraduate experience using the best practices from throughout the country
- tap into the health care industry, which is growing in Springfield with two major hospitals, a medical school, and only the second state-created Medical District in Illinois
- more conversations and partnerships with local employers – those in the private, nonprofit, and public sectors – so that our students are more appealing to them
- partner with the University of Illinois in “unlimited university” online initiative
- educational opportunities related to Lincoln and tourism
- international and off-campus study and exchange programs
- becoming a leader in interdisciplinary and integrated learning

***Threats to UIS:***

- reduced public funding of higher education in Illinois
- risk of losing prominent faculty and staff for genuinely better opportunities at other universities or locally
- growing competition from nearby public universities and small privates in central Illinois

**Strategic Issues Facing UIS**

A strategic issue is a fundamental policy question or critical challenge affecting an organization’s mandates, mission, values, stakeholders, resources, structure, processes, management, or product or service level and mix. Identifying strategic issues is one of the most important – and potentially one of the most difficult – steps in the planning process. President White had identified six strategic issues for the University of Illinois and indicated that the strategic issues facing UIC, UIS, and UIUC probably would not be significantly different from the six he identified, although the differences in the campuses would make them slightly different. UIS, at a different point in history from the other two campuses, faces additional strategic issues that are unique to its transformation. With that said, here are the strategic issues facing UIS:

1. How do we get the attention of our stakeholders to help secure the resources required for excellence?



2. How can we leverage our resources in pursuit of becoming one of the top small public liberal arts universities in the United States?
3. What is the desirable level of online enrollment for an institution that is seeking to develop its residential student population and build a vibrant community?
4. What do we have to do to build the brand, reputation, and stature of UIS?
5. Where is the market for our students and faculty? Who are our top competitors for those students and faculty?
6. How can UIS' organizational structure, culture, and operating style be changed to enhance its ability to identify and respond to strategic opportunities, partnerships, and threats in an innovative, timely, and effective manner while also maintaining its academic principles? How do we resolve governance issues so that administrators, faculty leaders, and staff strive collegially to implement the UIS vision?
7. How do we solidify our position in the University of Illinois system as a smaller but equal partner in implementing the goals and vision of the university?
8. In what ways should UIS target its resources and capabilities to meet critical needs in the Springfield area, in Illinois, in the nation, and in the world?
9. How do we balance the resource needs of professional programs, graduate programs, upper-level undergraduate courses in majors, and public affairs activities with the resource needs of lower-level undergraduate expansion?
10. How do we continue to serve non-traditional students while building a world-class liberal arts oriented undergraduate learning experience?

## **Six Strategic Goals for UIS**

This section provides details of the UIS strategic goals and thrusts. Once adopted, these thrusts and goals will not be “extra work.” *They will be the focus of our work, especially as we consider what changes to make in resource allocation.*

The first three goals are considered our primary goals. The final three – dealing with campus culture, enrollment and retention, and resources and infrastructure – will assist in the achievement of our vision and the implementation of our goals.

### **Goal #1: Academic Excellence**

UIS will achieve academic excellence through *excellence in teaching and learning* and *excellence in scholarship*.

#### **Strategic Thrust #1:** Excellence in Teaching and Learning

At UIS, teaching remains the central function and student learning is the overriding goal. This goal will be achieved through valuing and supporting innovation in teaching and promoting faculty contributions to the national dialogue on teaching and learning. UIS will create an environment that promotes engaged, active learning with the ultimate goal of preparing students to be leaders and thinkers in the world.

**Action Step #1:** Create an organizational structure and provide resources to advance teaching and learning:

- a) Establish a unit, perhaps a “Faculty Development Center” in order to create, organize, and sustain programs and initiatives related to teaching innovation and engaged learning. Included would be an exchange of best practices in teaching, scholarship, and service.
- b) Establish a Teaching Academy as a vehicle for faculty who are recognized by their peers as outstanding teachers to provide guidance to newer faculty.
- c) Establish a fund for teaching innovation that promotes active, engaged learning.
- d) Ensure that faculty development opportunities are made available to part-time faculty.
- e) Provide support to faculty for involving students in professional organizations.
- f) Use a portion of online course fees for curriculum development.
- g) Strengthen learning support services such as the Center for Teaching and Learning and the Office of Technology- Enhanced Learning (OTEL).
- h) Encourage and reward faculty who participate in interdisciplinary course development and team-teaching, and remove administrative and accounting barriers to interdisciplinarity.

**Action Step #2:** Create knowledge bases and communication mechanisms focusing on teaching and learning:

- a) Create a knowledge base/information repository for best practices related to teaching.
- b) Develop a structure for communication about effective teaching for all faculty parallel to what exists among online faculty.
- c) Across programs, establish a process for soliciting feedback from alumni about strengths and limitations of their programs' curriculum.
- d) Strengthen communication between general education, experiential learning units, and the majors for a seamless undergraduate experience.

**Action Step #3:** Organize forums devoted to improving teaching and learning:

- a) Organize brown bag presentations on teaching and learning.
- b) Organize symposia on teaching/learning issues involving invited speakers.
- c) Organize seminars on dealing with underprepared students.

**Action Step #4:** Improve the assessment of learning outcomes and of teaching; use aggregated information from course evaluations to inform faculty development programming:

- a) Establish and fund a program to support improvements in the assessment of learning outcomes and program review.
- b) Adopt a new course evaluation instrument.
- c) Implement a multidimensional approach to teaching evaluation.
- d) Use the data from the improved teaching evaluation approach as the basis for issues addressed in faculty development programs.

**Action Step #5:** Engage with faculty at other universities in the national dialogue about teaching and learning:

- a) Promote and support faculty involvement in organizations that focus on improvement of teaching.
- b) Promote dialogue about the scholarship of teaching.
- c) Encourage faculty who are teaching online courses to seek "Making the Virtual Classroom a Reality" (MVCR) certification from OTEL; provide appropriate recognition and rewards.

**Performance Indicators for strategic thrust #1:**

- National recognition for promotion of best practices in teaching
- Proportion of degree programs having active programs of assessment of learning outcomes
- Performance of UIS graduates on standardized outcome measures (e.g., pass rates for the Certified Public Accountant (CPA) and English as a Foreign Language tests)
- Number of faculty with MVCR certification
- Alumni satisfaction and achievement

**Strategic Thrust #2:** Excellence in Scholarship

UIS affirms its commitment to high standards of scholarly excellence based on varied forms of scholarship expressed in the Boyer model – an approach appropriate to a premier public liberal arts institution with strong professional programs that values teaching and engagement in the world.<sup>4</sup> Consistent with our history, UIS will continue to support scholarship aimed at shaping and improving public policies and practices. Believing that active scholarship is essential to excellent teaching, UIS is committed to developing a faculty of teacher-scholars, students who collaborate with faculty on research projects, and staff who are engaged in advancing the professional practice in their fields.

**Action Step #6:** Organize a variety of forums to support faculty scholarly skills and activities:

- a) Organize brown bag series to encourage research collaboration.
- b) Promote discussion of achieving balance among the components of the faculty role, i.e., teaching, scholarship, and service.
- c) Conduct a dialogue on the multiple forms of scholarship and creative activities and the assessment of scholarship in its various forms.
- d) Conduct workshops on providing advice on the process of publishing scholarly works.

**Action Step #7:** Create opportunities for collaborations in research and creative activities:

- a) Revive and update intersession concept as an opportunity for faculty collaboration as well as student learning.
- b) Develop a mechanism for matching student and faculty research interests.

**Action Step #8:** Establish more high-visibility collaborative projects, some of which will be “Stretch Ideas” for UIS. (More details about these projects are in Appendix D.)

- a) Emiquon Field Station and associated projects
- b) Center for Online Learning, Research and Service
- c) Center for Geographic Information Systems Applications
- d) Downstate Illinois Innocence Project
- e) Experiential and Service Learning Institute

**Action Step #9:** Foster the scholarly activities of students:

- a) Encourage and support student attendance at regional academic and professional conferences.
- b) Provide formal recognition and incentives for faculty who sponsor or supervise student scholarship.
- c) Find ways to support faculty/student interaction outside the classroom.
- d) Recognize faculty’s student project supervision efforts.

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<sup>4</sup> Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: Carnegie Institute for the Advancement of Teaching, 1990).

- e) Further develop student research symposia, building on the success of the UIS Science Symposium.

**Action Step #10:** Identify research/scholarship space needs and include those needs in space planning.

**Action Step #11:** Regularly distribute information to students and faculty about institutional support for scholarship.

**Action Step #12:** Increase funding, non-instructional assignment availability, and joint appointments for pursuit of faculty scholarly and creative activities.

**Action Step #13:** Increase funding for staff professional development and scholarly activities.

**Action Step #14:** Invest in Brookens Library and Educational Technology.

**Action Step #15:** Create and maintain standards for scholarly excellence in each college/program.

**Action Step #16:** Develop faculty skills for securing grants through mentoring and workshops.

**Performance Indicators for strategic thrust #2:**

- Annual number of scholarly publications, presentations, juried exhibitions, and performances
- Annual number of grant applications, grant awards, and dollar value of grants and contracts
- Annual number of student presentations at campus, regional, and national scholarly and professional conferences
- Number and proportion of faculty who are fellows of their professional societies or hold comparable formal peer recognition
- Citations of UIS faculty scholarship
- Quality of scholarship, with benchmarks varying by disciplines, journals, conferences, etc. These must be defined further at the college level.
- Number of students inducted into academic or professional honor societies

## **Goal #2: Enriching Individual Lives**

The University of Illinois at Springfield's community is characterized by students, faculty, staff, alumni, and outside partners and constituents as providing an atmosphere that is vibrant and actively engaged with comprehensive and integrated initiatives that contribute to the intellectual, cultural, social, and personal enrichment of all its participants.

### **Strategic Thrust #1: Providing an Intellectually Rich Campus Environment**

Students, faculty, staff, alumni, and outside partners and constituents will be stimulated and engaged intellectually through their interactions with UIS and each other.

