

# CUPPA

COLLEGE OF URBAN PLANNING  
AND PUBLIC AFFAIRS

## CUPPA 2010 Strategic Plan

*May, 2004*

**UIC** University of Illinois  
at Chicago



## **Welcome to CUPPA 2010**

You hold in your hands a copy of the CUPPA 2010 Strategic Plan. This document is the fruit of 18 months intensive work by the faculty, staff and students of the College of Urban Planning and Public Affairs (CUPPA) at the University of Illinois at Chicago (UIC).

The plan is informed by a thorough understanding of the history of this remarkable college together with an analysis of the alternative future scenarios that are likely to shape higher education in the US in general as well as UIC in particular. By working together – and by listening to each other - we have created a new mission for the College:

*To provide innovative urban planning and public management education that puts engaged research to purposeful use at home and abroad*

More than that the CUPPA 2010 Strategic Plan shows how, by building on our key strengths and by articulating and adhering to our core values, we intend to shift the College from respected leader to national prominence and, ultimately, to global recognition.

The plan is sensitive to the difficult budget environment that has constrained innovation at UIC in recent years but the plan is not dominated by short-term considerations. Rather, it examines the performance of the College since 1995, articulates a vision for what the College should aspire to be like in 2010 and maps out a practical strategy for delivering this bold vision.

The preparation of this plan has been a collective effort. Over 100 people have worked on it. I am most grateful to everyone involved for putting so much energy, insight and sheer hard work into this very important deliberative approach to shaping the future direction of this exceptional college.

A successful Strategic Plan is not a static document. In the years ahead we will conduct an annual assessment of the progress we have made and of the new challenges that are opening up, not just for CUPPA but for US higher education as a whole. We look forward to discussing and developing our forward thinking not just with our many colleagues elsewhere in UIC, but also with our partners in this great city and further afield.

Robin Hambleton

Dean

May 2004

## **Acknowledgements**

It is impossible to list all those who have contributed to this new vision and strategy for the College. However, a number of faculty, staff and students have carried specific responsibilities in relation to this work and I would like to acknowledge them.

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Robin Hambleton  
Dean

May 2004

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## **CUPPA 2010 Strategic Plan - Executive Summary**

**The vision.** Although the College of Urban Planning and Public Affairs (CUPPA) at the University of Illinois (UIC) is less than ten years old it has already established itself as a respected leader in its field. CUPPA is widely recognized for its unique combination of education, research and community engagement in support of cities and metropolitan areas. CUPPA will continue to make significant contributions to public policy and practice in the Chicago metropolitan region and Illinois as a whole. By building on the achievements of the past the new CUPPA 2010 Strategic Plan aims to shift the College from respected leader to national prominence and, ultimately, to global recognition.

**College strengths.** This ambitious aim is credible for three main reasons. First, the College has a dynamic track record – it has a creative and entrepreneurial culture and has demonstrated that it can expand its activities and improve quality year after year. Second, the faculty is very well respected in the field of urban planning and public affairs. The rising academic reputation of the College stems from faculty contributions to: scholarship and the advancement of knowledge; public policy and practice; and student learning. In particular, a caring concern for students and their learning experience has led to continuing improvements in teaching quality which, in turn, have led to exceptionally positive support from College alumni. Third, faculty and staff have a shared view not just of what the College stands for and should aspire to in 2010, but also of how to deliver this new vision of a world-class college valued at home and abroad.

**Track record.** Created in 1995 as part of the UIC Great Cities Initiative, the College brought together several successful units. By pursuing a bold, outgoing strategy and an active approach to research bidding, the College has expanded at a remarkable rate. Graduate student numbers have grown by 52% (from 210 in 1995 to 320 in 2003). The Urban Planning and Policy (UPP) program is now one of the largest graduate planning programs in the USA and the Public Administration (PA) program is the fastest growing PA program in Illinois. Research activity has mushroomed resulting in a tripling of College non-state income – from \$3.4 million in 1995 to \$10.1 million in 2003.

**The CUPPA 2010 Strategic Plan.** Our plans for the future build on this dynamic track record. Following an eighteen-month period of intensive strategic planning – an inclusive process involving all faculty and staff as well as students and alumni – the College has developed a sophisticated forward plan. The new mission of the College is: *To provide innovative urban planning and public management education that puts engaged research to purposeful use at home and abroad.* Three commitments – to innovative education, to engaged research and to making an influential contribution to policy and practice - will remain at the heart of the CUPPA mission. The key challenge is to ensure that these three commitments reinforce each other in the coming period. By strengthening our existing centers of excellence, increasing collaboration between units, identifying a number of key college-wide initiatives, and offering new incentives, the CUPPA 2010 Strategic Plan provides a practical set of proposals for moving towards our aim of creating a world-class college at UIC valued at home and abroad.

## **1) Introduction: the College**

The College of Urban Planning and Public Affairs (CUPPA) was established in 1995 as a key element of the University of Illinois at Chicago's (UIC) Great Cities Initiative (now Commitment). Recognized nationally as an innovator in education, research and engagement in support of the nation's cities and metropolitan areas the College comprises:

- Two graduate programs offering Masters degrees and Doctor of Philosophy degrees – through the Public Administration (PA) program and the Urban Planning and Policy (UPP) program– plus certificate programs in urban development, non-profit management and related topics
- Over 300 enrolled students studying for higher degrees and over 1,200 alumni
- Two research institutes serving faculty and students across the whole of UIC – the Great Cities Institute (GCI) and the Institute for Research on Race and Public Policy (IRRPP)
- Five CUPPA research units carrying out a wide range of research activities for as many as 100 clients at any given time – the Survey Research Laboratory (SRL), the Urban Transportation Center (UTC), the Center for Urban Economic Development (CUED), the Nathalie P. Voorhees Center for Neighborhood and Community Improvement and the Great Cities Urban Data Visualization Laboratory (GCUDVL). In addition, the college collaborates closely with the College of Architecture and the Arts in the work of the City Design Center (CDC)
- Active partnerships with more than fifty public service organizations and private companies in the Chicago area, with many offering internships and employment opportunities for CUPPA students
- Extensive international links with urban planning and public administration research institutions in Europe, China, Latin America and elsewhere

*Annex 1* provides a brief guide to the College and its various units.

## **2) The CUPPA 2010 Strategic Plan**

In September 2002, at a retreat involving over fifty faculty, staff and student representatives, newly appointed Dean Robin Hambleton launched a college-wide Strategic Planning Process. The retreat agreed the following aims for this process:

- To develop a shared understanding of the dynamic environment in which the college operates

- To create a consensus on a strategic direction for the college in the context of that environment
- To bring about increased interaction and synergy among the units of the college so they can more effectively pursue this strategic direction

This major review exercise has now been completed and this document – the CUPPA 2010 Strategic Plan – articulates a new vision for the College. It will serve as a coherent guide for the development of CUPPA through the next five years or so.

The proposals in this plan stem from a process that has involved all stakeholders in the College. The details of this inclusive Strategic Planning Process are presented in *Annex 2*. The CUPPA 2010 Strategic Plan is not dominated by short-term considerations. Rather the plan examines the performance of the College in recent years, articulates a vision for what the College should aspire to be like in 2010 and maps out a practical strategy for delivering this bold vision.

### **3) The CUPPA track record – An Overview**

The evidence from a range of sources shows that the College is on a rising trajectory. Although the College is relatively small compared to other UIC colleges, it plays a vital role in delivering the UIC Great Cities Commitment. *Annex 3* provides a factual account of College progress in the period from 1995 using the following headings:

- Teaching programs
- CUPPA students
- Academic publications and policy advice
- Research funding and College advancement
- International activities
- Organizational culture

This account shows that the College has grown at a remarkable rate in relation to both student numbers and external fund raising. Both the Urban Planning and Policy (UPP) and the Public Administration (PA) programs can report impressive growth in student numbers in recent years and an even steeper growth in student demand.

Both the graduate programs are held in high esteem in academic circles. The UPP program is one of the largest urban planning programs in the country. In a recent, independent study of the scholarship produced by US planning schools in the period of 1998-2002 the UPP program was ranked 5<sup>th</sup> in the country (“Faculty quality at US planning schools: an NRC style study” by Professor Bruce Stiftel, July 2003). The PA program is also highly regarded. The 2004 US News and World Report on ‘America’s Best Graduate Schools’ ranks the Graduate Program in Public Administration as 6<sup>th</sup> in the country for city management and urban policy.

In addition to the two graduate programs, CUPPA offers a small number of undergraduate courses as well as a growing range of On-line and Post-experience courses. These are both area earmarked for expansion in the plan.

Regarding external research income, it is clear that the research institutes and research centers in the College have been extremely successful in generating funds to support a wide range of research and scholarly activities. Non-state income to the college has grown from \$3.4 million in 1995 (itself a high figure for a small college) to \$10.1 million in 2003. This represents a dramatic increase and is particularly impressive given the increase in competition for grant support both locally and nationally. The record shows that in recent years every 'state dollar' invested in the College has generated a further 2.3 in 'non-state dollars' of activity.

CUPPA's research centers engage in dozens of long-term strategic partnerships with community-based, civic and governmental organizations at both the local and national levels.

The rising academic reputation of the College stems from faculty contributions to: scholarship and the advancement of knowledge; public policy and practice; and to student learning. As explained more fully in *Annex 3* CUPPA has excelled in all three areas.

#### **4) CUPPA mission and values**

##### **The UIC Great Cities Commitment.**

Chancellor Manning has expressed the Great Cities Commitment in the following way:

'The Great Cities Commitment transforms the traditional university concept of public service into a vital engagement with UIC's community, its city, and greater metropolis, dedicated to bringing the campus's wealth of research capacity and human creativity to bear upon the challenges of Chicago and other great cities of the nation and world. 'Great Cities' underlies UIC's commitment to set uncompromising standards of academic performance for all of its students and to provide for their education faculty with the highest levels of achievement in their fields.'

