Highlights from 2013
Office of Public Engagement
Welcome to this annual report highlighting just a sample of the public engagement activities of the University of Illinois at Urbana-Champaign. The scale of the interactions with our local community, our state, our nation and our world is impressive by sheer weight of numbers. But what really stands out to me is how our research, discovery and our transformative educational opportunities remain so closely tied to helping society face the grand challenges of our generation.

It is sometimes easy to forget that the idea of universities as avenues for engagement and translation of knowledge into practice is a relatively recent one. For centuries, the opportunities offered by universities were limited by birth and by wealth. That model was redefined by the Morrill Act of 1862. With his signature, Abraham Lincoln established the framework that would give birth to a new model of higher education – the public research university.

As one of the original 37 land-grant institutions chartered under that legislation, we take a special pride in an institutional heritage that traces back to this historic moment. Morrill had a vision of universities that would not be separate from their communities, but engaged with them and working in support of them. That was the vision for the University of Illinois at our 1867 founding. And it is the mission that still drives our faculty, staff and students today.

Clearly much has changed in the ensuing 147 years. Our livestock no longer outnumber our students and faculty and manual labor has been dropped from the standard curriculum. But the unwavering commitment to making the world around us better – to make a significant and visible societal impact – is as recognizable today as it was in those first Illinois years.

It’s no exaggeration to say that Illinois inventions, initiatives, educators, students and alumni have touched nearly every corner of the world. Perhaps today a woman in Dallas will undergo an MRI. A student in India may post a story to YouTube. Perhaps a colleague in China will access our world-renowned library collection online. Or maybe a family will watch home movies together on a screen powered by visible LEDs. All of these have some piece of their origin in work done here at Illinois or by Illinois alumni. This is the power of a university to translate knowledge and discovery into positive and permanent impact.

As you read this annual summary of our efforts I think it will be clear that public engagement is a strategic priority for this university. We continue to be a pre-eminent public research university with a land-grant mission and global impact. We are positioning ourselves today for the challenges facing our world in the coming 20 to 50 years. Our ability to engage locally, nationally and globally will be critical in this mission.

We understand that our success is not measured simply by degrees or by citations. It is found in how we at Illinois improve the lives of those we touch.

Sincerely,
Phyllis M. Wise
Chancellor, University of Illinois at Urbana-Champaign
Vice President, University of Illinois
2013 marked another wonderful year for public engagement at the University of Illinois at Urbana-Champaign. We launched the Chancellor’s Public Engagement Student Fellows program that provides support for students who initiate and lead public engagement activities. Our students submitted inspiring project ideas that increased the reach of the University locally and beyond. Faculty and staff enjoy similar opportunities through the Public Engagement Grants program, which provided $250,000 for 31 projects in areas such as education, sustainability, economic development, social justice, and agriculture.

The University of Illinois at Urbana-Champaign dedicates significant additional resources to public engagement through our land-grant mission and heritage. Faculty, staff, and students partner with community organizations, government agencies, and corporations to share knowledge and resources that address issues and barriers in our society. From service learning courses that work with local nonprofits to research projects to improve water safety in Africa, the University impacts the local, state, national, and international community.

Another exciting program that we introduced this past year was the Community & Campus Day of Service. On April 20, 2013, more than 1,500 volunteers participated in twenty local community service projects, including a food packaging project that eventually delivered 146,000 meals to the Eastern Illinois Foodbank that serves local families in need; we packaged 1,000 meals for every year of public engagement with the community. Projects like these demonstrate the importance of civic responsibility to our students, provide them with opportunities to practice valuable leadership skills, and increase interaction between the University and local community.

As the flagship public higher education institution in Illinois, the University is well integrated with the community, and we continually seek additional local and regional partnerships with nonprofit organizations and civic and corporate leaders. Through these relationships, we further expand our teaching, research, and engagement activities and contribute to solutions for important social and economic issues.

I hope you enjoy this issue of our annual Public Engagement Highlights publication. These articles and stories will give you a peek into the impactful public engagement work going on at Illinois.

Pradeep Khanna
Associate Chancellor for Public Engagement
University of Illinois at Urbana-Champaign
CUVolunteer helps community members identify and register for volunteer opportunities.

**CUVolunteer Connects Local Nonprofits and Community Volunteers**

CUVolunteer.org connects local nonprofits in need of volunteers with people throughout Champaign-Urbana interested in giving of their time and talents and is an excellent example of campus units partnering with the local community. Co-managed by the Office of Volunteer Programs and the Office of Math, Science, and Technology Education (MSTE), CUVolunteer.org provides more than 100 nonprofits with a resource to identify and schedule volunteers for both ongoing and one-time events.