**Action Step #1:** Develop an incentive mechanism that rewards units that collaborate across disciplines when designing and implementing intellectual learning opportunities and/or events. Develop forums for the sharing of research and scholarship across programs and colleges.

**Action Step #2:** Provide incentives for students to participate in programs and events that support the learning objectives of their particular course.

**Action Step #3:** Each academic year, the Chancellor, in collaboration with the UIS community, will initiate an *Annual Campus Dialogue*. That theme can be used by faculty, staff, and program planners for curriculum or program/event planning. This would also include opportunities for community participation.

**Action Step #4:** Utilize the web-based electronic calendar by way of a user-friendly portal that would allow easy data entry of sponsored programs and events.

**Action Step #5:** Provide financial and administrative support to faculty and staff to engage and invite speakers, guests, and lecturers to campus to address diverse ideas and perspectives.

**Action Step #6:** Encourage students, faculty, and staff to contribute through greater community involvement, service learning, and civic engagement activities.

**Action Step #7:** Examine the steps necessary to develop a co-curricular component to students' academic transcripts.

### **Performance Indicators for strategic thrust #1:**

- Annual Campus Dialogue up and running
- Administrative support in place for faculty to give class credit for certain kinds of student participation

**Strategic Thrust #2:** Providing a Culturally Rich Campus Environment

UIS will create a comprehensive plan for the arts.

**Action Step #8:** Identify and acquire equipment, add storage space, and provide or build additional rooms for performance and practice (rehearsal) venues for the performing arts.

**Action Step #9:** Provide adequate museum/exhibit space as part of the Brookens Library renovation for traveling and professional exhibits.

**Action Step #10:** Strengthen the curriculum and co-curriculum in the visual and performing arts and provide scholarships to attract students to these programs.

**Action Step #11:** Assign the dean of the College of Liberal Arts and Sciences and the provost to further develop a master plan for the arts that would be implemented in the next five years.

**Action Step #12:** Create cultural programming that is aligned with community interests.

**Performance Indicator for strategic thrust #2:**

- Master plan for the arts created and implemented

**Strategic Thrust #3:** Providing a Culturally Diverse Campus Environment

Students, faculty, staff, outside partners, and other constituents will be exposed to a university community that is infused with an appreciation of diverse cultural perspectives. The UIS environment will be characterized as an inclusive and safe place for different perspectives to be explored.

**Action Step #13:** Utilize a standardized *multicultural sensitivity* survey to determine baseline data regarding the current cultural climate of UIS.

**Action Step #14:** Utilize the findings from the sensitivity survey to enhance the cultural climate at UIS; re-examine the climate periodically. Emphasize tolerance and respect for a diversity of opinions.

**Action Step #15:** Develop an institutional definition of diversity; more important, establish benchmarks that are appropriate for the institution. Determine how the institution will know when the benchmarks regarding diversity have been attained.

**Action Step #16:** Study the possibility of making the Access and Equal Opportunity Officer position full time instead of part time.

**Action Step #17:** Recognizing that intercultural awareness is an important institutional value, we will strengthen relevant programs and enhance diversity in the curriculum by increasing the number of courses that deal in whole or in part with multicultural issues and perspectives, including ethnicity, gender, and sexual orientation.

**Action Step #18:** Provide faculty development funds to encourage the inclusion of multicultural perspectives throughout the curriculum, both specialized and mainstreamed.

**Performance Indicators for strategic thrust #3:**

- Multicultural sensitivity survey conducted.
- UIS definition of diversity established and disseminated.
- Program in place to establish benchmarks on diversity of the UIS community and to monitor progress in achieving acceptable levels.
- Ongoing curriculum review and curricular adjustments reflecting the UIS commitment to inclusiveness and diverse cultural perspectives.
- Increased co-curricular and extracurricular activities reflecting the UIS commitment to inclusiveness and diverse cultural perspectives.

**Strategic Thrust #4:** Providing Social/Personal Enrichment

Students, faculty, staff, alumni, and outside partners and constituents will have opportunities to enhance their personal growth, social capital, support network, networking opportunities, and extracurricular programming. UIS strives to promote an enjoyable and supportive learning environment that produces engaged and informed citizens. Students, faculty, staff, alumni, and outside partners and constituents will characterize UIS as a catalyst in their personal enrichment.

**Action Step #19:** Enhance and expand service learning opportunities within the classroom, which will serve to bridge students and faculty to the greater Springfield area, and expand community involvement/civic engagement activities for faculty, staff, and students.

**Action Step #20:** Develop greater partnership relationships with the Office of Student Volunteers and Service-Learning (OSVSL) as a way to link faculty and students with not-for-profit and private-sector organizations in the Springfield community.

**Action Step #21:** Expand the UIS Study Abroad Program, which will allow students, faculty, staff, and outside partners to engage in global development with our sister cities and colleges.

**Action Step #22:** Expand the Career Development Center's *Employer Relationship Program*, which actively develops relationships with current and



potential new employers of UIS students while supporting the environment (virtual or face-to-face) that brings students and employers together.

**Action Step #23:** Design and develop a space for the Faculty Development Center that would provide faculty a specific location to gather and exchange best practices in teaching, scholarship, and service.

**Action Step #24:** Evaluate the effectiveness of New Faculty orientation and how it currently meets the needs of UIS's new faculty. Utilize the feedback from new and established faculty to design the faculty orientation program.

**Action Step #25:** Foster greater interaction between faculty, staff, students, and alumni, such as learning communities that are developed and sponsored by individual colleges or specific degree programs.

**Action Step #26:** Design a First-Year program that will support the transitional needs of the expanded first-year student population, transfer students, and new graduate students. This would include but not be limited to the redesign of Preview Days, New Student Orientation, Bridge (transitional) Programs, and Academic Support Services.

**Action Step #27:** Research best practices utilized by other institutions that are recognized by their peers as models for engaging their alumni and the outside community in the development and advancement of university initiatives.

**Performance Indicators for strategic thrust #4:**

- More partnerships with external community involving service learning and volunteer opportunities
- Faculty Development Center up and running
- First-Year program in place to help with transition of freshmen and new transfer and graduate students
- Three to five "best practices" from other universities implemented at UIS

**Strategic Thrust #5:** Enhance Intercollegiate Athletics

UIS Athletics initiatives include the addition of new sports that will enhance revenue, visibility, and community support. UIS Athletics will build upon our current emphasis on academic success and comprehensive student development.

**Action Step #28:** Create a development plan to secure an adequate number of athletic scholarships.

**Action Step #29:** Explore methods to improve academic advising for athletes.

**Action Step #30:** Explore the costs and benefits of expanding intercollegiate athletics, including, but not limited to, a shift from the National Association of

Intercollegiate Athletics (NAIA) to the National Collegiate Athletic Association (NCAA).

**Action Step #31:** Promote the role of athletics in enhancing student life.

**Action Step #32:** Explore the possibility of joining the Drake Group, which deals with the relationship between athletics and academics.<sup>5</sup>

**Performance Indicators for strategic thrust #5:**

- More scholarships for athletes
- Creation of an academic advising unit for student-athletes
- Increased public visibility for programs and greater attendance at athletic events

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<sup>5</sup> The Drake Group seeks to create an atmosphere that encourages personal and intellectual growth for all students. See <http://www.thedrakegroup.org/>

### **Goal #3: Making a Difference in the World - Local, State, National, and Global**

With its location in the state capital, UIS has always had a special emphasis on public affairs, citizen engagement, and effecting societal change. Our third goal echoes and updates those traditions. Making a Difference in the World is conceptualized as a series of activities related to reflection, dialogue, and action on public policy and civic culture, resulting in engagement with the world outside of the university. The focus includes local, state, national, and global concerns. All undergraduates will participate in engagement or applied study activities, and graduate students will continue to have numerous opportunities for hands-on learning and research. The campus will continue to build on its solid record of accomplishment in public affairs, applied research, and training activities – paying special attention to public policy and the civic culture.

Faculty, staff, students, and alumni from every part of UIS engage in activities that make a difference in the world. Each individual and discipline provides a unique contribution: education, business, professional programs, natural sciences, social sciences, and humanities. In other words, Making a Difference in the World is a shared responsibility.

Whereas the goal of Enriching Individual Lives focuses on the way a UIS education will lead to the growth of the individual, the goal of Making a Difference in the World points to the way that UIS looks outward toward the betterment of society. The challenge is to build on our traditions of engagement in ways that resonate with and reinforce what we are becoming while retaining the strengths and the values that have served the university so well.

The adoption of the Engaged Citizenship Common Experience (ECCE) component of our new general education curriculum addresses part of this challenge through coursework in categories such as Comparative Societies, Global Awareness, and U.S. Communities, as well as experiential learning in the Engagement Experience. One of the signature qualities of UIS graduates will be an ability to engage a world in which the distance between local and global communities grows continuously smaller.

UIS will meet the second part of the challenge of engagement by continuing and expanding our commitment to making a difference in the world through a broad range of activities that result in reflection, dialogue, and action on public policy and civic culture.

**Public Policy** - How a society responds to issues such as access to higher education, content of the high school curriculum, gender or racial tolerance, care of the elderly, environmental responsibility, political corruption, or transparency and access to the financial transactions of corporations is shaped by the formulation of public policies and the implementation of those policies.

**Civic Culture** - The responses of society to issues such as these also shape civic culture in terms of the attitudes, opinions, and beliefs of citizens about issues and the impact of social institutions on the behavior of individuals. Civic culture exists at the intersection of the social, economic, governmental, religious, and private spheres of society.

**Strategic Thrust #1: Reflection**

Making a Difference in the World will be achieved through REFLECTION on public policy, civic culture, and engagement. Reflection is a learning process of fostering awareness and understanding of issues, mastering skills, and acquiring the experiences that facilitate effective engagement. We will foster the awareness and understanding necessary for action on public policy and civic culture. Students and faculty will be the ones primarily involved in the development of and participation in reflection activities.