##### **The CUPPA mission statement**

*To provide innovative urban planning and public management education that puts engaged research to purposeful use at home and abroad.*

## **Core values**

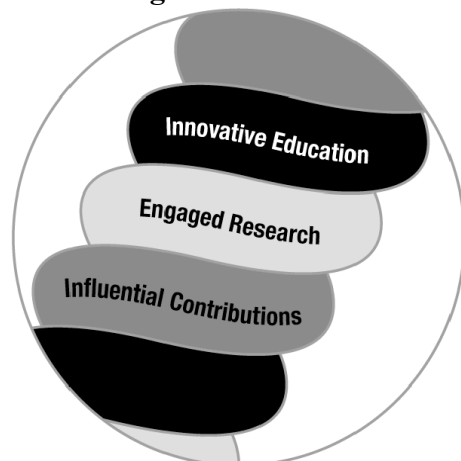
We share a commitment to:

- Striving for academic excellence and providing inspirational learning experiences for our students
- Making a contribution beyond the university that informs and empowers citizens, clients and communities in the neighborhood, city, region, state, nation and across the globe
- Respect for the unique individual contributions of faculty to scholarship, students to learning, and staff to service with a concern for each member's intellectual and professional development
- Encouraging cultural diversity in the composition of faculty, staff and students given the importance of multi-cultural understanding for effective governance of a rapidly urbanizing world
- Collaboration that crosses disciplines, programs and other institutional divides to generate more successful inquiry, learning, and service outcomes than insulated approaches
- Innovation in the pursuit of new resources and responsibility in the stewardship of existing ones
- Learning that anticipates future needs and crafts sustainable solutions

## **The distinctive contribution**

The College pursues its mission by weaving together three commitments: to innovative education, to engaged research, and to making an influential contribution to policy and practice. The intertwining of these three strands of multi-disciplinary scholarship is special. Day in and day out CUPPA strives to interweave the discovery of new knowledge with the education of students and the application of research findings to pressing public problems.

**Figure 1: The intertwining of three commitments**



CUPPA faculty, students and staff design and implement multi-disciplinary scholarship using knowledge, tools, resources and talents drawn from the domains of education, research and service. The collaboration adds value to more routine activities within each domain. For example, classroom learning is enlivened by new research and practical case studies, research reports are informed by relevant policy concerns, and collaboration with partners gives access to excellence for those outside the university.

By offering innovative courses attracting talented students and professionals, by working closely with colleagues in other UIC colleges to enhance urban scholarship, by attracting funds from external organizations and individuals, and by providing informed advice to city leaders, public service professionals and urban communities, CUPPA aims to show how UIC can make a difference locally, nationally and internationally to the discourse about urban planning and public affairs as well as the practice of city planning and public management. The CUPPA 2010 Strategic Plan aims to build on the achievements of the past and, by intertwining three commitments aims to shift the College from respected leader to national prominence and, ultimately, global recognition.

## **5) CUPPA – Goals for 2010**

In order to pursue the mission set out above the College has agreed to the following goals for the next five to ten years. These respond to emerging thinking relating to the university-wide vision of UIC in 2010 and, in particular, contribute to the UIC Great Cities Commitment. We have divided these into ‘external’ and ‘internal’ goals. By ‘external’ goals we refer to the way CUPPA seeks to interact with its external environment. By ‘internal’ goals we refer to the way CUPPA seeks to improve performance within the organization. Naturally these two sets of goals are inextricably linked, but we gain coherence by setting them out separately.

### **External goals**

- Goal 1: Intellectual contributions. Make significant contributions to theoretical and applied knowledge about urban and public affairs that are valued locally, nationally and abroad
- Goal 2: Preparing students. Combine research, teaching and public service to 1) prepare students to be effective professionals working mainly in the public sector (federal, state, city and local governments, nonprofits etc) and 2) prepare students to be leading scholars in the field of urban planning and public affairs
- Goal 3: External quality of life. Demonstrate understanding of the global forces impacting cities and city regions and conduct research and public service projects that improve the quality of life in urban areas at home and abroad
- Goal 4: Inclusiveness. Attract people from groups who have traditionally been excluded from the opportunities provided by higher education

- Goal 5: Professional applications. Contribute to the advancement of professional practice by building closer links with the professions by sharing knowledge, research, and solutions generated in CUPPA
- Goal 6: External partnerships. Strengthen partnerships with external stakeholders who identify with the CUPPA mission
- Goal 7: Policy contributions. Make an influential contribution to the policy discourse about urban and public affairs by attending to and disseminating information to a range of partners and media organizations

### **Internal goals**

- Goal 8: UIC mission. Make a valued contribution to the central mission of UIC, particularly the Great Cities Commitment
- Goal 9: Intellectual debate. Increase the opportunities for intellectual debate in the College and lift the quality and visibility of CUPPA programs, particularly the PhD programs
- Goal 10: Entrepreneurial and development activity. Increase the level of entrepreneurial and development activity within CUPPA leading to an expansion of funding from a range of sources
- Goal 11: Efficient allocation of current resources. Manage state resources creatively to maintain progress on the plan
- Goal 12: Diversity. Achieve greater diversity in the composition of faculty, staff and students in CUPPA
- Goal 13: Technology. Develop and maintain a technological infrastructure to support innovative education, engaged research, and influential contributions.
- Goal 14: Faculty and staff development. Grow and develop all faculty and staff through improved approaches to personnel development at the level of the individual, the academic unit, and the College as a whole
- Goal 15: Internal quality of life. Improve the quality of the working environment and computing and other facilities in CUPPA Hall to the benefit of faculty, staff and students

## **6) CUPPA 2010 - Strategy for delivery**

In order to achieve the goals set out above the College has devised a practical ‘strategy for delivery’ involving action at the level of the individual, the unit and the College as a whole. The strategy takes account of the budget context that is discussed further in Section 7 below. Three kinds of actions are proposed:

- **Enhancing established excellence.** As described in *Annex 1* the College comprises two graduate programs and a cluster of research units. The plan seeks to enhance these established centers of excellence
- **Initiatives.** These are significant new initiatives CUPPA plans to take to shift the College forward in this next period
- **Innovations.** These measures form part of our continuing campaign to improve the quality of College activities in line with our mission statement and core values

### **Enhancing established centers of excellence**

The College contains many respected and well-established units:

- Graduate Program in Public Administration
- Graduate Program in Urban Planning and Policy
- Great Cities Institute
- Great Cities Urban Data Visualization Laboratory
- Institute for Research on Race and Public Policy
- Natalie P. Voorhees Center for Neighborhood and Community Improvement
- Survey Research Laboratory
- Urban Transportation Center
- Center for Urban Economic Development
- City Design Center (a joint center with the UIC College of Architecture and the Arts)

It is vital that the quality of the work carried out by all the existing units is sustained in the years ahead. This presents challenges during a period when state funds have been cut back, but a focused approach to planning and continuous improvement of each unit represents a positive response to these challenges. The CUPPA Annual Report on 2002/03, published in September 2003, represented a step forward in purposeful planning in the College. Each Unit produced a short statement using the following headings:

- Introduction and highlights
- Aims overall
- Main activities in 2002/03 (examining how successfully goals were achieved)
- Goals for 2003/04

These statements were brought together in a single volume, which includes a section on the overall performance of the College prepared by the Dean. This new process provides the first step in our move towards ‘mission-driven annual planning’. This new approach gives explicit and forward-looking attention to the work of each unit. *It enables the units*

*to be inventive in pursuing their own specific goals while also contributing in a more organized and systematic way to the achievement of College-wide goals.*

The CUPPA 2010 Strategic Plan depends for its success on having both a well-written document setting out a clear vision **and** strong arrangements for delivering shifts in culture and practice within all the units to move the College towards the vision. It is critical for the College to strengthen its approach to goal setting, monitoring progress towards goals and regularly revising and reshaping goals in the light of experience. The College will introduce mission-driven annual planning to strengthen accountability within the organization and ensure that our energies and investments focus on College priorities.

A learning organization learns effectively about its environment and adapts accordingly. In CUPPA we intend to institutionalize this learning process at three levels:

- At the individual level, introduce Faculty Development Plans (FDPs)
- At the Unit level, each Unit will, building on the CUPPA Annual Report on 2002/03, report in a systematic way on the previous academic year and set out clear measurable targets for the coming two academic years
- At the College level there will be similar assessment of the previous year with clear target setting for the next two years.

There will, of course, be strong interplay between these three levels. Individual plans will influence Unit plans and vice versa. Unit plans will influence College plans and vice versa. By introducing this purposeful approach across the whole College we will be able to monitor our progress towards the 2010 vision.

A key challenge for all units concerns recovering from the drastic expenditure reductions in state funding the College has experienced in the period since FY02. The growth in student numbers documented in *Annex 3* has been achieved against a decline in the number of faculty lines. A consequence has been higher teaching loads for faculty, which is a concern. The state support to the College, which is crucial for both the academic programs and the research centers, has been reduced to a point where quality and performance are threatened. It is vital for the achievement of the College mission that, over a period, the level of state funding is increased. Specific budget requests – supported by clear evidence – will be brought forward by College Units as part of the new ‘mission-driven annual planning process. All Unit plans will build on the entrepreneurial approach that the College has adopted over the years. By leveraging additional non-state funding at a rate of at least 2.3 non-state dollars to every state dollar received the College will continue to provide good returns on investment to UIC.

To support the work of the various units the College will:

- Continue to improve communication and collaboration between the units of the College

- Actively promote the work of the units within the university, within the city region, and further afield
- Assist the units in managing the tensions between short term, responsive activities and longer term expansion requiring more space and improved facilities
- Take steps to improve state funding to units
- Assist the units with the development of faculty and staff to take on new challenges
- Work with the units to recruit new faculty to support strategic growth of the College.

The local and national standing of the College has been built on the existing units of the of the College and our strategy for the period to 2010 is to deepen and strengthen the work of these units.

### **Initiatives**

The College will pursue three **new** Initiatives in this next period as follows:

#### *1) Undergraduate Degree in Urban and Public Affairs (UPA)*

As a key part of the CUPPA contribution to the UIC Great Cities Commitment the College will launch a completely new Undergraduate Degree in Urban and Public Affairs (UPA). This new, broad based degree is designed to expand UIC's undergraduate offerings in a way that takes special account of the extraordinary ethnic and cultural diversity of the Chicago metropolitan area. It will make a particularly important contribution to UIC's diversity agenda as active steps will be taken to appeal to and to recruit future urban leaders from a range of ethnic backgrounds. Special attention will be given to undergraduate advising. The proposal is also designed to strengthen CUPPA's PhD programs by offering teaching opportunities in the College for PhD students. State support is needed to make this significant step forward in the work of the College.

#### *2) CUPPA International*

The impact of global forces on cities and regions is transforming the nature of urban planning and public management in all countries. CUPPA has made a significant academic contribution to understanding the nature of these changes and the 'CUPPA International' initiative is designed to give more visibility to this ongoing work and to grow cross-national comparative research College-wide. This growth in our commitment to making an influential contribution to global debates is signaled by the City Futures international conference the College is organizing on behalf of UIC in July 2004. Backed by Mayor Daley and a string of sponsors the City Futures conference will bring together some 200 leading urban scholars and policy makers from 40 countries to share research findings on urban issues and examine future urban scenarios. CUPPA International will build on the City Futures conference and involve the creation of strategic partnerships with a number of leading universities in other countries – initially in Europe, China and Latin America. External funds will be

sought to support faculty and student exchanges and to carry out cross-national comparative research. The Dean's International Lectures, bringing leading figures from around the world to UIC, will continue. And the College will introduce CUPPA International Fellowships bringing the best scholars in the world for short visits to meet with faculty and students (with Fellows funding themselves).