Indigo Art Gallery is one example of many community organizations that have benefited from an increase in volunteers since CUVolunteer.org was launched. Gallery owner James Barham said, “All of the sudden I had a number of people visiting the gallery saying they wanted to get involved and I asked them how they heard about Indigo and they all said CUVolunteer.” Local high school students participating in the CU Schools Foundation CUScholars program, which requires all participants to volunteer several hours each year, use CUVolunteer to find opportunities suitable for their age group. As a result, students of all ages learn the importance of giving back to their community and many are able to develop skills in the process, further benefiting Champaign-Urbana.

For more information, contact cuvolunteering@gmail.com or visit http://cuvolunteer.org.

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**Campus Provides Access to Financial Literacy Education**

In partnership with the Federal Reserve Bank of Chicago, the University of Illinois at Urbana-Champaign annually hosts Money Smart Week®, a series of campus and local community activities designed to increase public awareness of issues related to financial literacy and to help students, faculty, staff, and community members better manage their finances. These activities, which include seminars, workshops, and other online activities, are free for campus and local community members. The Office of Public Engagement coordinates many campus activities and hosts several events in conjunction with diverse campus and community partners.

Seminar and workshop activities during Money Smart Week® include sessions on how to check your credit report, identity theft, and working with an attorney as well as shredding events. Financial literacy tools, such as the online budget builder, are available to assist users with anticipating financial needs for the coming year. Activities such as the Kids Essay Contest for local 5th – 8th graders, which awards a $500 scholarship for the best essay, provide resources and training for the local community.

For more information, visit the Office of Public Engagement’s Money Smart Week® website at http://engagement.illinois.edu/moneysmart.
Math classes are often taught through traditional lectures with a teacher at the front of the room giving problem sets to the class, and the way information is delivered in this context may not provide students with practical applications for the concepts they are learning. Led by Assistant Professor in Mathematics Jayadev Athreya, team members at the Illinois Geometry Lab (IGL) are providing teachers with alternative options for teaching math using visualization projects that incorporate a sense of exploration and play.

The IGL uses a community engagement model incorporating visualization activities that provide students the opportunity to discover the benefits of math through engaging in real world applications. Through class visits at local schools, graduate students, post-doctoral staff, and undergraduate students deliver in-class visualization projects created by faculty members in the IGL and the Mathematics Department. These projects include captivating videos and patterns that teach concepts of math as well as hands-on activities such as making models using a 3D printer. In addition to class visits at local schools, the IGL holds regular seminars on technological activities and shares classroom materials with local teachers.

Noel DeJarnette, outreach manager of the IGL, describes an IGL project through which students build platonic solids using paper nets. “They take the models they create and answer a series of questions that help them to organize their exploration. This lesson has been adapted to teach about surface area and volume, algebra, and classifying objects.”

“One of the most important lessons that students take away from their interactions with the IGL is that math isn’t supposed to be scary or punishing,” explains Mr. DeJarnette. “Students are able to see that our scholars and professors struggle with problems they don’t know how to do.” Another key benefit identified by DeJarnette is access to technologies that are not typically available to students and teachers.

Natalya Zielnicki, a middle school math teacher at Countryside School in Champaign, agrees. “Rarely do students get a chance to work with math professors to discover math formulas for themselves, and the volunteers at IGL have been very involved in making sure that the material comes alive for them while also meeting them at their middle school level.” Zielnicki plans to continue participating in the IGL activities in the future.

“The IGL program allows students to get a chance to make connections with some professors on campus, which is helpful for those who want to learn about careers in mathematics,” explains Zielnicki.

Future goals of the IGL include increasing the number of lab visits and visits to schools in the community and developing an “office hours” system where students, teachers and the local community can see and explore what the IGL is working on.

To learn more about the IGL visit http://math.illinois.edu/igl or contact Jayadev Athreya at jathreya@illinois.edu.
Learning in Community: Learning, Leading, and Making an Impact

Since spring 2010, the Learning in Community (LINC) program has engaged over 1,600 students and 44 community organizations, providing support to local and global non-profit agencies and opportunities for Illinois students to use their skills and knowledge to address critical community needs.