**Action Step #1:** Implement the ECCE portion of undergraduate general education curriculum.

**Action Step #2:** Develop new courses that have public policy, civic culture, and engagement themes.

**Action Step #3:** Increase support for sabbaticals and faculty research, joint appointments, and non-instructional assignments.

**Performance Indicators for strategic thrust #1:**

- Number of courses taught
- Number of experiential learning placements – graduate and undergraduate
- Number of scholarly publications
- Number of non-instructional assignments, research appointments, and sabbaticals
- Number of faculty and student exchanges
- Number and amount of grants
- Entrance and exit assessment results
- Number of faculty who participate in teaching the UIS general education curriculum

**Strategic Thrust #2: Dialogue**

Making a Difference in the World will be achieved through DIALOGUE on public policy, civic culture, and engagement. This is a process of intellectual and experiential engagement that exposes participants to a wide range of information, opinions, values, experiences, and perspectives that will broaden and enrich engagement. Discussion, interaction, and experience will help develop the understanding and knowledge necessary to promote informed action on public policy and civic culture. Students, faculty, the UIS community, alumni, and outside constituents will have the opportunity to develop and participate in these activities.

**Action Step #4:** Develop public affairs events and forums, speakers' series, and academic and policy conferences.

**Action Step #5:** Promote and facilitate faculty presentations and service activities to community, business, professional, and advocacy groups.

**Action Step #6:** Increase support for faculty to participate in conferences and workshops, including travel money.

**Action Step #7:** Contribute to and develop community organizations that focus on engagement issues, such as the World Affairs Council of Central Illinois.

**Performance Indicators for strategic thrust #2:**

- Number of events, forums, and lectures
- Student and participant evaluations of events, forums, and lectures
- Number of conferences held on campus
- Number of campus research/scholarship forums
- Number of faculty presentations, scholarly and applied
- Number of participants at events, forums, lectures, conferences, and faculty presentations
- Level of support for faculty travel
- Number of partnerships with external groups
- Number of service activities led by faculty
- Level of alumni involvement

**Strategic Thrust #3: Action**

Making a Difference in the World will be achieved through ACTION on public policy and civic culture that results in engagement in the world outside the university. The UIS community will have the opportunity to transform civic culture and public affairs as a result of these activities and programs.

**Action Step #8:** Increase public recognition of UIS activities and accomplishments.

**Action Step #9:** Develop leadership skills in students by expanding the number of student organizations and increasing participation in student government.

**Action Step #10:** Create an Advocacy Academy in the Center for State Policy and Leadership to provide training and develop leadership skills in individuals and not-for-profit organizations.

**Action Step #11:** Increase support for applied research and program evaluation.

**Action Step #12:** Encourage faculty to become involved in policy development and to improve policy processes through the application of professional expertise and research findings and participation in private associations, nonprofit groups, and public organizations.

**Action Step #13:** Reaffirm the importance of faculty service; honor service in the personnel process – both professional service and engagement.

**Action Step #14:** Take the university to the community through outreach to civic organizations, businesses, governments, and schools.

**Action Step #15:** Create an Illinois Democracy Project in the Center for State Policy and Leadership with the following goals: restoring the legitimacy of democratic institutions in Illinois; improving access to elections and to the legislative, executive, and judicial branches; and improving the quality of Illinois' electoral, legislative, executive, and judicial processes.

**Action Step #16:** Increase UIS support of the Center for Entrepreneurship in the College of Business and Management.

**Performance Indicators for strategic thrust #3:**

- Number of experiential learning placements
- Number of student organizations and number of participants
- Creation of Advocacy Academy
- Number of scholarly and applied publications
- Amount of policy development activity by faculty
- Amount of service by faculty members
- Number of community outreach activities
- Number of advocacy workshops and training programs
- Creation of Illinois Democracy Project

**Performance Indicators for all three strategic thrusts:**

- Participation by all undergraduate students in engagement activities as part of their undergraduate experience. These activities will be supported by a broad cross section of the faculty from academic programs, the General Education Council, and units such as the AST office, Student Affairs units, and the public affairs activities of units of the Center for State Policy and Leadership.
- Opportunities for graduate students, faculty members, programs, colleges, campus units, alumni, the UIS community, and citizens to develop, deliver, and participate in engagement activities.

## **Goal #4: Strengthen Campus Culture**

UIS will be known for its high level of responsiveness to students and as an institution where respect and civility prevail in all interactions.

### **Strategic Thrust #1: Create Identity**

Create an identity that is clear to all UIS faculty, staff, students, alumni, and to the external community. UIS will have comprehensive, ongoing orientation and internal communication procedures in place to keep everyone informed and involved in implementing the UIS brand and vision.

**Action Step #1:** UIS will complete its branding process and include its message continuously in the orientation and communications plans.

**Action Step #2:** A mandatory orientation program will be approved for all new UIS staff. The program will include information about the heritage, values, mission, vision, and strategic plan of UIS. It will also describe and promote the distinct contribution of UIS in the University of Illinois system. All new UIS staff will receive this orientation within their first month of employment.

**Action Step #3:** All current UIS staff will participate in unit-level orientation to the UIS Strategic Plan within three months of its approval. Then, there will be periodic and ongoing review of the strategic plan at the same unit level. The initial orientation will include information about the heritage, values, mission, vision, and strategic plan of UIS. It will also describe and promote the distinct contribution of UIS in the University of Illinois system. Vice chancellors will be responsible for implementation. All UIS staff and faculty have tasks and responsibilities connected to the UIS vision.

**Action Step #4:** UIS will create an internal communications plan and will notify the UIS community and alumni about this plan. The internal plan will include ways that all UIS staff and faculty can stay informed about what is happening at UIS (policies, activities, events, etc.). A major purpose of this plan should be to promote the identity and vision statement of UIS.

**Action Step #5:** Expand the Office of Web Services to align its staff and technical resources with the growing need of faculty, staff, and students to use web sites as a major source of information and communication.

**Action Step #6:** Create and sustain both short- and long-term marketing programs that promote a coherent identity for UIS.

### **Performance Indicators for strategic thrust #1:**

- Brand identified
- Orientation programs in place for current and new staff

- Internal communications plan implemented and well-known to all staff and faculty
- Marketing program in alignment with curricular, co-curricular, brand, recruitment, and development efforts

### **Strategic Thrust #2:** Responsiveness

UIS must be a place where there is an expectation of extraordinary customer service for students, faculty, staff, alumni, and visitors.

**Action Step #7:** UIS will launch a campuswide Customer Service Program. Special emphasis will be placed on the business services that benefit students, staff, faculty, and visitors.

**Action Step #8:** The commitment to good service will include specific ways to obtain continuous feedback – sometimes “instant feedback” – from staff, students, and visitors in response to programs, events, training, or service. Methods of feedback might include surveys, online surveys, and customer and staff satisfaction surveys.

**Action Step #9:** Create a one-stop shop for students to receive as many services as possible (see Goal #5).

#### **Performance Indicators for strategic thrust #2:**

- Implementation of a customer service campaign
- Processes in place for obtaining continuous feedback

### **Strategic Thrust #3:** Build Community

UIS will pay special attention to building a community where all students, staff, faculty, alumni, and visitors feel welcome and treat each other with civility and respect; understand the traditions, values, and vision of UIS; and work together to implement the strategic plan and achieve the university’s goals.

**Action Step #10:** Develop a list and description of “UIS Traditions.” Dissemination of this list will occur during the orientation process for all students, staff, and faculty. The objective is to make sure that all understand the history and traditions of UIS.

**Action Step #11:** Relationships with alumni will be strengthened by increased communication with them, by their involvement in more planning and activities and events, and by additional networking with the Alumni Association.

**Action Step #12:** UIS will create a Campus Welcome Committee process. Membership will consist of staff from all divisions and will change regularly. A welcome committee will meet at least once a month with all employees brought



on board during the previous month. The purpose of the meetings will be to help provide all employees with an orientation to what is happening on every part of the campus.

**Action Step #13:** Re-establish community-oriented Continuing Education opportunities with a variety of short courses responding to community needs and interests, especially for nonprofit organizations and for lifelong and non-degree-seeking learners.

**Action Step #14:** UIS will launch a “Civility Campaign” that will include the preparation of a new document, “The UIS Commitment to Service and Respect.” All current UIS faculty, staff, and students will receive the statement.

**Performance Indicators for strategic thrust #3:**

- List of UIS traditions developed formally
- Campus Welcome Committee established to meet monthly with all new UIS staff
- Re-establish Continuing Education program
- Implement Civility Campaign

**Strategic Thrust #4:** Enhance the Physical Environment

To help create the kind of culture that we desire and to build community, UIS will take the necessary steps to alter its physical environment.

**Action Step #15:** UIS will designate responsibility for all campus signage.

**Action Step #16:** Develop a plan and process for continuously reviewing and improving all signage to make it more user friendly.

**Action Step #17:** Create a plan for more inside and outside gathering spaces, including such “third spaces” as coffee shops, lounges, and the bike paths and walkways that direct people to such places.

**Action Step #18:** Design and build “stow and go” spaces for commuter students who take coursework throughout the day and evening.

**Action Step #19:** Create a long-range plan for statues, monuments, and a sculpture garden. Involve members of the community and potential donors in the process.

**Action Step #20:** Promote and publicize the need for development of a Campus Town, possibly including a residential retirement center.

**Performance Indicators for strategic thrust #4:**

- Implementation of process to improve all signage and keep it up to date

- Long-range plans created for gathering spaces, walkways, monuments, statues, and a sculpture garden
- Promotion and public discussion of a Campus Town and possibly a residential retirement center

**Strategic Thrust #5:** Promote Environmental Sustainability

UIS will be a role model in promoting campus environmental sustainability. UIS recognizes that we are part of a global community with limited resources and that our choices can positively affect that community and campus life.