### 3) *Municipal Finance Center (MFC)*

The College plans to create, in partnership with the National League of Cities (NLC), a new Municipal Finance Center that will aim to become the 'go to' center in the country for understanding and analysis of urban finance. External funds will be sought to underpin this initiative. The new center will aim to shape and inform policy and scholarly discourse and debate on government and public finance by planning and executing research and providing periodic reports, informed analysis, and venues for discussion of fiscal and governmental issues. The partnership brings together the Great Cities Institute, colleagues in both the Public Administration Program and the Urban Planning and Policy Program as well as experts in NLC who have links to some 26,000 US cities. As well as serving a national agenda the center will, over time, develop special capacities in relation to: municipal finance in the Chicago metropolitan area, advance cross-national dialogue and exchange in relation to urban finance, and alternative approaches to local taxation. This initiative will form part of a broader effort to develop the research capacity of UIC to study and contribute to the development of urban and regional governance.

## **Innovations**

In addition to the three Initiatives outlined above, the College plans a significant number of additional measures. These are described as 'Innovations' as they involve departures from past practice. Some of these are fairly significant actions in themselves. All involve the taking of concrete actions and, as described earlier, College progress on delivering these actions will be monitored through the new mission-driven annual planning process. The sub headings below follow the format used in *Annex 3* to describe the CUPPA track record to date:

- Teaching programs
- CUPPA students
- Academic output and policy advice
- Research funding and College advancement
- International activities
- Organizational culture

However, it should be stressed that these various initiatives are highly inter-connected. At every stage our proposals strive to link the three academic strands articulated in *Figure 1* – innovative education, engaged research, and influencing policy and practice.

### *Teaching programs*

The teaching programs will remain the 'core business' of CUPPA. It is essential that the College maintains and enhances the existing high quality educational programs in Urban Planning and Policy (UPP) and in Public Administration (PA). Given changes in the external environment both programs will need to continue to innovate in course development – particularly picking up on international trends - to ensure that courses are competitive and attractive. More specific teaching program priorities are as follows:

- Action 1: Work to create a more direct connection between the work of our research units and the teaching programs delivered to students.
- Action 2: The existing PhD programs have increased the quality and quantity of PhD scholarship activity at CUPPA and we build on this. The aim should be to create an environment that attracts the best PhD candidates in the world to come and study at CUPPA. This has implications for the PhD student experience in the College as well as the marketing of higher degree opportunities at CUPPA and funding support for PhD students. The CUPPA Scholarship fund needs to be expanded to support up to six new doctoral students each academic year starting in 2007
- Action 3: Ensure continuing recognition of both the Urban Planning and Policy (UPP) and Public Administration (PA) masters programs by the relevant accrediting bodies and lift the visibility of these programs in academic and professional circles. To enhance student learning and improve cost effectiveness, increase the level of collaboration between the teams teaching the MUPP and MPA degrees and, as a first step, design and introduce a common graduate level research design and methods course across the PA and UPP criteria
- Action 4: Introduce, in collaboration with the College of Business Administration, a new Masters Degree in Real Estate (proposal approved in 2003)
- Action 5: As part of a strategy to internationalize our teaching programs consider introducing an accredited MPA program for Chinese government officials
- Action 6: By drawing on the high level of expertise in the CUPPA Survey Research Laboratory (SRL) enhance UIC offerings relating to Survey Methodology in two ways: 1) in collaboration with colleagues in other UIC colleges offer a new graduate concentration in Survey Methodology and 2) once the graduate concentration is established offer a non-degree Certificate in Survey Methodology to attract new students to CUPPA
- Action 7: The College will carry out a 'scoping study' to examine the opportunities for expanding CUPPA offerings to support the professional development of mid-career and senior officials in urban planning, public administration and related fields. This initiative, known as the Professional Advancement Initiative, will involve establishing closer dialogue with colleagues

in the professions – the American Planning Association (APA) and the American Society of Public Administration (ASPA) – and other partners, including College Alumni. Possibilities to explore as part of this initiative include: revitalizing the Urban Developers Program for non-degree students, expanding the current portfolio of On-line courses for public service professionals, introducing an Executive MPA program for high level executives, and introducing refresher courses for those in leadership roles in city planning departments. If this investigation demonstrates a clear set of needs and market viability, the College will create a new CUPPA Office for Professional Advancement (OPA) to orchestrate this initiative in close collaboration with College academic programs and research units and the UIC Office of Continuing Education.

### *CUPPA students*

The proposals relating to teaching programs set out above have implications for CUPPA students. The College continues to have multiple responsibilities to its students: to provide high quality, up-to-date instruction that prepares graduates for both professional and academic careers; to maintain a flexible learning community that recognizes the diverse needs and expectations of all its members; to stimulate outstanding scholarship by CUPPA students, particularly our PhD students; to provide meaningful professional development experiences during the program and linkages to employment opportunities; and to provide, in close collaboration with the CUPPA Alumni Association, on-going professional development opportunities after graduation.

In addition to these commitments the CUPPA 2010 Strategic Plan envisions expanding our provision of educational opportunities undergraduates – via the introduction of the new Undergraduate Degree in Urban and Public Affairs (Initiative 1).

To achieve the goals outlined earlier the College will:

- Action 8: Continue to enhance the College technological infrastructure that supports student learning
- Action 9: Consult further with existing students and the Alumni Association on ways of improving the student experience at CUPPA and institute annual postgraduate focus group assessment of recent graduates to assess educational satisfaction
- Action 10: Continue to offer – and, ideally, expand – research assistantship opportunities in College research and academic units as a way of supporting graduate students as well as the research efforts of CUPPA
- Action 11: With the introduction of the Undergraduate Degree in Urban and Public Affairs create several teaching assistantship opportunities for CUPPA PhD students

- Action 12: Improve the marketing of CUPPA courses via improved recruitment materials, enhanced use of the World Wide Web, and the development of more sophisticated student support services
- Action 13: Embark on an effort to secure new forms of financial support for students, including considering a Graduate Public Service Internship Program
- Action 14: Consult with the Alumni Association and local partners about the proposal to create an Office for Professional Advancement (see Action 7) and, if seen as attractive, enlist their direct involvement and support

*Academic publications and policy advice*

In Section 3 reference was made to the growth in College contributions to scholarship in urban planning and public affairs as well as to CUPPA policy contributions to the urban challenges facing the Chicago metropolitan area and other towns and cities in Illinois and the country as a whole. The CUPPA 2010 Strategic Plan requires faculty in the College to continue to create outstanding scholarship that is valued at home and abroad. For a college aspiring to global recognition there can be no substitute for delivering high quality published outputs valued and recognized by academic peers in our field. This is one of the reasons why the College is committed to introducing Faculty Development Plans (FDPs)

Given our desire to blend multi-disciplinary scholarship with the provision of practical advice to city leaders, public service professionals and local communities on urban issues, faculty need to continue to make an influential contribution to the discourse about urban planning and public affairs as well as the practice of city planning and public management. To support faculty in managing the creative tension between traditional scholarship and the application of academic understanding to specific urban problems the College will:

- Action 15: Create regular opportunities for intellectual debate about alternative approaches to engaged, urban research. The successful CUPPA Expo, held in September 2003, provides one possible model – it created not only a seminar setting for exchange of views, but also an opportunity for more informal sharing of ideas linked to displays of research outputs prepared by all CUPPA units using a marketplace format (see also Action 19)
- Action 16: The College plans to explore whether there would be value in creating a handbook of case studies designed to illustrate a range of ethical dilemmas that arise in urban planning and public affairs. Faculty, staff, students and alumni will be encouraged to participate in this enterprise if considered attractive

## *Research funding and College advancement*

The importance of growing the research capacity of the College, by increasing external funding to CUPPA, is critical to our strategy of lifting the College from respected leader to national prominence and global recognition for two reasons. First, it is only by carrying out path-breaking research that CUPPA can generate the quality of scholarship needed to win respect from academic peers and provide the sound evidence base to underpin advice to policy makers and practitioners. Second, as discussed further in Section 7, the funding outlook for US higher education in general and for UIC in particular, is such that ambitious academic plans must show that they can attract funding from a variety of sources. As noted in *Annex 3* the College has been extremely successful in generating external funds and this trajectory needs to be maintained.

Future research expansion will largely be built around the forward plans of the existing research units. The College research institutes and centers have built up their own successful track records and these units need to be valued and supported in their efforts. Colleagues who have less experience of research bidding need to be encouraged. To strengthen research funding and College advancement the College will:

- Action 17: Submit a full proposal for the permanent state funding of the Institute for Research on Race and Public Policy (IRRPP). This UIC-wide research institute, founded formally in 2000, has established sound collaborative links with colleagues in a range of UIC colleges. The institute is pursuing a successful strategy involving cutting edge research on race and ethnic issues, providing effective support to graduate and undergraduate students with a minority backgrounds from across UIC, and fruitful partnering with ethnic minority interests in Chicago and further afield
- Action 18: To support research bidding activity the College will redeploy an existing member of staff within the Dean's Office to support faculty in grant getting. Working closely with the Assistant Dean for Advancement this member of staff will work with colleagues in CUPPA to: seek support in the form of grants from corporations, private foundations, and government agencies; develop, maintain and expand relationships with appropriate funding bodies; and develop the capacity of the College to engage in strategic monitoring and analysis of grant getting activity
- Action 19: Recognise the valued contribution of Research Faculty not just in generating research funds and scholarly activity but also in contributing to the intellectual life of the College. Ensure their collaborations in seminars, etc (see Action 15).
- Action 20: Continue to improve the presentation of the College in published materials and on the World Wide Web. New College style and identity guidance, consistent with UIC policy, will be introduced to achieve a unified house style and the new CUPPA mission statement will be incorporated in promotional and marketing materials

- Action 21: Work to support College technology infrastructure through systematic inclusion of technology components in grants and contract.

As a result of these and other measures noted above the College seeks to increase the level of external research and contract support received as well as the level of support generated from other methods of fund raising (see Section 7 for more on the budget context). Fund-raising priorities will include developing long-term strategies for establishing endowed chairs and professors and student support.

### *International activities*

The College already has a strong international dimension – largely due to the international diversity of our faculty. The CUPPA 2010 Strategic Plan builds on this strength and seeks to enhance cross-national, comparative work leading to a step change in the international profile of UIC and CUPPA. Members of faculty in CUPPA have written several books on the impact of global forces on cities and urban management. The evidence from this and other research suggests that global trends are likely to have increasing significance for the future of cities – and, as a consequence, for those concerned with the planning and management of cities.