Administered by the College of Engineering, the LINC program consists of a 3-credit hour interdisciplinary, inquiry-guided service-learning course, ENG 315, through which student teams work on projects proposed by local and international community partners such as the Don Moyer Boys & Girls Club, C-U at Home, COVE Alliance, and the Mali Water Project. Each LINC course section is dedicated to a specific nonprofit organization that has proposed one or more projects of importance to the organization. Community partners and students share their time, energy, resources, and disciplinary knowledge to address critical community issues while providing students with real-world experiences that facilitate development of a deep awareness of social and environmental issues as well as professional skills related to their area of study.

Typically, each student team is led by a pair of project managers, graduate students or upper level undergraduate students who have previously enrolled in a LINC course. Project Managers are selected through a competitive process, participate in specialized training, and are enrolled in a section of ENG 598 (Applied Project Management). Their responsibilities include facilitating regularly scheduled ENG 315 class sessions, serving as the primary liaison with community partners, managing class projects, evaluating the work of project teams, and participating in weekly sessions for project managers.

At the outset of each semester, students meet a representative from the partner organization with which they will be working, learning more about the organization and its mission and beginning a semester-long project that addresses the needs of the organization and the community. Throughout the semester, students identify and explore topics that contribute to completion of the project assigned to their section of the LINC course. The semester concludes with a public poster presentation in which teams present the accomplishments of the project, value added to the community organization, and lessons learned. Through participation in LINC, students improve project skills and contribute to solving significant challenges facing the local community.

During academic year 2013-2014, LINC students collaborated with approximately 25 community partners, focusing on diverse areas including community health, sustainability, and arts engagement as well as infrastructure development in communities of the developing world.

One fall 2013 LINC team collaborated with C-U at Home, a Champaign-based non-profit dedicated to providing housing to the most vulnerable and long-term homeless individuals and families in the community. Project Manager Sarah Prendergast, a senior undergraduate student majoring in Psychology, notes that one of the most striking aspects of her experience was the opportunity to interact with a diverse group of stakeholders. “The fact that I’m able to collaborate with so many people has resulted in great growth for me.” According to Prendergast, her team of ENG 315 students focused on four primary project areas during their collaboration with C-U at Home. These included advocacy, hiring,
funding, and a photovoice project. In addition, ENG 315 students participated in a grant writing workshop after which the team drafted two grant proposals seeking funding for C-U at Home.

Another LINC course section engaged with Children’s Outreach and Vocational Education (COVE) Alliance, a nonprofit organization that works with orphaned and disadvantaged children in the Kasana-Luweero region of Uganda. LINC students reviewed numerous case studies on best-practices in collaborations with communities in the developing world, learned about issues related to water quality and sanitation, researched various water filtration systems, and developed a series of workshops focused on water sanitation and filtration system assembly for children and community members in Kapeeka, Uganda. The project culminated with a group of LINC staff, project managers, and students spending three weeks in Kapeeka during summer of 2013 during which time they delivered a series of workshops for K-5 students, teachers, and community members, teaching participants about water sanitation and assembling 20 plastic and two concrete water filters on the grounds of a school and health clinic. In addition, local community members were provided with valuable information on how to procure water filtration system components and to assemble these systems using locally available materials.

Katie Wiseheart, an undergraduate student enrolled in the School of Earth, Society and Environment, noted that one of the most striking aspects of her LINC experience was that “LINC is less about bringing your own expertise and more about mobilizing campus resources in order to address a community need.” In addition, she indicated that “a lot of the issues we dealt with in LINC related to how we should interact with community partners in terms of avoiding stereotypes and utilizing the knowledge and expertise they bring to the project.” Courtney Kramer, a Global Studies Major with a focus on East Africa, further elaborated stating that one of the most important lessons learned was that “relationship building is an important piece of the process. If the community partners weren’t on board, the project would have fallen apart no matter how many working filters were assembled.” In addition to providing students with important real-world problem solving skills and experience, LINC courses provide opportunities to meet degree and service requirements for numerous programs and majors including the Leadership Studies Minor; James Scholar Honors Programs; technical electives for some programs in the College of Engineering; the Liberal Education Requirement for College of Engineering; capstone projects in College of Liberal Arts & Sciences; advanced hours in School of Earth, Society, and Environment; the iFoundry Innovation Certificate; and concentration or elective courses in the Master of Public Health Program.

For additional information contact Valeri Werpetinski (werpetin@illinois.edu) or Bruce Elliott-Litchfield (b-litch@illinois.edu), Co-Directors of the LINC program or visit www.linc.illinois.edu.