**Action Step #21:** Expand, implement, and maintain an effective recycling program on all campus facilities.

**Action Step #22:** Design new university buildings complying with Leadership in Energy and Environmental Design (LEED) standards and consider LEED standards in remodeling of existing buildings.

**Action Step #23:** Raise campus awareness regarding our impact on the environment by developing environmental education programs and participating in public dialogue on environmental issues within and beyond the campus community.

**Action Step #24:** Consider landscaping, energy use, building maintenance, purchasing, food service, and transportation as specific areas in which environmentally friendly practices are possible and desirable; implement such practices to the extent possible.

**Performance Indicators for strategic thrust #5:**

- Level of participation in Recycling Program
- Achievement of LEEDS standards in new construction and renovations
- Level of participation in public dialogue on environmental issues
- Focus on environmental preservation and sustainability in campus planning

### **Goal #5: Enrollment and Retention**

By improving access and opportunity, the University of Illinois at Springfield seeks to enroll, retain, and graduate a larger and more diverse student body engaged in classroom and technology-enhanced education in a thriving learning community and university that meet students' educational goals.

#### **Strategic Thrust #1: Improve Access and Opportunity for Traditional and Non-traditional Students**

Recognizing the shifting demographics and economics of our state's citizenry, UIS will be recognized as a leader in providing access and opportunity for traditional and non-traditional learners. The Office of Enrollment Management will discuss plans with the Academic Cabinet to ensure that goals are communicated effectively.

Assure that no Illinois resident is denied a UIS education based solely on need constraints.

**Action Step #1:** Ensure that merit- and need-based financial aid are competitive with levels of other public institutions in Illinois.

**Action Step #2:** Develop and implement a plan for increasing need- and merit-based funding to increase access and ensure a UIS education remains affordable for all students.

**Action Step #3:** Increase private sources of funds to provide additional sources of funding for students.

**Action Step #4:** Develop curricular offerings in new general education program for delivery in fall 2006.

**Action Step #5:** Obtain Illinois Articulation Initiative (IAI) approval for general education coursework during 2005-2006 academic year.

**Action Step #6:** Align targeted marketing efforts with enrollment trends of online degree programs to ensure enrollment capacity is achieved.

**Action Step #7:** Explore venues for supporting continuing education opportunities for lifelong and non-degree-seeking learners.

**Action Step #8:** Create a mechanism for consultation between the Office of Admissions and Records and faculty about recruitment, admissions process, and retention.

**Performance Indicators for strategic thrust #1:**

- Comprehensive general education curriculum for freshmen and transfer undergraduate students developed by fall 2006
- Plan in place for assuring that no Illinois resident is denied an education based solely on need
- Enrollment of more students from outside the central Illinois region, especially in online degree programs
- Continuing Education program re-established

**Strategic Thrust #2: Enroll a Larger and More Diverse Student Body**

UIS is committed to enhancing the educational experiences of students by enrolling a larger and more diverse student body. Through opportunities to interact and learn collaboratively with people from a wide variety of backgrounds, our graduates will be recognized as being among the best prepared to work and live in our global society.

**Action Step #9:** Develop and offer a bridge program for students who have pattern deficiencies or would benefit from additional educational preparation.

**Action Step #10:** Expand residential housing options by opening another residence hall.

**Action Step #11:** Coordinate the scheduling of the general education curriculum to assure an adequate number of course sections at times and in multiple delivery formats that do not create conflicts for students seeking to enroll on a full-time or part-time basis.

**Action Step #12:** Ensure that the fullest array of dual enrollment, Advanced Placement, and College-Level Examination Program (CLEP) options are available for students matriculating to UIS.

**Action Step #13:** Complete the planned development of new online degree programs to broaden access to a UIS degree.

**Action Step #14:** Strengthen institutional partnership agreements to encourage transfer to degree programs offered online and at UIS.

**Action Step #15:** Annually align recruitment plans for both traditional and non-traditional transfer students with target markets indicating strong yield. Share the recruitment goals with the UIS community to help make the entire university community aware of the importance of recruitment.

**Action Step #16:** Implement an Office of Graduate Studies to strengthen recruitment and coordinate admissions processes for graduate programs following admission to the university.

**Action Step #17:** Involve faculty and staff in graduate recruitment by linking recruiting activities with their involvement in professional associations and other venues.

**Action Step #18:** Annually align recruitment plans with state demographics to increase the diversity of the student body to mirror ethnic, racial, economic, geographic, physical abilities, and family educational backgrounds.

**Action Step #19:** Strengthen the partnership between UIS and College Summit by increasing the number of downstate high school students who participate.

**Action Step #20:** Expand participation in Project Midstate Student Support for Teaching (MSST), PAP (President's Award Program), UIS Leadership in Public Service Program (LPSP), and Whitney M. Young Fellowship Program to support and encourage a diverse student body.

**Action Step #21:** Develop and implement action plans to address the gaps identified in the assessments of the multicultural climate.

**Action Step #22:** Improve the transition between the bachelor's and master's degrees and investigate increasing the number of five-year BA-MA or BS-MS programs to retain students for two degrees.

**Action Step #23:** Create additional undergraduate majors to attract and retain a broader student body.

**Action Step #24:** Design a more aggressive marketing campaign that reallocates resources to increase competition in the city and the region.

**Performance Indicators for strategic thrust #2:**

- Freshmen enrollments grow to 280 students by the fall of 2006.
- On-campus enrollment grows to 6,000 students by fall 2012.
- Plan in place for assuring courses will be offered for the new general education curriculum by the fall of 2006.
- Enrollment of more students from outside the central Illinois region enroll, especially in online degree programs.
- Increase in transfer student enrollments.
- Increase in graduate student enrollments.
- Increase in the percentage of minorities who make up the student body.

**Strategic Thrust #3:** Retain and Graduate a Larger and More Diverse Student Body.

Recognizing the opportunity to enhance retention and completion rates for students in higher education, UIS seeks to develop additional programs and services designed to encourage degree completion.

**Action Step #25:** Develop and offer a course or courses designed to assist students in effectively making the transition to college.

**Action Step #26:** Utilize a one-stop enrollment services model that includes the entire array of student enrollment services (admissions, advising, registration, financial assistance, student accounts, and withdrawal/graduation) to reduce attrition that may result from financial or other addressable factors.

**Action Step #27:** Encourage colleges and academic programs to create learning communities.

**Action Step #28:** Monitor retention rates and provide periodic feedback to colleges and programs.

**Action Step #29:** Develop plans in each college or program to recruit back students who have stopped out.

**Action Step #30:** Refine and offer orientation programs to freshmen, transfer students, and graduate students that effectively prepare them for transitioning to or repositioning at UIS.

**Action Step #31:** Assess student satisfaction on a periodic basis using the Student Satisfaction Inventory (SSI) and the National Survey of Student Engagement (NSSE).

**Action Step #32:** Develop and implement action plans to address the gaps identified through the SSI and NSSE.

**Performance Indicators for strategic thrust #3:**

- A first-to-second-year retention rate for freshmen and a first-to-second year retention rate for transfer students above national averages at institutions with similar admissions selectivity.
- One-stop enrollment model in place.
- Completion rates for all student populations at levels above the national average (e.g., undergraduate rate was 66.7% in 2004).
- Student satisfaction with academic, student, and business services; student engagement at levels greater than national norms and peer institutions.

**Strategic Thrust #4:** Provide Classroom and Technology-enhanced Education that Meets Students' Educational Goals

UIS seeks to continue its reputation as a national leader in technology-enhanced and delivered education that extends beyond the university's classrooms to students seeking coursework, certificate programs, or degrees aligned with their educational goals.

**Action Step #33:** Develop an early warning system to identify students at risk of dropping an online course.

**Action Step #34:** Ensure students in online and on-campus courses have comparable access to educational and student support services.

**Action Step #35:** Strengthen faculty and staff development opportunities, both on and off campus, that address best practices in educational pedagogies and technology-enhanced learning.

**Action Step #36:** Monitor and identify changing needs of students as well as the State of Illinois for an educated citizenry.

**Action Step #37:** Develop and revise curricular offerings (degrees, certificates) that are aligned with these changing needs.

**Performance Indicators for strategic thrust #4:**

- Intra-term retention rates in online courses.
- National reputation as a university whose curricular offerings are aligned with the changing educational goals and opportunities for college graduates.
- Plan in place to monitor and identify changing needs of students and citizens; action taken to develop and revise curricular offerings as needed.

**Strategic Thrust #5:** Sustain a Thriving Learning Community and University.

UIS seeks to create a thriving learning community that transcends geographical space and integrates the university into the community and the community into the university.

**Action Step #38:** Design and build more “third-spaces” (coffee shops, lounges, gathering spaces) for students, staff, and faculty to informally congregate.

**Action Step #39:** Continue to seek support for development of a student union.

**Action Step #40:** Consider hybrid delivery models to integrate populations and allow for greater interaction of student populations.

**Action Step #41:** Renovate Brookens Library to be an exceptional “third space” for students, faculty, and staff.

**Performance Indicators for strategic thrust #5:**

- University’s residential community grows to 2,000 students by fall 2012.
- National recognition as a leader in integrating on-campus and online learning communities.
- Regional prominence as a university that effectively integrates the university into the community and the community into the university.

## **“Stretch Ideas” for the University of Illinois at Springfield**

This is no ordinary strategic plan. By design, we are highlighting here what we call “Stretch Ideas.” These are projects and concepts that will stretch us far beyond where we are now and will help us pursue our vision.

### **1. Statement of Strategic Intent**

UIS will be one of the top five small public liberal arts universities in the United States. UIS will take the steps necessary to get onto the “top-schools” lists.

### **2. Center for Online Learning, Research and Service**

The UIS Center for Online Learning, Research and Service will become the UIS hub for the study and application of online learning pedagogy, technology, and best practices. It will provide support for original scholarly research in this field and the dissemination of results. It will build synergies between discovery research and the enhancement of current online education practices. The center will inform, empower, assist, and support the faculty of UIS in the delivery of courses, degrees, and certificate programs through the Internet. For graduate students, it will be educationally rigorous but appealing to their scheduling needs. It will reach around the globe to build new online collaborations among educational institutions, government agencies, and businesses.

