SLIDE 1: WELCOME
Good afternoon and on behalf of Provost Adesida and myself, thank you for joining us - whether you are here in Beckman or watching online. Having both the chancellor and the provost together, sharing the stage at a Town Hall may be a bit unusual. But it serves to emphasize that we have been working as true partners ever since former Dean Adesida took over as Provost about 8 months ago. Both of us worked closely with you as we envisioned the future, began to make ambitious plans, and took the initial steps in executing them. With our first academic year working together coming quickly to a close, we wanted this to take this opportunity for everyone in the campus community to hear and see how your advice, your guidance and your engagement in our planning process this year is being put into visible and strategic action.

Whether it has been through my Listening and Learning tour during my first few months, or our Visioning Future Excellence initiative, or the visioning and strategic planning sessions that Ade has initiated, you – the faculty, students and staff – have articulated a vision for the university. You have advised us on where to focus our efforts to position us to be the preeminent public university that we must be to serve our students, the community, the state, the nation, and the planet.

So, let me focus on (1) our responsibility/mandate to lead in this rapidly changing landscape of higher education and (2) my belief that higher education is at a crossroads and the sense of urgency that characterizes our plans and actions. Then, I’ll turn the podium over to Ade who will talk about the emerging campus strategic plan and show you how the Visioning Future Excellence and our strategic planning are already beginning to intersect and yield actions.

We want this to be a two-way conversation. So, we’ve reserved time after we present for you to ask questions, make comments, and provide advice about our collective future. We will talk for about forty minutes – and then we’ll open the conversation to you. We have reserved this room until 1:30 so there should be plenty of time for our conversation.

During my first year and a half, there has really been one main focus: creating a shared vision for the University of Illinois at Urbana-Champaign. You, the community of scholars, students and staff have been and will be the driving force shaping this vision. We have also consulted with our alums, and community and corporate leaders. And your continuing dedication and involvement are essential if we are to fulfill that vision, and if we are going to build a community with the capacity to solve some the grand societal challenges of our time. We must work together as a family if we are to have the greatest impact.

SLIDE 2: RESPONSIBILITY/MANDATE/PRIVILEGE TO LEAD IN A RAPIDLY CHANGING LANDSCAPE
The landscape of public higher education is changing rapidly, more rapidly than ever before in the history of higher education. But then again the world is changing faster than it ever has and we are part of that world. The landscape will be dramatically different in 20 – 50 years from now. The challenges ahead of us during this century demand that we incorporate different models of learning, discovery and
engagement into the best research universities just as the demands of the 19th century led to the Morrill Act that redefined education for our country. And this time, the issues we must address aren’t just ones within our state or even the nation, but ones will impact the viability of the planet.

SLIDE 3: VISIONG FUTURE EXCELLENCE WORD CLOUD
These are the issues that emerged from our Visioning Future Excellence:

- Energy and the environment – how do we provide food, energy, and water in a sustainable and secure way to a world that is likely to hold 9 billion people within 40 years?
- Health and wellness – how to we provide access to healthcare to people so that they can be productive citizens
- Social equality and cultural understanding – how do we deal with diversity of thought and religion, race and culture, gender and sexual orientation, physical and mental ability. How do we embrace these differences in all of our daily actions?
- Education – how do we educate and prepare young and older people broadly so that they can be good and productive citizens in their communities and the world? How do we prepare students to be the next generation of leaders?
- Information and technology – with the rapid changes in this world, how do we deal with information and big data so that people can really take advantage of all of these advances in technology? How do we keep pace intellectually, legally and socially with technological advancement?
- Economic development – how can we translate our ideas and discoveries into healthier communities, more and better jobs, and better education?

These are the grand challenges that you identified during our Visioning Future Excellence discussions. As a preeminent public research university, these are the grand challenges that our nation, increasingly is looking to us to tackle. These are the expectations of a great university today.

We are all aware of the fiscal realities of our state and country. We are all aware of the increasing demands to explain the value of a college education and to justify why the costs of education are so high and continuing to grow.

SLIDE 4: HIGHER EDUCATION IS AT A CROSSROADS/SENSE OF URGENCY
I believe that there will be fewer great and successful research universities in 20-50 years from now, and they will be the ones that embrace and manage change, they will be the ones where excellence is both broad and deep, they will be the ones that clearly contribute to the economic well-being of society, they will be the ones that contribute to the quality of life of the citizens around them, they will be the ones who perceive the sense of urgency and are agile enough to lead change instead of being managed by it. We must be one of those universities. That is why the Visioning Future Excellence initiative and the strategic planning and strategic actions that Ade will tell you about in a few minutes are so critical to our future success.