Public Engagement Portal Links the Community with University Events and Services

Looking for university sponsored events in your area? The Public Engagement Portal is the most comprehensive source for information about public engagement programs and events offered by the University of Illinois at Urbana-Champaign. The Portal provides descriptions and contact information for a variety of university-related programs and events intended for the public, including workshops, seminars, festivals and summer camps.

The Portal is an easy to search tool that allows the user to browse or search programs based on location, keyword, or content area. It is a valuable resource that assists faculty, staff, and students to engage with external audiences and partners to help address the needs of society. The Portal is maintained by the Office for Math, Science and Technology Education (http://mste.illinois.edu).

Find activities for kids, browse resources for teachers, and check out ongoing programs at engage.illinois.edu.

Fast Facts

Current Public Entries as of December 2013: 1,178
Entries since 2008: 15,805
2013 Portal Visits: 63,115
2013 Portal Page Views: 141,635
Providing Latina Youth with a Bridge to Higher Education

Increasing awareness of higher education opportunities available for Latina/o students in the local community is an important focus of La Casa Cultural Latina, the mission of which is to promote a welcoming and dynamic atmosphere through the development of educational, cultural, socio-political, and social programs that lead to greater recruitment, retention, advancement, and empowerment of Latina/o students. La Casa has successfully engaged local students for the past six years with the Latina/o Youth Conference, which includes a variety of events that address the needs of Latina/o youth in the local community with the focus on transitioning these populations from high school to college. In 2013, over 200 students attended the conference.

“Every Latina/o student in participating school districts receives a letter of invitation from us,” said Gio Guerra Perez, Director, La Casa Cultural Latina. La Casa partners with schools in Champaign, Urbana, Arcola, and Danville and works closely with the Latina/o liaisons at each school to make the program successful.

“We make sure the conference each year has sessions that are relevant to the issues that each school and the students in each school are facing,” explained Ms. Perez. “It doesn’t make sense for La Casa to set the priorities of the agenda without consulting with each school.”

The agenda for each year’s conference includes a resource fair where academic and student affairs units have the opportunity to promote the range of support systems and intellectual possibilities for the students that attend. The conference also features a speaker or performer who can help students find self-motivation to overcome obstacles that may stand in their way when they approach higher education. At the conference, students are divided into groups based on their level of education to maximize benefit from the event. Freshman and sophomores engage in sessions that focus on how best to tailor their high school experiences to prepare for college. Juniors and seniors have the opportunity to learn about how to better prepare themselves for applying to colleges and how to take advantage of resources in the community and on campuses such as financial aid.

Another important aspect of La Casa’s focus on preparing Latina/o youth for higher education is providing information to teachers and administrators with important information that is common to the students in this region, such as lack of documentation, overcoming poverty, and the role of family in encouraging higher education.

“We organize the schedule of the conference so students get the maximum impact of the event,” Ms. Perez explains.

Maria Alanis, Director of ESL/Bilingual Education for Unit 4 School District echoed Ms. Perez’s thoughts.

“One of the greatest benefits of this conference to the local Latina/o community is that it’s only for Latina/o students...The conference is an opportunity for University of Illinois at Urbana-Champaign students and CUSD #4 students who share the same culture, heritage, and language to come together to talk about post-secondary education...High school Latinas/os see university students who not only look like them, but who often share similar backgrounds.”

Due to the distant location of some partnering schools such as Danville and Arcola, conference sessions are held multiple times so all students have the opportunity to participate. Conference organizers also provide financial assistance to participating schools to cover transportation costs and substitute teachers.

The Latina/o Youth Conference relies heavily...
on volunteers from the campus community to successfully manage events. Each year, approximately 50-70 volunteers assist with campus tours and manage conference workshops. These activities provide Latina/o students the opportunity to make connections and develop one-on-one relationships with peers, academic mentors, and key university personnel in financial aid, admissions, and minority and Latina/o affairs.

According to Anna Covey, Sophomore Counselor at Centennial High School, having University of Illinois students as volunteers is a benefit for the high school students that participate. “Because the students putting on the event are closer in age to our high school students, I believe they feel more comfortable asking them questions about college,” Ms. Covey explains.

The Latina/o Youth Conference provides many benefits to the community. Not only does it provide access to information on higher education for students in high school that are looking towards college as an option for the future, but it allows their families to be more involved in the community through increased interactions with local institutions of higher education.