### **3. College Preparedness: Transition Partnership Program**

UIS will be recognized as an innovative leader in creating a transitional partnership program that prepares students to be college ready and in good academic standing as they make the transition from high school to college and from community colleges to four-year institutions. The program will offer assistance with the college admissions process, financial planning, placement testing, and academic readiness through developmental or enhanced coursework offered through partnerships with Lincoln Land Community College, College Summit, The College Board, Illinois CAS (Course Applicability System), Illinois Mentor, and the Institute Career Assistance Network (ICAN).

### **4. Center for First-Year Programs**

UIS will become recognized as having a nationally certified program of excellence in the area of first-year support services. Under the direction of the Division of Student Affairs, this center of excellence will be modeled on student-centered practices that are comprehensive, holistic, and retention-focused. Designed to enhance the educational experience and personal development of our first-time, first-year students and transfers, this center will provide summer bridge programs, non-academic first-year seminar courses, integrated community-learning initiatives, and transitional support to guide students in their social adjustment from high school to college or from first semester to second.

### **5. Annual Campus Dialogue**

A topic will be selected each year for campuswide study and dialogue. Formats and forums will vary in order to spark interest and encourage broad participation of people on campus as well as people in the community.



**6. Emiquon Field Station**

UIS will significantly expand its support of a field station at the Nature Conservancy's Emiquon Preserve, near Havana, Illinois. Emiquon is one of the largest floodplain restoration projects in the world. The field station will provide a focus for faculty and undergraduate and graduate students to engage in hands-on research from disciplines such as biology, environmental studies, anthropology, history, and public administration and to collaborate on projects related to the Illinois River floodplain restoration.

**7. Experiential and Service Learning Institute**

While many institutions have in recent years come to develop programs of experiential and service learning, UIS has a 35-year history of incorporating experiential learning into undergraduate and graduate education. We will build on our success with the Applied Study Term for undergraduate students, the Graduate Public Service Internship, the Public Affairs Reporting Program, and the Legislative Staff Intern Program. We will not only expand service learning opportunities but also establish an institute that will foster the scholarly investigation of experiential and service learning and promote best practices to colleagues at other institutions.

**8. International Collaborations**

UIS will nurture and develop new international collaborations in innovative, creative ways. Faculty have developed academic and business contacts on nearly every continent, and UIS is poised to play a highly significant role in the global marketplace, which includes faculty and universities around the world. UIS will encourage faculty to pursue international interaction aggressively, thereby enhancing opportunities for research, applied research, and graduate and undergraduate studies for students.

## **Goal #6: Resources and Infrastructure**

UIS has lofty goals and an inspiring vision. Many of the action steps expressed in the five previous goals require the allocation of new resources – financial, human, and physical. UIS will identify the resources needed to implement those goals and to address longstanding concerns. This goal is designed to support the other five goals and therefore requires a different structure.

### **Summary of Resources Needed for Goals #1-5 of this Strategic Plan (additional detail in Section 3):**

#### **1) Financial Resources**

UIS will take the necessary steps in the next five years to prioritize financial needs, especially the ones in this strategic plan. We will make the decisions necessary to pursue our vision. Following are expenditures that we estimate for implementation of *A Brilliant Future*.

Estimate of increase in operating budget (recurring)	\$4,351,000
Estimate of one-time expenditures (nonrecurring)	95,000

A strategic planning resource needs summary is attached as Appendix E.

#### **2) Human Resources**

The initiatives and projects in this plan will require the hiring of additional staff or reallocation of current staff. We estimate adding an additional 31 FTE over the next five years – an increase of about 6% of our current staff.

#### **3) Physical/Capital Resources**

- a) Deferred maintenance and R&R
- b) A second residence hall
- c) Additional laboratory facilities
- d) Renovation of Brookens Library
- e) Renovation of metal buildings
- f) Conference Center
- g) Student Center
- h) Technology renewal
- i) New academic building

#### **4) Additional Longstanding Concerns and Needs**

- a) Recruitment and retention of faculty and staff
- b) Strengthening of college offices with adequate staffing

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

#### Recurring Operational and Human Resource Needs

It is critical to identify what resources UIS needs to address the action steps in this plan.

With substantial input from team leaders, the Provost's Office has prepared the following estimates of the incremental new resources needed to support the activities and projects summarized in Goal #6. The process of preparing these estimates included factoring in current levels of funding for some activities described in the plan and identifying overlaps between similar initiatives presented under more than one goal.

These figures are *estimates*, providing an indication of the overall magnitude of the resource needs. They do *not* constitute funding decisions or specific commitments. Decisions about specific commitments will need to be based on refinement of these estimates, the availability of funds, and deliberations about the priorities among these initiatives.

#### Goal #1 – Academic Excellence

Excellence in teaching and learning	\$213,000
Excellence in scholarship	147,000
Additional FTE = 2.0	

#### Goal #2 – Enriching Individual Lives

Intellectually rich campus environment	68,000
Culturally rich campus environment	150,000
Culturally diverse campus environment	10,000
Social and personal enrichment	362,000
Additional FTE = 9.0	

#### Goal #3 – Making a Difference in the World

Reflection, dialogue, and action involving faculty, staff, students, and community	132,000
Additional FTE = 0.0	

#### Goal #4 – Strengthen Campus Culture

Create an identity	344,000
Responsiveness – customer service program campuswide, plus feedback	40,000
Build community (including Continuing Education program)	82,000
Promote Environmental Sustainability	15,000
Additional FTE = 5.5	

**Goal #5 – Enrollment and Retention**

Improve access and opportunity and enroll more diverse study body	\$479,000
Retain and graduate a larger, more diverse student body	202,000
Provide classroom and technology-enhanced education	7,000
Additional FTE = 8.5	

**Goal #6 – Infrastructure (not capital)**

Recruitment and retention of faculty and staff (Salary equity and competitiveness)	\$1,800,000
Strengthening college offices	300,000
Additional FTE = 6.0	

**TOTAL RECURRING ANNUAL OPERATING FUNDS NEEDED                   \$4,351,000**

**TOTAL NEW FTE NEEDED = 31**

**Capital Resource Needs**

Research and scholarship space/offices/labs	\$600,000
Performing arts – performance and rehearsal space	2,500,000
Brookens Library – museum/exhibit space	200,000
Brookens Library renovation	14,000,000
Faculty Development Center	100,000
Web design equipment	25,000
Signage – improvements	100,000
Gathering spaces or “third spaces,” internal and external	250,000
“Stow and go” spaces for commuter students	25,000
Plans for statues, monuments, sculpture	200,000
Additional residence hall	17,000,000
Deferred maintenance – R&R	500,000
Additional laboratory facilities	500,000
Metal buildings renovation/Conference Center	4,000,000
Student Center, <i>design</i>	500,000
Student Center	18,000,000
Technology renewal	500,000
New academic building	30,000,000
<b>TOTAL CAPITAL RESOURCES NEEDED</b>	<b>\$89,000,000</b>

## **Resource Procurement Strategy**

UIS has five potential major sources of funding:

1. The **State of Illinois** – continues to play a vital role.
2. **Tuition payers and their families** – carry an increasing share of the burden.
3. **Grants and contracts** – generated especially by faculty.
4. **Donors** – do their part through generous giving.
5. **Reallocation** – by administration to make the best use of available resources.

We recommend the following strategies to meet our needs:

### **Resource Procurement Strategy #1: State of Illinois – General Revenue Funds**

Although the state budget situation has had unprecedented problems in the past four years, UIS still receives a substantial amount of funding – more than \$20 million annually – from the State of Illinois. We are projecting that the state will return to the practice of increasing funding for higher education in FY09, and we are planning for an average increase of 1.5% annually. This would generate just more than \$300,000 annually – \$922,000 in the three years from FY09 to FY11.

### **Resource Procurement Strategy #2: Tuition Plan**

Because major increases in state funding are unlikely in the near future, UIS must work with students, their families, university administration, and the Board of Trustees to establish a reasonable tuition plan for the next five years.

### **Resource Procurement Strategy #3: Grants and Contracts**

Some of our action steps and initiatives must be supported by grants or contracts, or they cannot be implemented. These will be identified, followed by an aggressive plan to pursue grants and contracts for these items, and provide additional support to faculty and staff seeking grants.

### **Resource Procurement Strategy #4: Donors**

UIS has major needs for scholarships, professorships, and capital projects. The only way to fund these critical needs is through private giving. UIS will benefit from the upcoming capital campaign to market these needs and aggressively pursue private donors to meet them.