As a truly comprehensive public research university, we must contribute to our community, the state, the nation and the world in ways that others cannot. I don’t know of any other university that can do it better. We have a unique capacity to contribute and what Provost Adesida will outline is all about building on that capacity.
We do not have the luxury of being able to approach these challenges at the speed that we did in the 19th and 20th century. As I said at the beginning of my talk, we must move with a new appreciation that the whole world and the world of higher education are moving at a faster pace than ever before. We don’t want to be overwhelmed with the sense of urgency, but we must embrace that to lead means that we must consult, and we must always appreciate our history and culture, and then we must act. Investments and structural innovations that lead to increased capacity need to be made, in some cases – almost literally, today. We have to be ready and able to move strategically even as we move rapidly. We will have a shared vision and plan to guide the choices we make and to allow us to be strategically opportunistic. That is what Visioning Future Excellence and our current strategic planning and actions are all about. The Visioning Future Excellence initiative is inextricably intertwined with the strategic planning that Provost Adesida is leading now. The results of the Visioning Future Excellence feed into, and guide the strategic planning that we are doing now.

One last point, and then I will turn it over to Ade: Our potential to excel, to grow and to thrive is based on our sense of community. More than any other community I have lived in, we welcome new people, we welcome novel ideas and perspectives, we welcome non-traditional collaborations. We create and foster an environment where collaboration, cultural interaction and diversity of viewpoints and perspectives come together to feed innovation and discovery in a way that is really unique to Illinois. But here to, there is work to do. We must become an even more welcoming and inclusive community that brings together people of different races, religious and ethnic backgrounds, physical abilities, sexual orientation and gender. This will make us even better. This will make us a more attractive destination for the best and brightest faculty, students, and staff.

Provost Ilesanmi Adesida Remarks

SLIDE 5: WE WILL BE THE PRE-EMINENT PUBLIC RESEARCH UNIVERSITY.
We will be the pre-eminent public research university with a land-grant mission and a global impact.

That’s our aspiration. That’s our goal. That’s the vision you have articulated for the university. It all really comes down to this: How can we be the best possible university?

As we talk about preeminence here, I want to be perfectly clear in how I hope we define it:

SLIDE 6: WE WILL BE THE BEST AT WHAT WE DO.
We mean that we will be the best at what we do; This is a matter of excellence in achievement.

SLIDE 7: WE WILL HAVE GLOBAL IMPACT.
We will be a university that leaves a mark on the world. We will have impact locally, nationally and globally.

SLIDE 8: WE WILL BE RECOGNIZED.
We will be recognized by our peers as leaders; we will be visible to the nation and world – this is the leadership expected from a world class university with a land-grant mission.

To make these aspirations a reality, we have to continue to differentiate ourselves and to distance ourselves from our peers.
We need to focus on where we already have advantages and on where we need to re-organize ourselves to become even better.

The groundwork we’ve laid over the past few years has prepared us to begin moving and organizing right now. From your careful stewarding of resources and your innovations in processes and efforts to find new efficiencies, we have built a capacity for reinvestment in key strategic actions. This is a capacity we will augment through our advancement efforts – aggressively pursuing new support for programs and for people – in the form of scholarships and faculty endowments.

We are ready to act quickly and to act diligently and significantly.

**SLIDE 9: IMPLEMENTING OUR SHARED VISION.**
Your hard work has given us a head start on the competition. We intend to build on that lead.

So, where can we differentiate? How do we move from talking about preeminence to modeling it?

We believe we can do so by focusing our efforts around a framework of three fundamental goals.

**SLIDE 10: OUR SHARED GOALS – SCHOLARSHIP, DISCOVERY AND INNOVATION**
First, we will foster scholarship, discovery and innovation. These are the heart of Illinois. These are the elements expressed through our faculty and through our staff. We need to attract and to retain the intellectual, human power to drive these elements. We need structures and processes that tie directly to and feed them. This is the future of the university – where it all starts for us.

**SLIDE 11: OUR SHARED GOALS – TRANSFORMATIVE LEARNING EXPERIENCES**
Next, we will provide transformative learning experiences. With a solid, academic core, we move outward – to deliver on the fundamental promise of a public university – to teach students and to provide the educational experiences that change lives. This is transformative knowledge – for the individual and, collectively, for the world in which they will live and work. And this is how we are going to recruit the very best and brightest students to Illinois.