Powerful international, economic, political and social forces are reshaping the context within which local decision makers operate in all countries. This was true even before the terrorist attacks of September 2001 heightened social tensions and spurred ethno-religious conflicts not just in US cities but also across the world. Students of urban planning and public affairs need to acquire an understanding of the dynamics of these global forces and to develop an awareness of the benefits of learning about experience with city planning and public administration in other countries. Initiative 2 speaks to this ‘CUPPA International’ agenda. In addition, the College will:

- Action 22: Continue to contribute to the UIC Great Cities London Program, which has a significant urban planning and public affairs dimension.
- Action 23: Explore seeking funding from the Federal Government and the European Commission to establish formal partnerships with three European universities to facilitate faculty and student exchanges and create cross-national comparative research projects
- Action 24: Launch the CUPPA International Fellowships program. This new program aims to create a steady stream of visiting scholars from other countries that will become ‘scholars in residence’. The scholars will visit CUPPA for periods of from four weeks to six months and will contribute to the intellectual development of the College by giving seminars, interacting with faculty and students etc. The financing needs further consideration but one model would involve the scholars financing themselves and the College providing an academic home and basic services (e.g., an office with computer and access to the library). The CUPPA International Fellows program will be used to build strategic

alliances with particular universities in other countries and forms part of the CUPPA International initiative

- Action 25: Explore the development of a ‘special relationship’ with China. The College has longstanding good relations with colleagues in urban and public affairs in China and, given our shared interests, it would be desirable to consider firming up links with selected institutions to facilitate fruitful dialogue and exchange

### *Organizational culture*

Reference is made in *Annex 3* to the supportive organizational culture that has been fostered in the College over a long period of time. The culture of CUPPA is hard working but friendly, ambitious but collegial. Students and employees are treated with consideration. Faculty and staff have a problem-solving attitude. Messengers are encouraged, not killed. Doors are open, not closed. It is not surprising that visitors and short-term employees often make favorable comments about the inter-personal atmosphere at CUPPA.

The faculty and staff who work at CUPPA care about their work, care about the impact they are making and care about each other. These are remarkable advantages for any organization and the CUPPA 2010 Strategic Plan seeks to retain and enhance this supportive organizational culture. This means paying attention to the needs of those already involved in CUPPA – whether as faculty, staff, students or alumni. It also means paying attention to thoughtful succession planning over the longer term so that, with changes in personnel, college values are nurtured and sustained. To sustain and improve the quality of working life at CUPPA the College will:

- Action 26: Introduce Faculty Development Plans (FDPs). These personal plans will take stock of achievements in the previous year and set out proposals for academic endeavor in the next three-year period. The plans will take account of the CUPPA mission and core values and will, in particular, include proposals for inter-unit collaboration within CUPPA and proposals for raising external funds. The College recognizes that the creative energies of faculty are absolutely critical to the success of the College. The FDP approach will enable us to ‘organize around enthusiasms’. Incentives will be offered to stimulate bold action in line with the CUPPA mission.
- Action 27: Offer incentives to faculty (whether as individuals or small groups) to put forward new proposals designed to improve the effectiveness of the College in achieving its mission. Known as CUPPA Innovation Grants (CIGs) the awards will be made on the basis of clear criteria related to the CUPPA mission and core values

- Action 28: The College will strive to delegate responsibility and authority as much as possible so that unit teams and individuals can work creatively and independently, while sustaining commitment to the CUPPA mission and the achievement of agreed upon common goals. As part of this the College will work to simplify and streamline procedures wherever possible.
- Action 29: Alongside the new Faculty Development Plans (FDPs) (see Action 26), the College will continue to make full use of the UIC Employee Development Plan (EDP) instrument on an annual basis. The importance of enhancing the skills of staff, especially in relation to technological change, is particularly important.
- Action 30: Consult CUPPA Research Faculty on whether they would value a mentoring program tailored to their needs and, if considered desirable, introduce such a program
- Action 31: Revise and update the College By-Laws to take account of changing needs and circumstances, including improving the status of research faculty.
- Action 32: Continue the consultative style of decision-making that has grown up in the College and update the CUPPA constitution relating to the various decision-making and advisory groups as necessary
- Action 33: Colleagues working in practice make an invaluable contribution to both the Public Administration program and the Urban Planning and Policy program as well as to the work of our research centers. The same is probably true of many other UIC colleges. In consultation with other parties the College would like to explore inventing a new UIC formula for engaging with practice involving 'Practitioner Professors'. In essence, the scheme would give skilled and knowledgeable practitioners proper recognition for the services they provide to UIC and would enhance the teaching capacity of the College. This new role would demonstrate the value UIC places on the contribution reflective practitioners can make to pedagogy in modern higher education and also help build new partnerships with organizations designing and implementing public policy in the Chicago metropolitan region. The criteria for appointment as a Practitioner Professor would need to be examined and the nature of an appropriate contract would also need to be explored.

## 7) The budget context

Like all colleges and administrative units at UIC the College has faced major budget challenges in recent years. State funding to the College has been cut substantially over the last three years. A budget rescission in FY02 involved a budget reduction of 2.5% during the financial year. This was followed by an 8.5% cut in FY03 and a further 11.1% cut in FY04. A cut of \$1,029,595 (or 22%) in three years is a major reduction in state support and has worked against the achievement of College objectives. Further reductions in state funding will make it impossible to achieve the CUPPA 2010 aim of creating a world-class UIC college.

The CUPPA 2010 Strategic Plan is not, however, dependent on a massive injection of state funds to the College. On the contrary the strategy is to be financed by a *combination* of state funding and external funding. *Annex 3* documents the CUPPA track record in grant getting and fund raising. This shows that external funding has increased from \$3.4 million in 1995 to \$10.1 million in 2003. Indeed, the flair shown by faculty and staff in attracting external funding has meant that the overall spending of the College has grown even during the period of severe cutbacks in state funding. Total spending in 2003 was \$14.5 million – a record-breaking year. This achievement demonstrates an impressive leverage ratio. **In 2003 each state dollar invested in CUPPA generated a further \$2.3 dollars of academic activity.**

As part of our work on the CUPPA 2010 Strategic Plan we have examined financial trends and this analysis suggests that a ‘mixed’ approach to funding the plan is needed. The vision of creating a world-class college here at UIC can be financed by:

- Adjusting tuition fees for students while taking account of our core values
- Lifting the level of entrepreneurial activity in CUPPA as a whole to generate more income from research, continuing education, individual giving, and fund raising
- Fostering a culture of ‘investing in success’, with the aim of improving the leverage ratio achieved by scarce state dollars
- Making modest increases in state funding to the College in the coming period to support identified strategic initiatives, which are aligned with statewide goals, clearly propelling the College to world-class status

In conclusion, it should be stressed that the CUPPA 2010 Strategic Plan is not dominated by short-term considerations. Rather the plan recognizes the difficult budget environment facing the whole of UIC but refuses to allow short-term setbacks to deflect us from creating a world-class college at UIC valued at home and abroad.

## **Annex 1: A Guide to CUPPA**

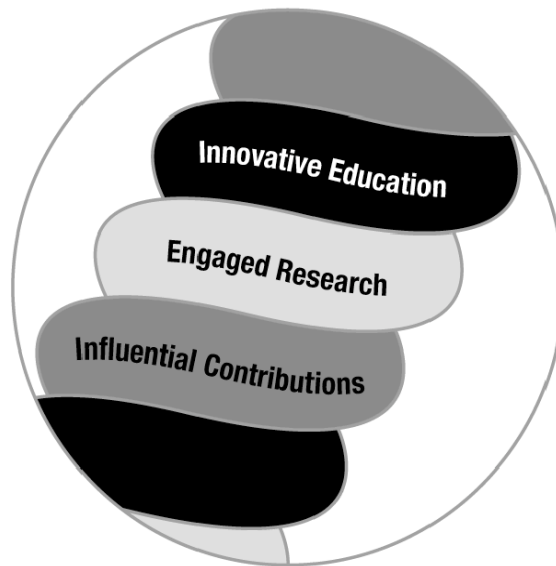
### **The CUPPA mission**

The College of Urban Planning and Public Affairs (CUPPA) at the University of Illinois at Chicago (UIC) has the following mission:

*To provide innovative urban planning and public management education that puts engaged research to purposeful use at home and abroad.*

The College pursues this mission by weaving together three commitments: to innovative education; to engaged research; and to making influential contributions to policy and practice. The intertwining of these three strands of engaged scholarship lie at the heart of how we organize and shape our activities.

**Figure 1: The intertwining of three commitments.**



### **The organization of CUPPA**

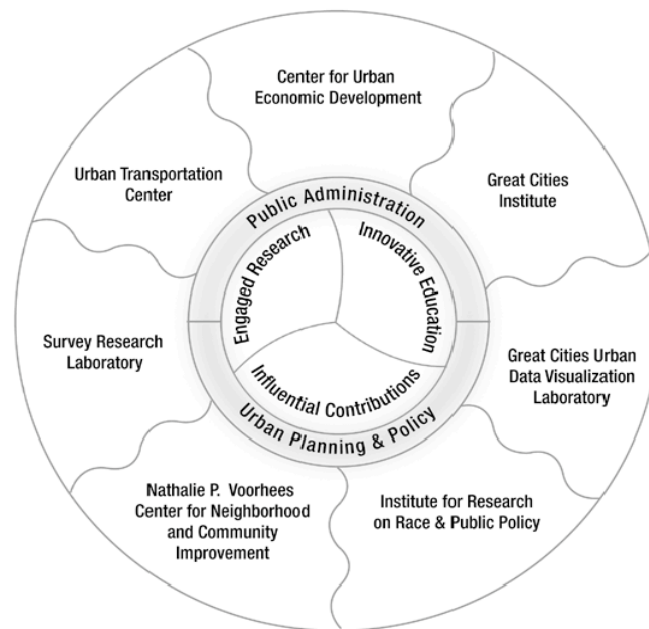
The College comprises:

- Two graduate programs offering Masters degrees and Doctor of Philosophy degrees – the Public Administration program (PA) and the Urban Planning and Policy program – plus certificate programs in urban development, information technology, budgeting and financial management, management of public organizations and related topics.

- Two research institutes serving faculty and students across the whole of UIC – the Great Cities Institute (GCI) and the Institute for Research on Race and Public Policy (IRRPP)
- Five CUPPA research units carrying out a wide range of research activities for as many as 100 clients at any given time – the Survey Research Laboratory (SRL), the Urban Transportation Center (UTC), the Center for Urban Economic Development (CUED), the Nathalie P. Voorhees Center for Neighborhood and Community Improvement and the Great Cities Urban Data Visualization Laboratory (GCUDVL). In addition, the college collaborates closely with the College of Architecture and the Arts in the work of the City Design Center (CDC)

The following diagram shows how these different parts fit together in the organization of CUPPA. This is followed by a short statement about the main goals and activities of each unit in the College.