### **Resource Procurement Strategy #5: Annual Reallocation**

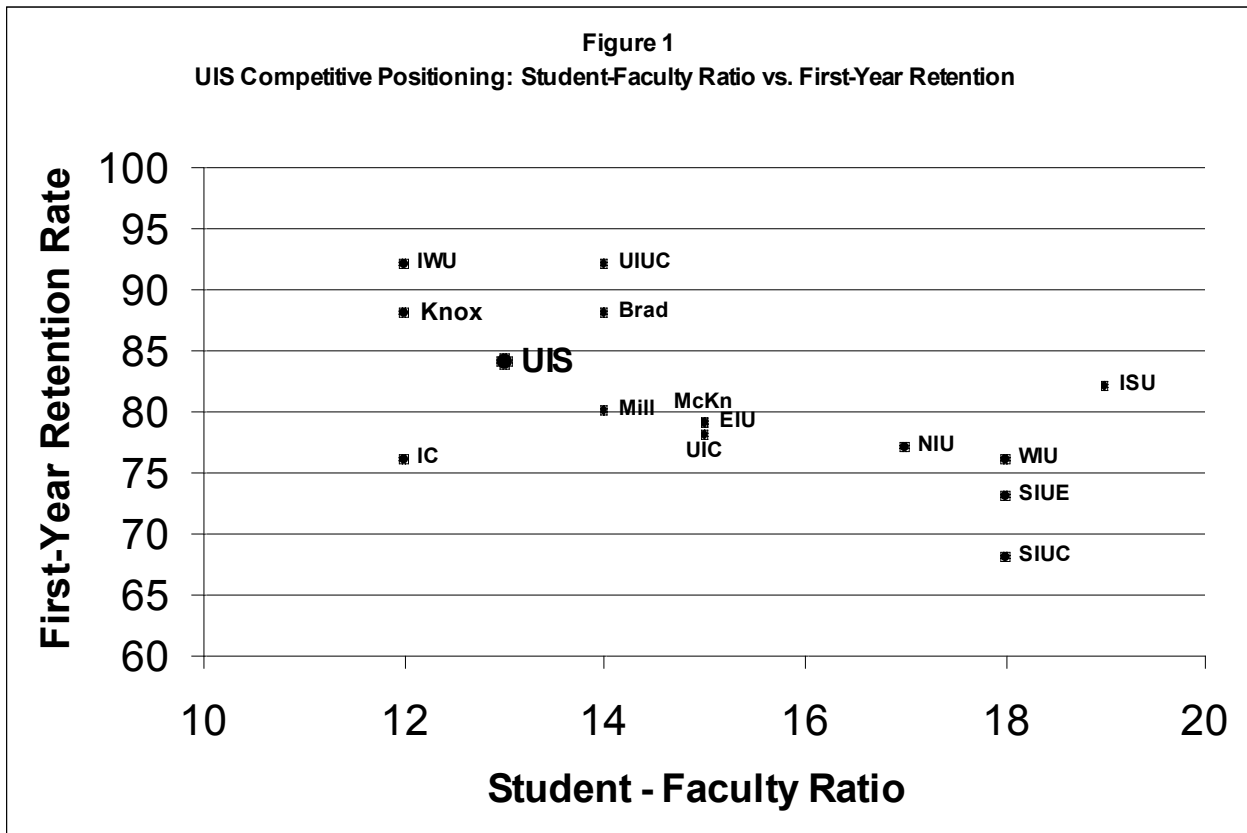
Because we cannot anticipate major new state funds in the near future and we have identified many critical needs in this strategic plan, UIS commits itself to reallocating 1% of its state and income funds in the next five years. The current operating budget is \$33.1 million, so that would mean a reallocation beginning at \$331,000 in FY07 and a total of \$1.77 million in the next five years.

## Appendix A

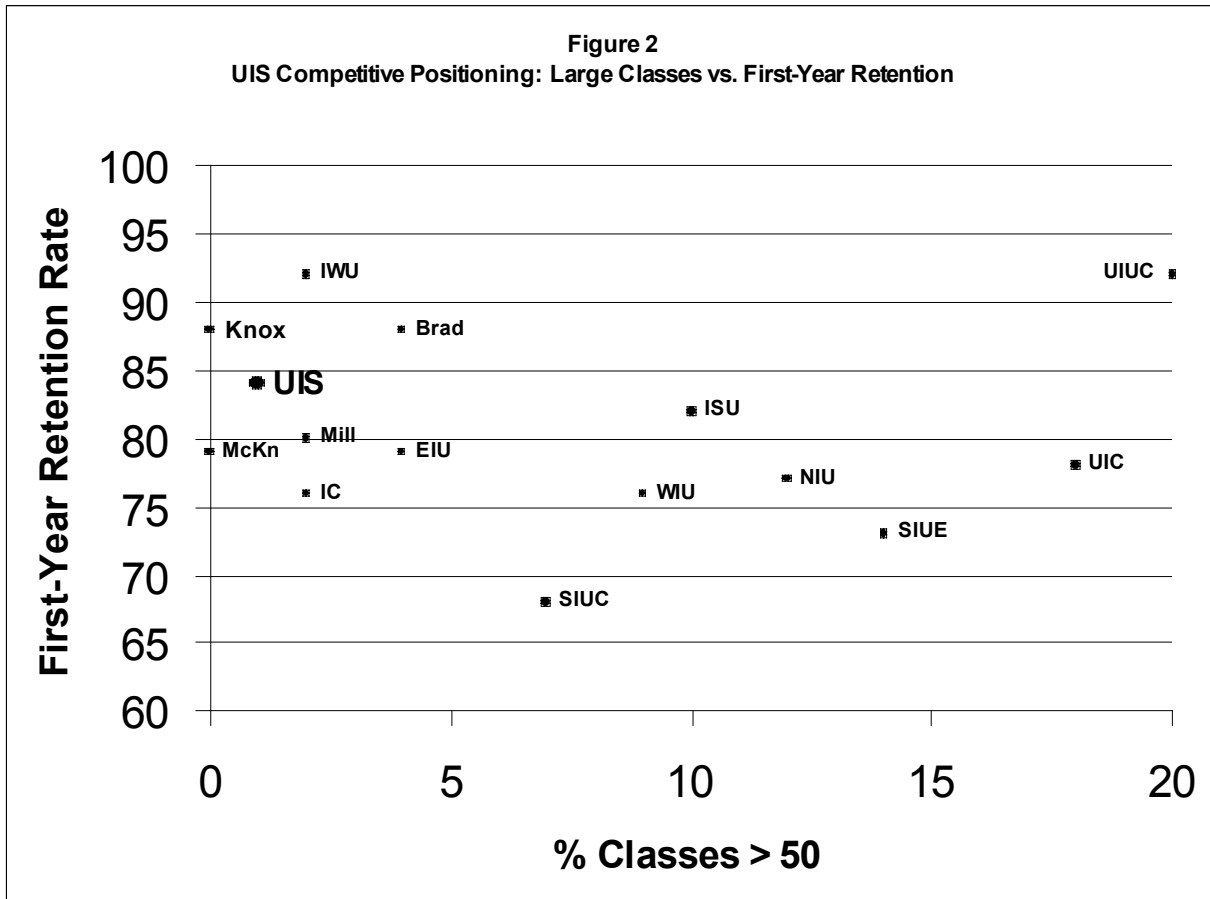
### List of Major SSU/UIS Planning Documents

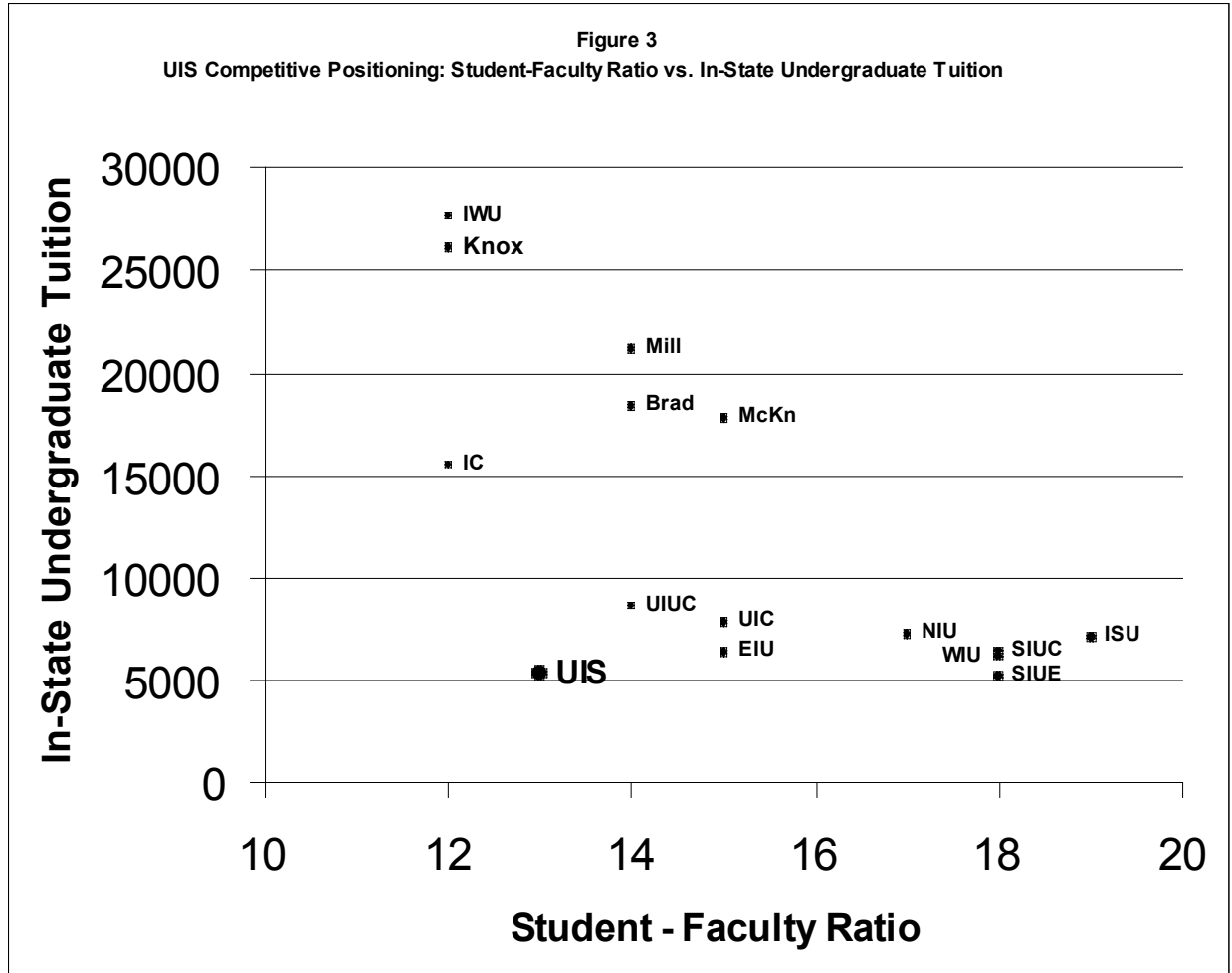
- 1992 ***Toward 2000.*** The university's first full strategic planning document. The Mission Statement in this document is still in use.
- 1995-  
1997 **Development Planning Committee.** Focusing mostly on academic issues, the DPC spent two years developing a comprehensive plan for UIS after it became the third campus of the University of Illinois in 1995. The UIS Vision Statement (1996) developed during this process is still in use today.
- 2000 **Campus Master Plan.** Developed a long-range infrastructure plan and continued to focus on academic matters.
- 2001 **NCA Focused Visit Report.** University of Illinois at Springfield, February 12-13, 2001. Chapter II is entitled "Strategic Planning at UIS."
- 2003 **National Commission on the Future of UIS.** This was a visioning process in which nearly 200 people crafted visions on 13 different topics – envisioning what UIS aspires to be in 10 years, in 2013. Its final document is *A Vision for All Seasons*.