**SLIDE 12: OUR SHARED GOALS – SOCIETAL IMPACT**
And finally, we will impact society. When you combine the core of discovery with transformative learning– the outcomes are no longer measured simply in degrees or in citations. They are seen in how the world is changed for the better through contact with our university.

**SLIDE 13: OUR SHARED GOALS – SCHOLARSHIP, DISCOVERY AND INNOVATION**
So, these are the components of our plan. But we all know that planning only pays off when it is translated into actions. So, let me show you where we’ve already begun to do just that, with examples of actions underway and ready to get underway in each of these three areas.

**SLIDE 14: SCHOLARSHIP, DISCOVERY AND INNOVATION – REBUILD THE FACULTY**
The core component of a great university is a great faculty. That’s where we started in 1867. That is where we start today.

We will rebuild our tenure-system faculty. We are going to recruit 500 new faculty over the next 5 to 7 years. That is 500 new minds. 500 new perspectives. We are going to recruit at a pace that will fill in annual losses and still get us back up to about 2,000 tenure-line faculty. These diverse, strategic hires, in
disciplines across the entire campus, and in clusters of new expertise, are a transformational opportunity as they join our ranks. This is how we bring in new energy, new perspectives and how we ignite the scholarly creativity that is the hallmark of the best institutions.

SLIDE 15: SCHOLARSHIP, DISCOVERY AND INNOVATION – SUPPORTING HUMANITIES AND ARTS

Next, we are providing more support for the Arts and for the Humanities. These are critical areas of scholarship and teaching. The comprehensive university must be committed to and strong in these areas.

And I know many of you out there are skeptical and thinking, “He’s an engineer. He’s a science guy.” You’re right. But in my 26 years on this campus as an engineering professor, director of a lab, and dean, I have seen that more broadly-educated engineers are better ones. And I have seen how science and technology open new artistic horizons for students in the fine and applied arts. And I also know that the arts and the humanities are independent areas of inquiry and achievement in their own right that must be nurtured. Without top faculty in the arts and in the humanities, we would not have broadly-educated students, with excellence in critical thinking, and with strong analytical and problem-solving abilities such as those that we will watch graduate in May.

We know well that external funding for research and scholarship in the humanities and in the arts is very limited – and indeed, extremely competitive. I would like to stress here today, that we are committed to addressing the issues in these areas with significant institutional support.

Our Humanities and Arts Scholar Support Program, or HASS for short, is one way we do this already. And I’m announcing right now and right here that we are increasing HASS funding to individuals by 50% this fall. This is just one small but the first step in demonstrating our ongoing commitment to research excellence in these areas.

We are also convening 2 new campus-wide working groups – one in the Humanities, one in the Arts, to support new and renewed initiatives in both areas. These will be established this fall to make strategic recommendations for substantial research support to be funded by my office and by the Office of the Vice Chancellor for Research.

SLIDE 16: SCHOLARSHIP, DISCOVERY AND INNOVATION – SUPPORT FOR GRANT WRITING AND PROPOSAL CONSTRUCTION

A third example is found in how we will enhance the support for grant writing and proposal construction. Resources to help faculty with grant proposals are uneven across campus. We are going to change that.

We are creating a Large Proposal Preparation service through the Office of the Vice Chancellor for Research to assist in writing and winning large multi-investigator and center grants. We want faculty to concentrate on scholarship, not paperwork and processes. The first elements of this service will be in place this fall.

We are moving to help colleges build grant infrastructure support closer to where faculty need it. We’re already piloting this in LAS through supporting staff positions to help with proposal preparation – largely in the social science and humanities disciplines.
You told us one of the challenges to interdisciplinary scholarship is simply knowing what expertise we have on the campus. You said we need better ways to find partners across disciplines and for external collaborators to find us. The Vice Chancellor for Research will launch a public database of faculty expertise in this coming academic year.

These are just a few early examples of how we are moving to support your work and your capacity for scholarship. They are starting points. Here are two of our next steps.

**SLIDE 17: SCHOLARSHIP, DISCOVERY AND INNOVATION – NEXT STEPS**

This fall we will begin implementing the new campus-wide indirect cost recovery (ICR) policy that has been written and approved by the deans. We will have a system that lets our overhead money flow in understandable, logical and transparent ways, no matter where work is conducted. For the first time, we’ll have a policy that lets faculty work where it will be most productive for their research.