**Figure 2: The organization of the College**



## **Public Administration program**

### *Goals of the Unit*

The Graduate Program in Public Administration strives for academic excellence in the interdisciplinary field of public management.

To be placed among the best public administration programs in the nation, to strive for global recognition by making a distinctive and influential contribution to public management, and to improve the human condition at home and abroad, the faculty and staff are dedicated to providing a modern curriculum to our students, to remaining active and engaged scholars in our profession and communities, and to inspiring the next generation of public and non-profit leaders and of academic researchers.

### *Profile and Activities*

The Graduate Program in Public Administration is the only Masters in Public Administration program in Chicago that is certified by the National Association of Schools of Public Affairs and Administration. The program also offers three Certification programs in Information Technology, Budgeting and Financial Management, and Management of Public Organizations. Faculty and students work alongside colleagues in Urban Planning and Policy as well as in the college's seven research centers. Faculty also collaborate with government and non-profit agencies in the Chicago region and nationally, including the State of Illinois, US Internal Revenue Service, City of Chicago, Government Finance Officers Association, Federal Executive Board, National League of Cities, and the Coalition for the Homeless.

The Public Administration program has identified four core competencies within the curriculum, reflecting the critical research areas of the faculty. The four are: Management of Public Organizations; Financial Management; Information Technology and Science and Technology Policy; and Survey Research Methods. Faculty research areas include cross-cultural survey research, environmental regulatory policy, transformation of the IRS, performance management, science and technology assessment, urban fiscal stress, workforce diversity, explaining non-responses to surveys, infrastructure management, municipal finance, and quality management.

Faculty have published in the discipline's premier journals, including *Public Administration Review*, *the Journal of Public Administration and Theory*, *Administration and Society*, *Journal of Policy Analysis and Management*, *American Review of Public Administration*, *Public Opinion Quarterly*, *Public Productivity and Management Review*, *State and Local Government Review*, *Public Budgeting & Finance*, *Evaluation Review*, *Policy Studies Journal*, *Urban Affairs Review*, *Policy Sciences*, *Journal of Urban Affairs*, *Policy*, and *Politics*, as well as top presses, including Johns Hopkins University Press, M.E. Sharpe, Inc., Georgetown University Press, and Jossey-Bass. Faculty have secured external grants from IBM Center for the Business of Government, the Brookings Institution, and the Government Performance Project of the Pew Charitable Trusts. Due to their professional reputations, PA faculty are frequently invited to speak on their areas of expertise in the United States, Canada, Japan, England, Mexico, Italy and elsewhere. Faculty have received national awards, including the prestigious Mosher Award twice (best article in *Public Administration Review*), the Kaufman Award (best paper presented at the American Political Science Association's annual meeting), and best article in *Review of Public Personnel Administration*.

The program is committed to a diverse faculty and student body. The student body has grown by more than 50% in 3 years and counts among its 113 students 40% minority students and 6% foreign students. The undergraduate grade point average for the entering MPA class has been steadily increasing, reaching 3.38 in 2003. All of our pre-service graduates are placed in appropriate positions at all levels of government and in the non-profit sector, including City of Chicago, NASA, U.S. EPA, Cook County, United Way, City of Dallas, Museum of Contemporary Art, and the Illinois Council against Handgun Violence.

## **Urban Planning and Policy program**

### *Mission of the Unit*

The Urban Planning and Policy Program fosters scholarship about cities, educates people to plan for cities and offers advice to city makers and users.

### *Profile and Activities*

The Urban Planning and Policy Program (UPP) offers graduate professional education for people who want to engage in city planning, study urban policy, and create innovative improvements for human settlements in the region, the nation and abroad. It is one of the largest graduate planning programs in the country, training approximately 200 students per year. It is the only accredited planning Master of Urban Planning and Policy Degree program in the Chicago region. Its Ph.D. in Urban Planning and Policy trains future educators and researchers. Specialized training is provided in five areas: community development, economic development, international development, physical planning and urban transportation. The Program offers several undergraduate courses and, with the Great Cities Institute, a training program for developers of low and moderate income housing. In addition, UPP contributes to courses for students in the Master of Urban Real-estate Program of the College of Business. Almost half of UPP's graduate students are supported through research work in the College during their studies. The program has over 1000 graduates who work in government, nonprofit and for-profit agencies including the City of Chicago Department of Planning, the U.S. Department of Transportation, The Chicago Community Trust, the Near West Side Community Development Corporation, and The Habitat Company.

The Program creates, disseminates, and applies multi-disciplinary knowledge about urban and public affairs. The Urban Planning and Policy Program faculty rank number five in number of refereed journal articles published among planning faculties nationally and have published 13 books in the past four years. Faculty conduct research in a range of areas including housing policy, planning theory, globalization, gentrification, community organizing, data visualization technology, water planning, tax increment financing, human services, freight transportation, social capital, comparative urbanization, brown fields development, day labor, and the interaction of transportation and labor markets. Research is conducted in collaboration with the seven CUPPA research centers, with

community partners and independently. Work is published in a range of respected venues including *Social Forces*, *Journal of Planning Education and Research*, *Journal of the American Planning Association*, *Housing Studies*, *Journal of Environmental Planning and Management*, *Law & Zoning Digest*, *Transportation Research Record*, *Journal of Digital Creativity*, *Journal of Public Works Management and Policy*, *Planning Theory*, *Journal of Urban Design*, *Environment and Planning B: Planning and Design*, *Journal of Health & Social Policy*, *Housing Policy Debate*, *Urban Studies*, *Economic Geography*, *Economic Development Quarterly*, *Urban Affairs Review*, *Journal of Urban Affairs*, *Urban Studies*, and *Policy and Politics*.

The Program also conducts educational, research and public service activities that improve human settlement, especially in metropolitan regions. Recently, a team of faculty and students completed a business district plan for the City of Oak Park, Illinois. Another team of students are currently working to develop a plan for the City of Lisle and another on a cultural heritage museum in North Lawndale community of Chicago. Faculty work with research centers and independently on a range of service-oriented projects such as those designed to improve accessibility to food pantries and to understanding the gaps between rental housing and incomes in the Chicago area.

## **Great Cities Institute (GCI)**

### *Goals of the Unit*

The Great Cities Institute serves as the focal point for UIC 's Great Cities Initiative. GCI is a research unit committed to "engaged research" i.e., research that ideally, from the protocol forward,(i) is built on *partnerships* between traditional and non-traditional sites of knowledge and (ii) is *interdisciplinary* (iii) has an *impact* on both the construction of our knowledge of the urban and the on the quality of life in the "great cities" of the world, of which Chicago is one.

### *Profile and Activities*

The University has housed GCI in the College of Urban Planning and Public Affairs (CUPPA). The work of GCI is carried out in a transdisciplinary environment by Scholars, Fellows, academic professionals, graduate students and staff representing all facets of university scholarship and coming from every college on campus. The core programs of the Institute combine with GCI's affiliate centers to produce the following:

**Great Cities Faculty Scholars:** In the past seven years, over 80 Scholars from 30 disciplines and all eleven colleges of UIC have been selected through a competitive peer review process that brings them to the Institute for time periods ranging from six months to several years.

**Great Cities Faculty Seed Grants:** An equally interdisciplinary number of seed grants have been awarded, generating an all but unprecedented rate of funded research at UIC to award dollars of 14:1.

**UICNI:** Through an annual average of more than 40 partnerships in community development, education and health, UICNI works with literally hundreds of participants in the neighborhoods proximate to UIC and with leaders in Chicago's schools, health centers and community-based organizations on funded projects of clinical and research engagement. At present, major funders include the U.S. Department of Agriculture, the Ford Foundation and State of Illinois. The UICNI serves as the prime site for initiating and evaluating the quality of research, outreach and partnership at GCI.

**Fellows:** The core research programs of the Institute are carried out by up to 11 resident and off-site research fellows in the areas of metropolitan sustainability, contested cities, ethno-religious urbanism, workforce development, governance and finance and the university and the city and community development. These programs generate an average of over \$1 million of direct funding to the Institute, up from a total of just over \$300 thousand in 1996 to a total of over \$11 million by the end of 2003.

**Professional Education:** The heuristic mission of the engaged research institute is "engaged learning," and here we consider mid-career training and post-professional certification through on line technologies and innovative cohort models key. At present GCI has been a central partner in the nationally recognized Urban Developers Program and the award-winning (i.e. grants) Certificate in Non-Profit Management Program, which as of last semester had increased its enrollees to well over 1200 total.

**Affiliate Centers:** We advance the study of communities especially in the areas of housing and economic development through the work of our affiliate centers, CUED and Voorhees, through sharing of staff resources and the co-development of proposals with local, national and state partners. One good example this last year is the major IWA project generated at GCI and carried out through Principal Investigation at CUED. Similar collaboration is going on in the area of housing and community development between UICNI, Voorhees and UPP.

## **Great Cities Urban Data Visualization Laboratory (GCUDV)**

### *Goal of the Unit*

The Urban Data Visualization Program and Lab seeks to inform urban planning and policy discourse at a variety of scales (ranging from neighborhood to the city/region scale) through the innovative use and application of digital spatial multimedia.

### *Profile and Activities*

The lab develops customized spatial analyses, evaluations, and planning support solutions to serve the needs of researchers, practitioners and policymakers and provides pertinent policy advice for public and private agencies engaged in the use of emerging digital technologies. The lab also contributes to the development of a sustainable national and regional spatial data infrastructure.

Since its creation in 1998, the Urban Data Visualization Program and Lab has continued to grow and establish an independent identity, despite severe reductions in state funding and internal administrative changes.

**Research:** Lab faculty and research assistants have been actively engaged in advising the Village of Oak Park, Illinois on the development and use of customized collaborative planning applications that can be used to engage citizens in small stakeholder meetings as well as through the Internet. The Oak Park project exemplifies research undertaken by the Lab (<http://www.uic.edu/cuppa/udv/contents/index.htm>). The lab is involved in several large-scale research projects in collaboration with the Urban Transportation Center and multi-year projects generate external funding and research publications

**Education and Curriculum Development:** Faculty affiliated with the lab teach in the Department of Urban Planning and Policy. Lab faculty are also invited to teach specialized short courses on advanced visualization and multimedia technologies both within and outside UIC. The Lab generates external funding and research grants to hire approximately six graduate students each semester. Students typically come from the Masters in Urban Planning and Policy program, the Department of Architecture and the Department of Computer Science.