For additional information, email lacasa@illinois.edu or visit http://oiir.illinois.edu/la-casa-cultural-latina.
Developed by the Illinois Department of Commerce and Economic Opportunity Energy and Recycle Office and led by Kate Brown, a senior housing research specialist at the Building Research Council in the School of Architecture, the Efficient Living: Illinois Public Housing Authority Energy Program (Efficient Living program) has awarded over $8 million to 44 public housing authorities (PHA) in Illinois since 2008 in order to enhance the state’s economy and reduce energy costs for extremely low to low-income households.

During the program year ending June 30, 2012, 40% of residents served by the program were elderly and 29% were disabled. Families constituted 32% of the population served.

Sixty-one percent of residents affected by the program were classified as extremely low-income with 20% very low-income and 12% low-income.

Many PHAs have limited resources and are unable to invest in new energy efficiency measures such as lighting, furnace, and insulation upgrades. In order to assist PHAs in providing an energy efficient, secure, and comfortable environment for their residents, the Efficient Living Program offers free technical energy assessment site visits to identify opportunities for reducing energy consumption costs, education and training for PHA staff and residents on energy efficiency measures and practices, and information on federal and state incentives as well as energy policies and Illinois energy building codes. In FY 2012-2013 alone, services provided through the Efficient Living program reduced energy use by 5,350,632 kWh and 128,114 therms. Such energy conservation measures have resulted in savings of $1.5 million over the life of the program.

According to Kate Brown, “Building types and daily operations schedules are important factors in energy consumption and cost that are considered by the Efficient Living program team when assessing properties and developing recommendations for facility upgrades. The program has provided assessments and funding for improvements for diverse structures managed by PHAs including high-rises, duplexes, townhomes, and warehouses among others.”

Examples of typical energy cost reduction measures (ECRM) include high efficiency furnaces and furnace motors, commercial and residential boilers, programmable thermostats, light fixtures and occupancy sensors, refrigerators, water heaters, low flow plumbing fixtures, central air conditioning, and clothing washers as well as building and unit insulation.

The Efficient Living program is funded in part by the Illinois Energy Efficiency Trust Fund, created in 1997 through electric-industry restructuring legislation to support renewable energy and residential energy efficiency. In addition, electric utilities and alternative retail electric suppliers annually contribute funds.
ITC provides opportunities to increase global trade in Illinois

The University of Illinois at Urbana-Champaign, the Illinois Department of Commerce and Economic Opportunity (DCEO), and the Illinois Small Business Development Center at the Champaign County Economic Development Corporation opened a new International Trade Center (ITC) in 2013. The ITC supports efforts to expand international trade opportunities in the region.

This international trade partnership enables businesses to easily access the University of Illinois' unique expertise as a world leader in research and teaching, which is further distinguished by the breadth of our programs, broad academic excellence, and internationally renowned faculty.

The ITC serves as the single point of contact for information related to international business, leveraging existing resources and partnerships in the Champaign County region and beyond. The ITC provides businesses with a complete range of services to support the process of international trade including evaluating the company’s readiness to export, examining access to foreign market information, and assisting with documentation, automated trade leads, and linkages with trade representatives.

In addition to helping businesses already involved in international trade, the ITC provides research support for new markets and products and referral assistance for export related activities, licensing, certification, legal and financial consultation, logistics, and customs issues.

“It is exciting to partner with DCEO and the University of Illinois to help our area businesses further expand into foreign markets,” said Greg Gonda, Director of the Illinois Small Business Development Center at the Champaign County Economic Development Corporation. “This partnership represents Illinois’ mission to be a significant player in the global marketplace, and we will look forward to working together to ensure that success.”

For more information about the International Trade Center, please visit www.champaigncountyedc.org or email Kathie Cravens, International Trade Specialist at kathie@champaigncountyedc.org.
Krannert Art Museum – Week at the Museum Delivers Arts-Infused Education in Collaboration with Local Schools

Created and led by Krannert Art Museum (KAM) Director of Education Anne Sautman, **Krannert Art Museum-Week at the Museum (KAM-WAM)** is a partnership between KAM, the Center for Education in Small Urban Communities, and the Champaign and Urbana public schools. Local teachers team up with museum staff to develop and teach a full week of elementary school classes at the museum, integrating arts education into the core curriculum with a focus on best practices in teaching and grade-level appropriate learning outcomes.