We are ready to institute a regular and consistent system for academic program review across the campus. We are going to provide our departments and colleges functional and useful methods to gauge their effectiveness and to identify areas where they can continue to improve. We are piloting this review with 3 departments in the fall.

So, these are some of the first steps we have taken to recruit, hire and retain the best faculty and the best staff at Illinois. These are building the foundation that will let us provide transformative learning experiences to students.

**SLIDE 18: OUR SHARED GOALS – TRANSFORMATIVE LEARNING EXPERIENCE**

To do this, we are going to define what we mean when we talk about the Illinois experience for undergraduate and graduate students. What will it be? How will it be delivered? What is its future? These are the questions that will drive our strategies in this area.

**SLIDE 19: TRANSFORMATIVE LEARNING EXPERIENCE – EXCELLENCE IN TEACHING**

But one thing we do know is that transformative learning begins with transformative teaching, so among the first things we are doing is creating a single, visible campus-level office to support excellence in teaching.

We’re integrating campus-level teaching support resources that, until now, have been spread across units into a single home. The new center will support teaching in all of its forms and act as a catalyst for exploring learning innovations. This will directly and positively impact students, graduate and undergraduate, in every program on campus. This center will be in place this fall.

**SLIDE 20: TRANSFORMATIVE LEARNING EXPERIENCE – UNDERGRADUATE RESEARCH EXPERIENCE**

We are enhancing the undergraduate research experience. This is a direct result of what students and faculty have demanded. We must expand access to and the quality of research opportunities for undergraduates.

We have committed to this with the new Office of Undergraduate Research. We are already seeing an impact. We had an 85% one-year increase in student presentations in last week’s Undergraduate Research Symposium.

**SLIDE 21: TRANSFORMATIVE LEARNING EXPERIENCE – 21ST CENTURY EDUCATIONAL EXPERIENCE**
We are transforming our classrooms to meet the demands of a 21st century educational experience. Over the next 5 to 6 years, we will invest $70 million in classroom renovations. We can’t honestly promise a 21st century experience while we put our students and faculty in classrooms of the 1940s and 50s. From tiles to technology, we will upgrade our learning spaces to be among the best in the nation. 110 classrooms will be transformed in a massive investment that will have immediate impact for students today and for those 50 years from now.

SLIDE 22: TRANSFORMATIVE LEARNING EXPERIENCE – NEXT STEPS
So, what are our next steps going to be in providing transformative learning experiences? As I said, we are really defining the future of undergraduate and graduate education – both here at Illinois and nationally.

That isn’t just limited to how we teach or what our classrooms look like. It goes to how we shape our community of students, and how we prepare them to be global citizens.

We are going to create a truly integrated global perspective within our learning experiences. We need to leverage both our on-campus resources and our global networks in ways that tie directly to student needs. We have growing relationships with institutions in nations around the world – how do we leverage these to provide our students with more international experiences and how do we pursue new ones to our best advantage?

On our campus, we have the largest population of international students. How can that community be integrated into this global teaching and learning process we create?

And just as we are trying to use that international diversity to improve learning, we need to establish an environment that is comprehensively diverse in every definition – culturally, ethnically, and philosophically. Our campus has to be a place that mirrors the world around us. And it has to be one that also academically prepares students for the challenges of the international workforce.

We have to consider whether our Gen Ed courses, as we now organize and deliver them, meet the needs of a 21st century learning environment. Are these offering the skills and knowledge our undergraduates need to have lives of impact? And if not, how do we go about realigning them?

Obviously, these are neither easy questions nor small issues. But they are ones we must face and ones that we will actively address in this next year. So, we’re reinforcing our faculty and staff core and transforming the learning experiences for our students. These are investments that will lead to an impact on our society.

SLIDE 23: OUR SHARED GOALS – MAKING A SOCIETAL IMPACT
Through Visioning Future Excellence, we’ve defined the grand societal challenges of the next 20 to 50 years – the areas where we collectively believe we can have an impact on the world. Here are the several steps we’re taking now to position ourselves to deliver on that expectation.