**Outreach:** Lab faculty serve on professional committees, serve on journal editorial boards, organize national conferences in the area of advanced technologies and are invited to speak on the topic of digital technologies at national and international events. The lab works closely with the Great Cities Institute and the Natalie Voorhees Center for Neighborhood Improvement provide technical support for nonprofit organizations and provide support for UIC campus initiatives.

## **Institute for Research on Race and Public Policy (IRRPP)**

### *Mission*

The mission of the Institute for Research on Race and Public Policy (IRRPP) at the University of Illinois at Chicago (UIC) is to promote, coordinate, and conduct innovative research on the intersection of race, ethnicity and public policy.

### *Profile of Activities*

Based in the College of Urban Planning and Public Affairs, IRRPP focuses on historically under-represented people of color as they are affected by, and as they seek to affect, public policy. A central aim is to increase the quantity, quality and relevance of research on racial and ethnic groups that face persistent inequities, inequalities and disparities. To promote greater access and diversity, a primary agenda is to improve both the understanding and conditions of under-represented racial and ethnic groups that continue to experience major difficulties within contemporary urban settings. Toward this end, IRRPP is a central locus for policy-relevant studies and related activities to address pressing race-related problems in areas such as urban poverty, health disparities,

achievement gaps, affirmative action, criminal justice, workforce diversity, and community development.

The Institute for Research on Race and Public Policy is organized around a *unique research model, three major goals, and a set of strategic priorities*. The IRRPP *integrative research model* combines: (a) *policy-relevant scholarship* on racial, ethnic, and cultural diversity issues within the social sciences and humanities; with (b) *engaged policy research* to address pressing diversity issues within professional fields and community-based best practices. Guided by this integrative model, the three major IRRPP goals are to bridge **innovative research** (basic and applied) with related **education** and **service** activities through collaboration with a wide range of relevant campus units and external partners:

**Goal 1 -Basic and Applied Research:** At the core of its mission, IRRPP is primarily committed to promoting, coordinating and conducting *basic and applied research* on a critical set of racial, ethnic and public policy issues. The integrative research focus is on both policy-relevant studies in basic social science and humanistic disciplines as well as more engaged studies relevant to professional fields such as urban planning, education, public health, social work, criminal justice, business, and public administration. In collaboration with internal and external partners, IRRPP seeks to play a central role in the university's efforts to address growing racial/ethnic disparities in urban settings through three related research objectives.

**Goal 2 - Education and Training:** To complement core research activities, IRRPP is also committed to related education and training innovation. This goal focuses on both: (a) building collaborative partnerships with UIC instructional programs interested in improving research capacity as well as curricula offerings on racial, ethnic, and public policy issues; and (b) developing more specialized training and development activities to increase the quantity, quality, and policy-relevance of research on racial and ethnic diversity issues.

**Goal 3 - Service and Outreach:** The institute is committed to a range of service and outreach activities to further increase the educational and policy relevance of research on race and public policy issues. Through both campus and external networks, such activities promote community empowerment, economic development and innovative public policies to reduce disparities and to improve the quality of life among under-represented racial/ethnic groups.

## **Nathalie P. Voorhees Center for Neighborhood and Community Improvement**

### *Mission*

The Nathalie P. Voorhees Center for Neighborhood and Community Improvement is a technical assistance and applied research center at the University of Illinois at Chicago. Its mission is to improve the quality of life for all residents of the metropolitan area

through assisting community organizations and local government in its efforts to revitalize the many and varied communities in the city of Chicago and surrounding area.

### *Profile of Activities*

The Voorhees Neighborhood Center (VNC) has been in operation since 1978. Over this 25-year period, the Voorhees Center has assisted over 100 organizations on community planning and development projects. In any one-year, the Voorhees Center staff, faculty and students work on 12 major projects.

The Voorhees Center provides a place for CUPPA graduate students to receive practical experience in research and policy analysis as they study in the two graduate programs. Also, in keeping with the Great Cities mission, the Voorhees Center works towards creating new knowledge and solutions to the major problems facing urban areas. The Voorhees Center is committed to the creation of new knowledge and problem solving within a context, which is participatory, and in partnership with the many community groups, residents and other organizations in the city and region

## **Survey Research Laboratory (SRL)**

### *Goals of the Unit*

The Survey Research Laboratory (SRL) has several goals, all of which are consistent with our original Mission Statement. Specifically, SRL seeks:

- To maintain its national reputation as a leader in the field of survey research methodology.
- To develop a national reputation as the leader in the emerging field of urban survey research methodology.
- To continue to offer high-quality survey research services to both on-campus and off-campus audiences.
- To maintain and expand its educational outreach to both on-campus and off-campus audiences.

### *Profile of Activities*

The Survey Research Laboratory engages in a diverse set of activities that collectively support its goals and mission. Examples include:

- Approximately 60 survey-related projects are undertaken by SRL each year. These projects support the research needs of University faculty in Chicago and Urbana-Champaign, as well as governmental agencies, not-for-profit

organizations and other community groups. Summaries of these projects are available in our annual reports at: <http://www.srl.uic.edu/publist/annrpt.htm>.

- SRL provides educational outreach to both on-campus and off-campus audiences via several mechanisms. On-campus, SRL annually offers a popular series of methodological workshops (see: <http://www.srl.uic.edu/seminars/seminar1.htm>) to faculty, staff and students on both the Chicago and Urbana-Champaign campuses. On the Urbana-Champaign campus, SRL also administers the Seymour Sudman and Robert Ferber Dissertation Awards, which are given annually to graduate students who employ survey methods in completing their dissertations. Externally, SRL also serves the wider academic survey research community by publishing the *Survey Research* newsletter (<http://www.srl.uic.edu/publist/srvrsch.htm>).
- SRL's staff are also actively engaged in a variety of scholarly activities. During FY 2002-03, staff authored a total of 18 peer-reviewed articles and 11 research reports. Staff additionally made 27 presentations at professional research conferences during 2002-03.
- SRL is currently collaborating with the Public Administration, Community Health Sciences, Biostatistics, Statistics, Sociology and Political Science programs in developing an interdisciplinary specialization in survey research methodology. This proposal will hopefully be approved during the Spring 2004 semester and become available to students later this year.

## Urban Transportation Center (UTC)

### *Goals of the Unit*

The Urban Transportation Center (UTC) at the University of Illinois at Chicago seeks to understand and improve surface mobility through the creation, application and dissemination of transportation knowledge while also making use of the Chicago metropolitan area.

The Urban Transportation Center will be an internationally recognized center for research, education, and training in planning, analyzing and modeling surface mobility. With a stable funding base and a stimulating collaborative interdisciplinary environment, the center is a focal point for researchers in various disciplines interested in intellectually challenging transportation issues and problems.

### *Profile and Activities*

**Research:** Research projects include long term projects funded by the Federal Transit Administration and the Illinois Department of Transportation (IDOT) as well as some seed projects funded through the IDOT supported Metropolitan Transportation Support Initiative (METSI) that either address specific issues of concern to IDOT for example, a project to look at the National Environment Planning Agency (NEPA) and the statewide

planning process, or new areas for example, the economic impact of freight improvements. These projects are generating externally funded projects and publications.

**Education:** The faculty affiliated with UTC teach the Urban Planning and Policy transportation courses. One of the courses (Infrastructure Management) is also jointly listed with Civil Engineering. UTC also conducts some training activities for CTA and professional development. In conjunction with the Association for Commuter Transportation (ACT), UTC has sponsored professional development activities including several workshops and net conferences.

Most importantly, UTC provides research assistantships for over 35 masters and PhD students in urban planning and policy, public administration, business and civil engineering. For these students UTC provides the hands-on application of the skills and knowledge they acquire in the classroom.

**Outreach:** UTC faculty and staff have continued to play an active role on professional committees, providing technical support for community based organizations, working with local agencies, and interacting with other campus organizations with peripheral interests in transportation, for example, the Green Campus Council and the Institute for Environmental Science and Policy

## **Center for Urban Economic Development (CUED)**

### *Mission*

The mission of the Center for Urban Economic Development (CUED) is to analyze the unevenness of the urban economy and its implications for low-income and minority communities.

### *Profile and Activities*

CUED works in partnership with low-income and minority communities to devise strategies of job-centered development. Such strategies require research on access to jobs, quality of jobs, business strategies and outcomes, the role of public policy, and the impact of development on neighborhoods. In addition, through specially constructed models of technical assistance to community organizations, labor unions, employers, and government, CUED enters into long-term partnerships to conduct implementation research, to evaluate community development programs and strategies, and to translate lessons from practice into public policy.

CUED's current priority research areas include: (a) alternative employment arrangements and their impact on low-wage workers and neighborhoods; (b) street corner day labor in U.S. cities and community-based alternatives to day labor spot markets; (c) the changing structure of the Chicago economy; and (d) immigration and urban labor markets. Key technical assistance activities include: (a) devising models of place-based economic, community and workforce development; (b) conducting formative evaluations of

economic, workforce and community development initiatives; and (c) participating neighborhood-level strategic planning for economic development.

## **City Design Center (CDC)**

*The City Design Center (CDC), founded in 1995, is a joint center bridging the College of Architecture and the Arts and CUPPA.*

### *Mission*

The Center's mission is the study and practice of design in the public interest, particularly targeting those populations underserved by the design professions. The Center develops and advocates for effective design research and practices by providing information to improve the quality of design decisions.

### *Profile and Activities*

The Center's work is accomplished through cross-disciplinary collaborations among faculty and students in architecture and urban design, urban planning, history and culture of cities, public and community art, environmental graphic design, industrial design, historic preservation, and other relevant design disciplines and professions. The Center aims to provide opportunities for students to learn and gain hands-on experience through work on actual projects with community clients.

The Center emphasizes research and educational programs, and develops prototypic and demonstration projects exploring design innovation in support of its social agenda. To meet this challenge, the Center carries out the following activities:

- Multi-disciplinary research projects initiated by faculty or in response to solicitations by foundations, government agencies, and non-profit organizations.
- Technical assistance through partnerships with community groups in response to requests by community development corporations and other non-profit organizations, most often by low-income communities where such design services typically are not available.
- Public education on design issues through lectures, workshops, symposia, and Internet websites addressed to local, national, and international audiences of academics, professionals, governmental officials, and concerned citizens.