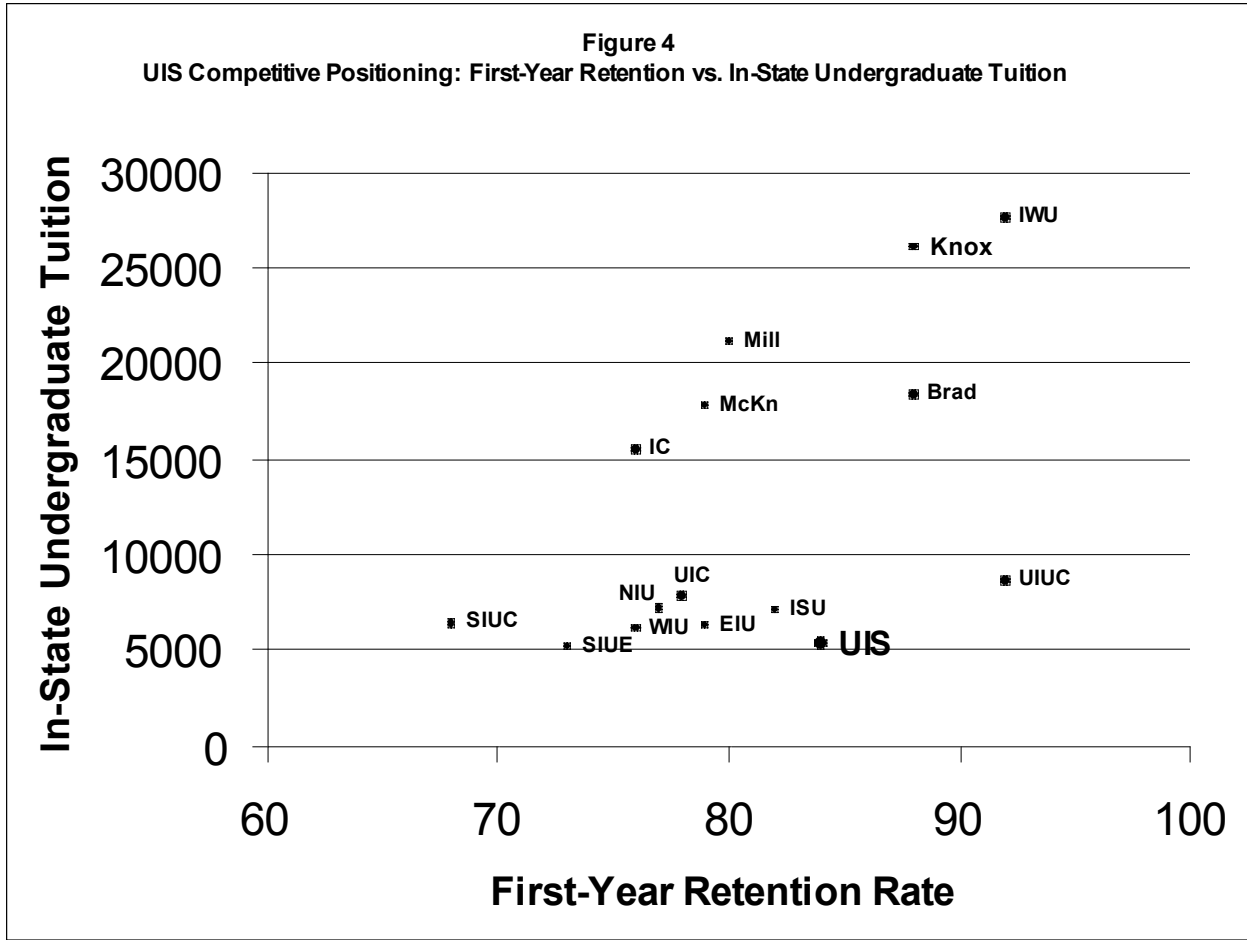
### Appendix B Comparative Analysis: UIS Competitive Positioning