SLIDE 24: MAKING A SOCIETAL IMPACT – STRATEGIC CLUSTER HIRING
We will use cluster hiring programs to bring faculty to campus around some of the six themes. These will come with our 500 faculty recruiting goal I mentioned earlier. New faces also mean new perspectives and they bring us openings into new collaborative networks. Cluster hires offer the ability to quickly build critical mass in targeted areas.
SLIDE 25: MAKING A SOCIETAL IMPACT – FACILITATING INTERDISCIPLINARY SCHOLARSHIP
We will create more novel structures for interdisciplinary scholarship. The big solutions for grand challenges are going to come from collaborations across the institution – and around the world. We need to organize in ways to let these collaborations flow seamlessly and fluidly.

We need to think about how these will look for a new century, when we are not likely to build new physical structures to support collaboration.

SLIDE 26: MAKING A SOCIETAL IMPACT – VIRTUAL CENTERS FOR COLLABORATION
We are designing new, more agile and flexible ways of collaborating. We are going to create virtual centers that will let us leverage every expertise of the campus. They will let our faculty work in ways most productive for them. These centers offer the ability to move in and out of the groups depending upon faculty needs and the groups’ goals. They increase our capacity to win external funding, private and public while raising our national profile.

We have two of these virtual centers forming now with a third one in the planning stage. And we are working through the academic senate to ensure that these new structures are ones consistent with our governing principles.

The first of these new ventures is the Center for a Sustainable Environment. Established this spring we expect it to quickly evolve into the Institute of Sustainability, Energy and Environment with support from a major private gift. This is an area where existing campus expertise was already aligned with the desire of a donor and we could move quickly. This is what we mean by strategic opportunism.

Another of these emerging centers comes from the Visioning Future Excellence theme of Health and Wellness. Including and expanding upon the Division of Biomedical Sciences, we anticipate the development of an Interdisciplinary Health Sciences Institute. This new center will be an example of how we are “mining” existing, but distributed campus expertise in a novel way to establish a critical mass in a vital area.

We are also going to build on the work of the social and behavioral sciences research committee to strengthen and empower that community in a similar way. This fall we will charge that group to develop a road map leading to a new social sciences research institute to be established in the near future.

And we will naturally include the arts and the humanities in the hiring organized around the grand challenges. Their perspectives must inform our approaches to all of these challenges. I want to stress that these new interdisciplinary centers are organizing around the grand societal challenges we’ve identified, not around a college or a discipline. These are campus institutes – and we expect that every student and every faculty member will have opportunities to participate in them.

SLIDE 27: MAKING A SOCIETAL IMPACT – NEXT STEPS
So, what are some next steps we will take to ensure we have a societal impact?

We need to focus on building new and expanding existing global partnerships, both academic and research, to expand our world footprint and enhance our international presence.
SLIDE 28: ORGANIZING FOR EXCELLENCE
We need to continue to organize our engagement, outreach and technology transfer activities in ways that foster measurable local and state economic development. We are a major economic force – directly and indirectly. We need to find ways to translate our research and our teaching, when appropriate, into real dollars for our state.

And when it comes to making a societal impact, we need to look at everything we do – from our scholarship to our teaching to our structural organization – and we need to be certain that all if it ties back to our students. We have a responsibility to prepare them as the leaders of their generation and to see that they have the knowledge, tools and skills to face the challenges of their world.

We have to organize ourselves, in every sense, for excellence.

These steps I’ve talked about today – they are clearly just a beginning and a sampling of the actions that are going to come out of the campus planning efforts. As we go forward, we are going to have to ask – honestly ask ourselves, how should we be organizing ourselves for success, both academically and structurally?

Are we assembling ourselves in the best possible way to find real solutions to these grand challenges?

Are the basic resources and investments for grand accomplishments in place?

Will we be flexible enough to quickly adjust and seize new opportunities and explore emerging fields?

And we have to be honestly prepared to reorganize ourselves as we answer these questions. We have to be able to say and to prove that we have aligned our university to the needs of our students and of our society.

SLIDE 29: GUIDING PRINCIPLES
We’ve been working closely with the deans and with their guidance we have articulated a set of principles to guide any realignment or restructuring we might undertake:

• First: We will take such actions only in the best interests of the institution and our students.
• Second: They will enhance intellectual synergies and enhance our impact.
• Third: We will put forward a public and transparent purpose for action and we will act within our system of shared governance.
• And finally: Our policies for realignment and reorganization will be uniform and consistently applied to all.

We are talking about organizing for impact. We’re talking about organizing for excellence. And when we undertake such actions, we will do so with your participation and with your guidance.