## **Annex 2: The CUPPA Strategic Planning Process**

### **Introduction**

On the advice of the new Dean, Robin Hambleton, the College embarked on a major Strategic Planning Process in the fall of 2002. The goals of this effort were agreed at an 'Awayday' involving 55 people (all Faculty plus representatives of Staff and Students) held on September 26, 2002 are as follows:

- Develop a shared understanding of the dynamic environment in which the College operates
- Create a consensus on a strategic direction for the College in the context of that environment
- Bring about increased interaction and synergy among the units of the College so they can more effectively pursue this strategic direction

It was further agreed that the process should be as inclusive as possible and that it should move through four phases: 1) Diagnosis, 2) Future context explored, 3) Synthesis and 4) Strategy for delivery.

### **1) Diagnosis**

The purpose of the first phase was to take stock of the position the College had reached since it was created in 1995 and to identify the 'Critical issues' now facing the College. This diagnosis was carried out very quickly. The Dean, who took up his position in July 2002, produced a paper, 'Understanding our history', examining the trajectory of the College, and the Unit Heads prepared concise Briefing Papers reviewing how far their Unit had progressed in relation to the goals set in the first College Strategic Plan prepared in 1997. These papers were brought together in '*CUPPA Strategic Plan - Briefing Papers*' (September 2002) and were the focus of attention at the September 'Awayday'.

A Strategic Planning Committee orchestrated the preparation for the 'Awayday' and the follow up. Aided by an outside facilitator, Ellen Cull, the 'Awayday' succeeded in: examining College progress since 1997; identifying the eleven most 'critical issues' facing the College (from a much longer list); identifying the nine major 'driving forces' in the environment likely to shape the future direction of the College (again from a much longer list); and building new patterns of communication between College units. All the discussion was captured on flip charts and reproduced in '*CUPPA Strategic Plan Awayday – Record of the Day*' (October 2002).

## 2) Future context explored

Nine Task Groups were created to examine the nine 'driving forces' in more depth. They were asked to work quickly and prepare their finished reports by January 2003. The nine Task Groups were:

- *Funding and Budget* – led by Jodi White
- *State Government* – led by Julia Melkers
- *UIC and the 'engaged' university* – led by Lauri Alpern
- *Information Technology* – led by Al Schorsch
- *Globalization and the future of cities* – led by Eric Welch
- *The educational agenda* – led by Charlie Hoch and Mike Pagano
- *Chicago and the metropolitan area* – led by Allyson Holbrook
- *Diversity and demographic change* – led by Douglas Gills
- *Personnel development* – led by Joanne Sims and Curt Winkle

The work of the Task Groups was very productive. They consulted widely and gathered data from numerous sources. A total of 74 people (a mix of Faculty, Staff and Students) served on the Task Groups and a much larger number were consulted through various surveys, interviews and focus groups. The findings – summarized in '*CUPPA Strategic Plan - Task Group Reports*' (January 2003) – were the main input to a second 'Awayday' facilitated by Ellen Cull on 30-31 January 2003.

This event brought together members of the CUPPA Strategic Planning Committee and College Unit Heads to explore alternative scenarios for the future. Our approach was influenced by the literature on scenario building, although we developed our own distinctive method – see references. By drawing on the Task Group reports the group worked to identify alternative 'scenario logics'. This involves constructing propositions about a possible future and then writing a story about how the College might fair if that particular 'logic' came to pass. From a list of 39 categories of driving force the group identified three logics that were considered to be both very important and rather uncertain:

- Higher education could become more democratic with a high value placed on public universities **or** higher education could become more elitist with a diminished role for public universities
- Society could become more committed to public purpose involving a stronger role for government **or** there could be a growing rejection of public purpose implying a much more limited role for government
- Social and ethno-religious relations could improve leading to greater social cohesion in society **or** social and ethno-religious tensions could grow leading to social unease and conflict

Different logics were combined together to generate four scenarios for the future. These were deliberately designed to generate very divergent future scenarios. Teams developed the four following scenarios for the College covering the next twenty years:

- *Pollyanna* – Higher education more democratic, increased support for public purpose and government, improvement in social cohesion
- *Self-actualized collectivism* – Higher education more democratic, rejection of public purpose and government, improvement in social cohesion
- *Island in a stormy sea* – Higher education more elitist, increased support for public purpose and government, increase in social tension
- *Class of 2023: UI DuPage* – Higher education more elitist, rejection of public purpose and government, increase in social tension

The group explored at the event and in subsequent meetings what the implications of each scenario could be for each of the eleven ‘critical issues’ facing the College. This extensive scenario-building work gave the College a very good sense of alternative futures and this information was shared with all Faculty and Staff by circulating the report – ‘*CUPPA Strategic Plan – Scenario Building*’ (March 2003). This work was helpful in providing a context for the preparation of the CUPPA FY04 Budget in the Spring of 2003.

### **3) Synthesis**

In the Summer of 2003 we focused our attention on the preparation of a comprehensive report on the performance of the College during the 2002/03 academic year, and the specification of our goals for the coming 2003/04 academic year taking account of the difficult budget environment facing UIC. This new report – ‘*CUPPA Annual Report on 2002/03*’ - improves dramatically the quality of information available to the College leadership about the College as a whole. It also indicates how we are taking steps to fast-track some of the strategic proposals for the College that came out as desirable under all four scenarios – notably the importance of developing an Undergraduate Degree in Urban and Public Affairs.

In August 2003, at a leadership retreat for over 200 campus leaders the Chancellor and the Provost set out their proposals for developing a ‘strategic conversation’ about the future of UIC. Known as ‘UIC 2010’ the approach envisages a wide-ranging examination of the future direction of the University as a whole steered by the ‘2010 Strategic Thinking Committee’. The College is contributing to this work and, to fit with the emerging agenda, we have named our strategic plan ‘CUPPA 2010’.

In the Fall of 2003 the Dean created a new group – known as the Strategic Thinking Group – to examine the evidence from the first two phases of our strategic planning work. The group was asked to: examine afresh the CUPPA Mission Statement written in

1997; review the work of the Task Groups; and identify key initiatives the College should take in this next period. This draft CUPPA 2010 Strategic Plan builds directly on the ideas developed by this group. In writing this draft plan we have, in addition to reviewing the various strategic planning documents referred to above, revisited the 1997 Strategic Plan.

#### **4) Strategy for delivery**

It will be clear from all the above that the CUPPA 2010 Strategic Plan depends for its success on having both a well written document and a recognition that cultural change is the key way in which we will achieve our objectives. The College has many great strengths and it intends to move to national prominence and, ultimately, to global recognition by playing to its strengths. In modern conditions of uncertainty an effective 'Strategy for Delivery' of the new CUPPA vision does not involve drafting a detailed set of actions that will lead to particular outcomes several years ahead. Rather it involves modifying the culture of the organization in ways which clarify our 'heartland' concerns, enhance performance of the college across the board, release new energies through personal self-development of all who work at CUPPA and, through open government and fair procedures, update our sense of direction on a regular and inclusive basis. There are five main features of our 'Strategy for Delivery' and these are referred to at some length in the plan:

- The process of updating and sharpening the CUPPA Mission Statement is the vital first step. It provides an identity statement and a sense of direction. By giving a sense of purpose and not spelling out what people should do it fosters creativity in the organization. And by linking the Mission Statement to a fresh statement of core values the College has provided itself with a set of guiding principles for all of its activities.
- The process of goal setting, monitoring progress towards our goals and regularly revising and reshaping our goals is critical. It is the distinguishing feature of the learning organization – an organization that learns effectively about the environment in which it operates and adapts accordingly. Significant steps in this direction have been made in the last eighteen months. The CUPPA 2010 Strategic Plan is clear on priorities and targets.
- The goals setting/learning process is to be institutionalized in CUPPA through mission-driven annual planning at three levels: personal development planning for all Faculty and Staff; Unit plans rolled forward (in line with budget requirements) on an annual basis; and College-wide plans also rolled forward on an annual basis (and also in line with budget requirements). These plans will be evaluated on an annual basis and this will strengthen accountability in the College.

- Incentives will be offered to those who reshape their activities in order to contribute more effectively to CUPPA goals. These incentives will take various forms but will include provision for rewarding innovation and entrepreneurial behavior.
- Community building activities will remain vital to the achievement of College aspirations. Bringing about more effective synergy between different parts of the College depends on good collegial relations. The culture of team work built up over the years is a formidable asset and an important foundation for the CUPPA 2010 Strategic Plan

## **References**

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## **Annex 3: The CUPPA track record (1995-2003)**

### **Introduction**

This Annex provides a factual account of the performance of the College since it was created in 1995 using the following headings:

- Teaching programs
- CUPPA students
- Academic publications and policy advice
- Research funding and College advancement
- International activities
- Organizational culture

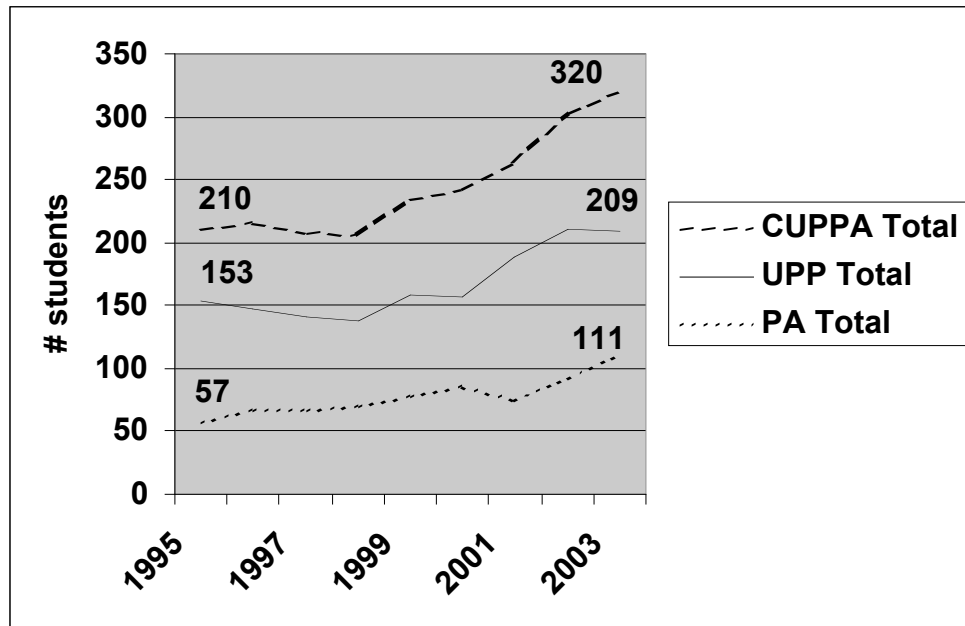
### **1) Teaching programs**

Instructional activity is almost all at the graduate level. Both the Urban Planning and Policy (UPP) and Public Administration (PA) programs can report impressive growth in student numbers in recent years and an even steeper growth in student demand:

- The UPP program increased its student enrollment from 153 in 1995 to 209 in 2003 (a 37% increase). The Master of Urban Planning and Policy Program is now the largest graduate Planning program in the U.S., attracting students not just from Illinois (77% in 2003), but also from elsewhere in the country (14%) and from abroad (9%).
- The PA program increased its student enrollment from 57 in 1995 to 111 in 2003 (a 95% increase). The PA program is now the fastest growing public administration program in Illinois and is responding to the needs of both part-time (79% in 2003) and full-time (21%) students.
- As well as being a record year for enrollment 2003 also saw the College award more degrees than in any previous year – 76 master’s degrees and 3 doctorates.
- The demand for places exceeds supply with the result that the quality of students entering the College has improved over the years
- While completion rates are difficult to calculate because of the high number of part-time students (who tend to deliberately spread their studies over a period of several years) approximately 86% in a given cohort of students graduate within three years.