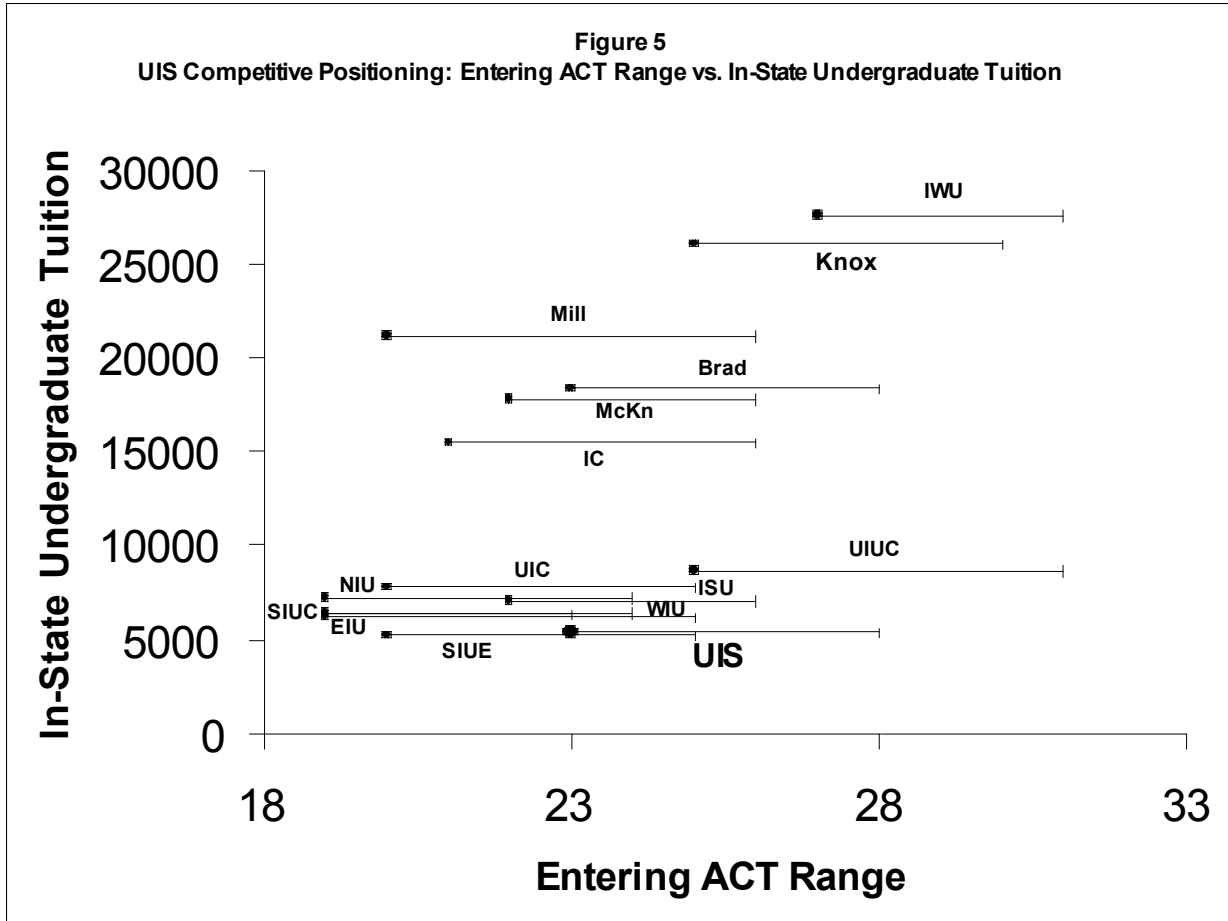


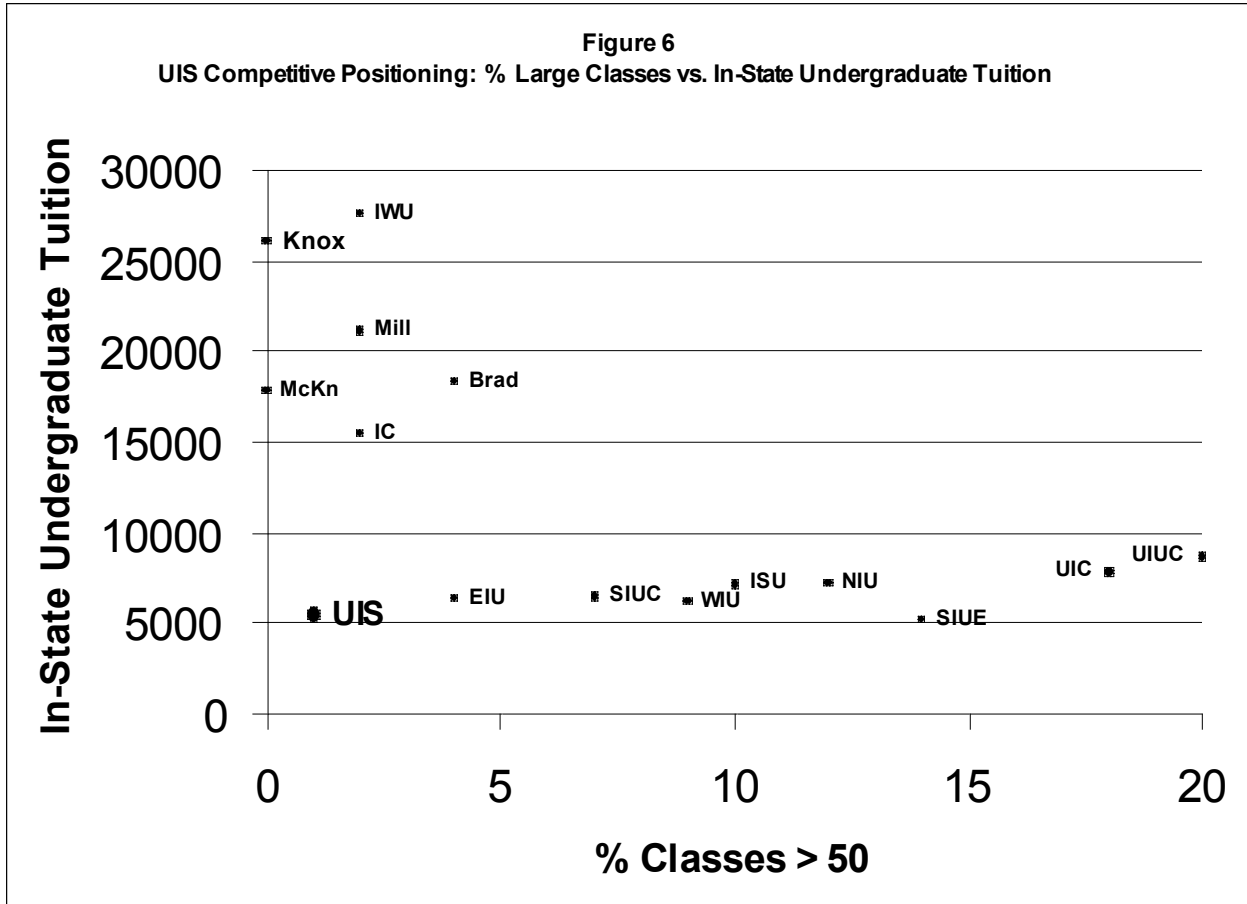












### Appendix C Online Competition

Table 1: AY2005 Course Enrollments and Growth Rates at Leading Online Institutions

Institution	Annual Course Enrollments	AY 2004-2005 Growth Rate
University of Phoenix Online	143,900	46%
University of Maryland University College	126,650	15%
SUNY Learning Network	120,000	20% [est.]
Arizona Universities Network (UA, ASU & NAU)	50,313	44% [for NAU]
UMassOnline	77,554	19%
University of Illinois Online	23,528	11%
UIC	14,426	13%
UIS	5,258	19%
UIUC	3,844	-5%

Table 2: AY2005 Online Degree and Certificate Programs at Several U of I Peer Institutions

Institution	Number of Online Degree/Certificate Programs	Estimated Enrollments
Michigan State	42	10,000
Penn State (World Campus)	50	10,500
Stanford	38	2,000
University of Illinois	68	23,528
Northwestern	0	
Berkeley	0	
Purdue	1	<1,000
Michigan	5	<1,000
North Carolina – Chapel Hill	0	
Univ. of Texas at Austin	0	<1,000
Univ. of Texas System	22	9,400
Univ. of Wisconsin –Madison	0	
Univ. of Wisconsin Extension	15	4,360

## **Appendix D High-Visibility Collaborative Projects**

### **Emiquon Field Station and associated projects in biology, history, anthropology, and public policy**

UIS will establish a field station at the Nature Conservancy's Emiquon Preserve, near Havana, Illinois. Emiquon is one of the largest floodplain restoration projects in the world. The field station will provide a focus for faculty and students from disciplines such as biology, environmental studies, anthropology, history, and public administration to collaborate on projects related to the Illinois River floodplain restoration.

### **Center for Online Learning, Research and Service**

Over the past decade UIS has moved to the forefront of institutions engaged in online learning and the uses of technology in instruction. UIS faculty members' responsiveness to adopting the Internet and other technologies for instruction has been followed quickly by their scholarship focused on online learning and emerging educational technologies. UIS seeks to build on this record of accomplishment by establishing a Center for Online Learning, Research, and Service. The Center will become the UIS hub for the study and application of online learning pedagogy, technology, and best practices. It will provide support for both original scholarly research and the dissemination of results. It will build synergies between discovery research and the enhancement of current online education practices. The Center will inform, empower, assist, and support the faculty of UIS in the delivery of courses, degrees, and certificate programs through the Internet. It will reach out around the globe to build exciting new online collaborations among educational institutions, government agencies, and businesses.

### **Center for Geographic Information Systems Applications**

Geographic Information Systems (GIS) is a technology that allows mapping and analysis of data with both spatial and temporal components. GIS technology is a powerful tool for identifying and assessing changes in space and time. Given rapid socioeconomic, environmental, and technological changes – and the large amount of information associated with these changes – GIS has become more and more valuable in the governmental, academic, and private sectors in managing, analyzing, and synthesizing information. The Center for Geographic Information Systems Applications will foster cross-disciplinary education, research, and collaboration. It will enhance teaching, learning, and research for faculty, students, and staff at UIS.

### **Downstate Illinois Innocence Project**

The Downstate Illinois Innocence Project has a two-part mission – to provide assistance to attorneys representing downstate Illinois inmates convicted of crimes they did not commit and to prevent conviction of innocent persons in the future. The project goals are: (1) exoneration of innocent persons convicted of felony crimes in downstate Illinois, and (2) reform of the criminal justice system in Illinois and the nation through the education of students, citizens, and policy-makers about problems, causes, and possible reforms of a criminal justice system that results in

conviction of the innocent. Building on its record of accomplishment, the Downstate Illinois Innocence Project is poised to achieve national recognition for its work on behalf of those who have been wrongfully convicted.

### **Experiential and Service Learning Institute**

While many institutions have in recent years come to develop programs of experiential and service learning, UIS has a 35-year history of incorporating experiential learning into undergraduate education. In the coming years, UIS will build on that history by expanding service learning opportunities and establishing an institute to foster the scholarly investigation of experiential and service learning and to promote best practices to colleagues at other institutions.



**Appendix E  
Resource Needs Summary**

	<b>Recurring Financial Resources</b>	<b>Nonrecurring Financial Resources</b>	<b>Human Resources</b>	<b>Capital Investment</b>
<b>Goal #1: Academic Excellence</b>	\$ 360,000	\$ 24,000	2.00	\$ 600,000
<b>Goal #2: Enriching Individual Lives</b>	\$ 590,000	\$ 16,000	9.00	\$ 2,800,000
<b>Goal #3: Making a Difference in the World</b>	\$ 132,000	\$ -	-	\$ -
<b>Goal #4: Campus Culture</b>	\$ 481,000	\$ 55,000	6.00	\$ 600,000
<b>Goal #5: Enrollment &amp; Retention</b>	\$ 688,000	\$ -	8.50	\$17,000,000
<b>Goal #6: Infrastructure</b>	\$2,100,000	\$ -	5.50	\$68,000,000
<b>Total:</b>	<b>\$4,351,000</b>	<b>\$ 95,000</b>	<b>31.00</b>	<b>\$89,000,000</b>

**Appendix F**  
**Strategic Planning Committee Members**

Name	Campus Affiliation	Title (as of 1/1/06)
Dave Antoine	CSAC Representative	Television Production Coordinator, Office of Electronic Media
Harry Berman**	Vice Chancellor	Provost and Vice Chancellor for Academic Affairs
Terry Bodenhorn	College of Liberal Arts & Sciences Representative	Associate Professor, History
Michael Bohl**	Vice Chancellor designee	Director, Business and Financial Services and Technology Services
Michael Cheney*	Vice Chancellor	Professor, Communication
Ann Cole	CSAC Representative	Chief Clerk, College of Liberal Arts and Sciences
John Conner*	Vice Chancellor	Vice Chancellor for Administrative Services (Retired)
Allan Cook*	College of Education & Human Services Representative	Associate Professor, Teacher Education
Scott Day	College of Education & Human Services Representative	Assistant Professor and Chair, Educational Leadership
Anne Draznin	College of Public Affairs & Administration Representative	Professor, Legal Studies
Samantha Drews**	SGA Representative	Student Government Association President
Margot Duley	Dean	Dean, College of Liberal Arts and Sciences
Farokh Eslahi	AP Representative	Associate Provost for Information Technology
Jennifer Herring**	College of Education & Human Services Representative	Assistant Professor, Teacher Education
Sherry Hutson	AP Representative	UIS Website Developer
Sharron LaFollette	College of Public Affairs & Administration Representative	Associate Professor, Environmental Studies
Pat Langley	Faculty at Large Representative	Professor, Women's Studies and Legal Studies
Michael Lemke	College of Liberal Arts & Sciences Representative	Associate Professor, Biology
Chris Miller	Vice Chancellor	Vice Chancellor for Student and Administrative Services
Ielleen Miller	Library Representative	Assistant Professor, Library Instructional Services
Bonnie Moe	College of Business and Management Representative	Associate Professor, Accountancy
Don O'Neal, Chair	College of Business & Management Representative	Associate Professor, Management
LaTrice Nettles**	SGA Representative	Student
Kent Redfield	Center for State Policy & Leadership Representative	Interim Director, Institute for Legislative Studies
Tyson Roan*	SGA Representative	Student
Scott Shelby*	SGA Representative	Student
Pinky Wassenberg	Dean	Interim Dean, College of Public Affairs and Administration
Ed Wojcicki	Administrator at Large Representative	Associate Chancellor for Constituent Relations

\* These individuals were appointed to serve on the Strategic Planning Committee but for a variety of reasons (retirement, graduation, schedule conflicts, job changes, etc.) were unable to complete their term.

\*\* These individuals were appointed to fill vacancies on the Strategic Planning Committee.