I want to get back to where this discussion began today. Everything we’ve talked about – these plans we are establishing together and the steps we are already implementing are a road to excellence and pre-eminence.
We are focused on making the University of Illinois at Urbana-Champaign more competitive and to ensure that, 20 years hence, when the landscape of great universities is drawn, we are on the leading edge of it.

Chancellor Phyllis Wise Concluding Remarks

SLIDE 30: IN A NUTSHELL
I realize that we have presented a great deal of material. It is a reflection of the amount of work that you and we have done in a very short period of time. I am optimistic that we will remain one of the greatest universities in the world over the long run and that we will lead because we are always striving to be better. Someone said “excellent is the worst enemy of outstanding.” I am confident that this is not the case here. We are not a community that sits on past accomplishments; the people that I have met during my first 18 months at Illinois are inspiring because you are always working on the next project, you are always finding new ways and new collaborators to solve problems, you are a marvelous community that I am proud and honored to be part of.

In just a couple of minutes, we’re going to open the microphones to you to hear your questions and comments on what you’ve heard.

Let me close by making just a couple of additional points:

First, we recognize resources are a part of this equation. We cannot fund our vision by aggressively raising tuition. While we will continue to work with our legislators, we cannot depend on the state for significant increases in our appropriations. As Provost Adesida outlined, we are taking steps to be more competitive and successful in securing private and federal funding. Our advancement team is aggressively seeking gifts from alumni, friends and corporate and foundation supporters. And many of you have been generous donors to the university. For that, we are particularly grateful. And, through Stewarding Excellence, we have become more efficient.

With our collective vision coalescing and a clear framework to guide our decisions and investments, we are able to position ourselves now to lead the way in finding solutions to the grand challenges of this century. We are going to move fast. But, we are going to move strategically and we are going to move in ways that are consistent with our values, our culture, our traditions.

Second, I’ll say this right now to everyone on this campus: be ready to move. I don’t want us to be on the bleeding edge, but we should be on the cutting edge. We have been asking you what this university can be and where we should go. You have answered and, I hope today you’re seeing that we have been listening and are moving to turn your ideas and recommendations into actions. We’re going to keep asking you questions. We need you to continue answering them critically and thoughtfully. We are going to ask you to look at what you do now and to propose ways that we can help you do it better. This must be a shared process and we have to be working toward a common purpose and vision. That means everyone has a place at the table and the more perspectives we have and the more input, more proposals we get, the more inclusive and more dynamic our university will be.

SLIDE 31: A PROMISE FOR THE NEXT GENERATION
Illinois was founded by a brilliant idea 150 years ago. Our foundations were laid with the promise of establishing a beacon of knowledge and service for our state and nation. Today, together, we stand as a university that not only delivered on that promise, but that has redefined the very idea of what a great
public research university should do and be. We are a great university among great universities today. We have the opportunity, no, the responsibility to set the course right now to be the preeminent university among great ones 20-50 years from now.

And believe me, both of us are certainly excited to be part of that journey with all of you.

This is a place where conversations in a coffee shop several years ago have taken us to human trials of a promising cancer agent this fall. This is a place where our supercomputing center and our performing arts center come together to create new definitions of art.

The same university that drew national headlines with the 50th anniversary of the LED in the fall was in the national spotlight last week with the film festival founded by Roger Ebert.

This same university that revolutionized the world of information with the graphical internet browser is the one that revolutionized the American educational system with the premise that every child has a right to an education. A premise that led to what we today know as Special Education.

The biggest single provider of undergraduate education to Illinois residents also hosts the largest population of international students of any public university in the nation. We compete with the most prestigious private and public universities in the country for the best new students. At the same time, about 20% of our incoming class each year, nearly 1,400 last fall, are the first in their family to attend college. We are the workhorse and the racehorse of higher education.

These are the foundations on which we are building. This is the identity of our university that is shaped by all of you. So, when we talk about our vision for the Illinois of the next century, we’re talking about one that will always be rooted in and inspired by this balance of art and science, scholarship and teaching, observation and engagement, diversity and community.

**SLIDE 32: TOGETHER, WE WILL BE THE PRE-EMINENT, PUBLIC RESEARCH UNIVERSITY WITH A LAND-GRAIN MISSION AND GLOBAL IMPACT.**

So, with this framework and a clearer idea of where we believe we should be headed – we are positioning ourselves to move. We are taking the first strategic actions to move us forward.

Thank you everyone!