Key facts relating to graduate student enrollment at CUPPA are shown in *Figure 1*.

**Figure 1: Growth in student numbers (CUPPA)**



In addition to the two graduate programs, CUPPA offers a small number of undergraduate courses – two courses were provided in 2003, generating an FTE figure of 23.8. These offerings have been well received.

The College has played a leading role in recent years in developing the provision of On-line and Post-experience education at UIC. Working closely with the UIC Office of Continuing Education and other partners, the College now offers a range of courses tailored to the needs of particular professional groups and quasi-professional groups – for example, a Certificate in Non-Profit Management (CNM) and a Certified Course for Planning Commissioners. On-line registrations for courses in these two areas reached 435 in 2003, bringing the number of registrations since the program began to 963. CNM has reached students from across the US (32 states) and internationally (China, Thailand, Japan, Germany, Italy, Venezuela, Mexico, and Honduras). In addition, 22 students participated in conventional course offerings through the Urban Developers Program, a partnership between CUPPA and the Chicago Rehab Network. Our discussions with practitioners suggest that there is a significant unmet need for mid-career and senior level courses in aspects of city planning and public management and, as explained later, the College has proposals for strengthening ‘professional advancement’ offerings.

## **2) CUPPA students**

As a major institution of higher education in the nation's third largest city, UIC provides a very attractive location for many potential pre-service and in-service students of urban planning and public administration. CUPPA has a good reputation within professional circles in general and a particularly good reputation in the Chicago community and the Chicago metropolis as a whole. Many of our graduates leave CUPPA to serve in public, non-profit and private sector organizations in Illinois, which reflects well on UIC. The College is proud of its good relations with students. We have very active student associations (in both UPP and PA) participating in course design and forward thinking.

We also have a very active Alumni Association that runs numerous events each year, including a well-attended Life-Long Learning Day and an annual speaker series designed to meet the professional development needs expressed by our alumni. Approximately 13 percent of CUPPA alumni belong to the college's alumni association.

As explained further in Section 4, the College is very active in generating external funding for research. This enables the research units in the College to provide numerous, stimulating research assistant opportunities for CUPPA students, as well as other UIC students. In 2003 CUPPA provided 68 research assistantships to CUPPA students and 40 assistantships to students from six other colleges at UIC.

## **3) Academic publications and policy advice**

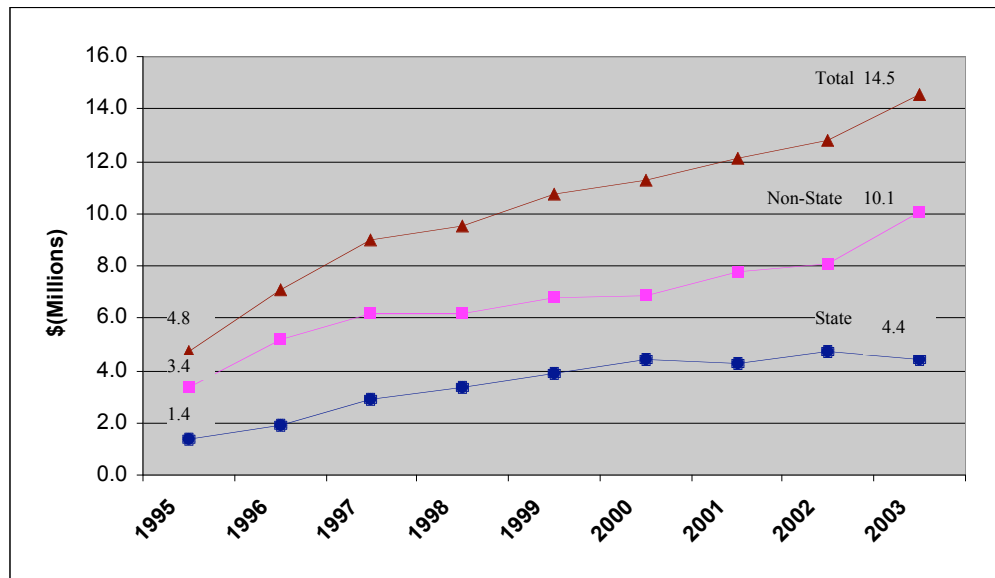
The academic output rate of CUPPA has grown over the years and is now substantial. For example, a recent comparative study of academic output from urban planning schools in the period 1998-2003 ranked the UPP program as fifth in the USA for scholarly outputs in learned journals, etc ('Faculty quality in US planning schools: an NRC style study' by Professor Bruce Stiftel, July 2003). The PA program also has an impressive level of scholarly outputs. The 2004 US News and World Report on 'America's Best Graduate Schools' ranks the Graduate Program in Public Administration as number six in the country for city management and urban policy.

It is important to stress, however, that faculty in CUPPA, in addition to writing influential books and learned journal articles, also make significant published contributions to professional practice and public discourse - through short articles, policy papers, briefing papers, appearances in the media, and the like.

## **4) Research funding and College advancement**

The research institutes and research centers in the College have been extremely successful in generating funds to support a very wide range of research and scholarly activities within the College. One measure of this success is provided by external income. Non-state income to the College has grown from \$3.4 million in 1995 (itself quite a high figure for a small college) to \$10.1 million in 2003. This represents a dramatic increase and is particularly impressive given the increase in competition for grant support both locally and nationally.

**Figure 2: Sources of funding: The Trends**



As *Figure 2* shows the College has sustained a trajectory of growth in external funding from the moment it was created. **Moreover, the record shows that in recent years every ‘state dollar’ invested in the College has generated a further 2.3 in ‘non-state dollars’ of activity.** This leverage ratio is very important for the College, not least because it points the way forward. The entrepreneurial culture that has led to such impressive grant getting in the wider world is a great strength of the College. This culture must be nurtured, supported and spread throughout CUPPA if the College is to achieve its goals.

CUPPA has a very active Alumni Association and the active support alumni give to the College is much appreciated. This support takes many forms – from organizing activities to build links between alumni and the College to helping place student interns in organizations in the Chicago metropolitan area. Alumni and others also give financial support and, in the years since the College was created, there has been a steady increase in giving with over 200 people making gifts in 2003 alone.

The College has a first class CUPPA magazine. Launched in 2000, the magazine, which is published twice a year, has vital role in College advancement. It provides up-to-date and readable information about the College in an attractive format and it enables messages about the work of CUPPA to be communicated to a wide audience.

## 5) International activities

The College has faculty from many different countries – for example, from Australia, China, Colombia, India, Italy, Japan, Nepal, Syria, The Netherlands and the United Kingdom – and most of the faculty are engaged in cross-national research activities. The diversity of our faculty plus the breadth of CUPPA research on, for example, the impact

of global forces on cities and public management, brings a very strong international dimension to our research, teaching, and public service activities. In addition, the College has a good number of students from other countries and has also hosted visiting academics from abroad for several years – for example, Visiting Fulbright Scholars spending time in one of our research units. The foreign students and guests make a valuable contribution to the intellectual life of the College.

In 2002, Dean Hambleton launched the Dean's International Lecture Series, the aim being to bring the very best scholars in urban planning and public affairs in the world as well as leading public policy professionals from other countries to address faculty, students, alumni and invited guests. So far, leading academics from Italy and the UK have addressed the College. In March 2004 Wendy Thomson, who works directly to UK Prime Minister Tony Blair as Head of the Office of Public Service Reform, will give the first 2004 CUPPA International Public Lecture.

## **6) Organizational culture**

The College is fortunate in having talented and hard working faculty and staff who work well together. More than that, the College has a positive, supportive and pluralistic culture that recognizes faculty and staff as the College's greatest resource. We have people from every continent working in the College and this diversity is an enormous asset. Six aspects of the organizational culture should be highlighted:

- The general working atmosphere can be described not only as hard-working and demanding but also friendly and supportive. Relations between faculty, staff and students are particularly good. The culture couples high expectations with team working. As we plan ahead we wish to retain a culture that welcomes ambition but retains good, collegial relations. We also wish to retain and grow the talent of the people working in the College and this has implications for faculty and staff development.
- The College is a complex organization with a rich interplay of activities between the two academic programs and the seven research units. When the College was created some units were relatively new to each other and, while the collegial atmosphere is very positive, it is clear that there is room for strengthening the links between various units to enhance the overall performance of CUPPA. To increase administrative efficiency it should be possible to devolve more functions to the unit level.
- The challenges now facing higher education in the USA and elsewhere require colleges to combine academic excellence with entrepreneurial behavior. As explained earlier CUPPA has combined these two strengths from the outset. A key organizational challenge for the future is to spread the entrepreneurial, outgoing spirit across the whole college.

- Faculty and staff in CUPPA are fully behind the UIC Great Cities Commitment a claim that can be supported by an examination of the portfolio of CUPPA activities. There is a very high level of involvement with local communities in the Chicago metropolitan area and a real enthusiasm for addressing the challenges now facing urban areas not just in North America but in cities in other continents as well.
- The governing arrangements for the College are satisfactory. Information is shared and the College has a tradition of consultation on key decisions affecting the College. Systems of reporting have been improved - individuals and units report formally on their activities on an annual basis and the College now produces an annual report summarizing achievements and performance against quantifiable targets. The work on the CUPPA 2010 Strategic Plan has suggested that it should be possible to further improve arrangements for the governance of the College so that decision-making is both more businesslike and transparent.
- The College is located in a six-story building - a converted factory originally built in 1890 – at the northeast corner of the UIC campus at 412 South Peoria Street. This is a good location for the College as it provides an urban, ‘on-the-street’ position for UIC’s ‘urban’ college. More than that, it is an excellent example of the reuse of a fine building and it brings all the units of the College together in a single structure. This clustering of academic programs and research units in one location is absolutely critical to the effective collegial working of the College. An old building does, however, need to be properly maintained and future plans need to include measures to sustain a good working environment for faculty, staff and students.