Through participation in KAM-WAM, local elementary students express their own ideas by using visual evidence as their voice. Classes are broken down into four groups, and students participate in activities at four teaching stations in the museum that incorporate special exhibitions and permanent collection installations to explore the questions “what is art?” and “who am I?” Students engage in diverse activities that include learning about art from around the world, creating a piece of art related to artwork in the museum, critiquing exhibitions and gallery spaces, and working in groups to install their own art in the KAM-WAM gallery. In addition, students use a combination of fine arts elements to create a music or performance piece.

Supported by KAM, local school districts, foundations, individual donors, and grants from the Office of Public Engagement, KAM-WAM has engaged over 1,000 students from local elementary schools. Teams of up to five teachers including classroom, art, music, and enrichment teachers as well as literacy specialists and English as a second language teachers, join the KAM staff to deliver interdisciplinary content to up to 50 students per session.

When Anne Sautman arrived at Krannert Art Museum, “There weren’t many schools taking field trips to the museum. It was difficult for teachers to get support from their administration for bussing.” Sautman describes the typical field trip to a museum as a one-hour visit that often is not connected to the school curriculum. There are many museums across the country that have more in-depth partnerships with schools. These partnerships usually consist of multiple alternating visits to the school by museum staff and to the museum by students. These common models restrict time spent in the museum and with museum staff, making it difficult to create a truly immersive arts experience. When developing the KAM-WAM model, Sautman envisioned a program that would provide students and teachers an opportunity to experience the museum beyond the typical one-hour field trip in a way that would meet teaching and learning goals required by common-core standards while providing an in-depth museum experience for students.

An opportunity to build relationships with local teachers and school administrators came when Sautman attended a meet and greet organized by public engagement staff from units in the College of Fine and Applied Arts hosted at the Krannert Center for the Performing Arts. Through this event, Sautman
was able to connect with administrators and teachers from Urbana School District 116. According to Wiley Elementary School principal Barbara Sartain, “Everyone became excited about a vision for students to learn on-site at the museum, and so a partnership was formed to create an innovative week-long program… From the program’s inception, the goal has been to capture the attention of the students and engage them in some of the extraordinary learning opportunities at the University of Illinois.”

For local elementary school teachers, KAM-WAM bridges the divide between fine arts and core curriculum and strengthens relationships between fine arts and classroom teachers. It also enables teachers to experience job-embedded professional development focused on instruction and student learning through support from the Center for Teaching in Small Urban Communities at the University of Illinois.

According to Rusty Clevenger, a visual arts teacher at Wiley Elementary School in Urbana, “All of the people who developed KAM-WAM were interested in providing students with experiences in which they could learn in-depth, cross-curricular content. KAM-WAM uses not only visual art, but also museum spaces and concepts as vehicles to provide students with educational experiences that engage them in learning outside of the typical school realm.”

Tara Olsen, an instructional coach at King and Wiley elementary schools in Urbana, describes her role as one in which she helps teachers consider how they teach the grade level when planning lessons and setting learning goals in addition to encouraging teachers to create authentic, engaging, cross-curricular activities for their students. “What I love about working on the KAM-WAM project is that the team creates a unit that exemplifies best teaching practices and reaches every student. The museum team and Wiley staff members worked together to create an experience that will remain with these students for the rest of their lives! The week at the museum incorporated many academic areas including math, language arts, reading, music, dance and drama, visual arts, science, and social studies in a way that was both fun and meaningful for our students.” Wiley Elementary fine arts teacher Meagan Tipton echoed these sentiments, stating that the students “get to make connections between what is being taught in each different strand of the day and how they all work together.”

Urbana music, dance, and drama teacher Cara Maurizi describes the experience as one in which, “…classroom teachers, the art museum staff, and arts teachers create lessons so that the kids will have a truly integrated experience.”

At the end of the week, students, parents, teachers, and KAM staff participate in a family reception that features student exhibitions and performances. At the reception, teachers provide families with an overview of lessons taught during the week; families solve art mysteries; and students show their family around the museum.

For additional information, contact Anne Sautman (asautman@illinois.edu) or visit http://kam.illinois.edu.
The Career Center staff seeks to educate and empower students to actively plan their futures as contributing members of a global community.

UlUntern Program Supports Community Organizations and Student Learning

Sponsored by the Career Center at the University of Illinois at Urbana-Champaign, the UlUntern program prepares students for meaningful and impactful careers through internships with local non-profit organizations, enhancing existing efforts in the Champaign-Urbana community. Intern placements are part-time, unpaid appointments spanning 8-10 weeks during the summer. Sponsoring organizations submit a job description for available intern positions through I-Link, an employment and recruiting system at the Career Center, and handle the interview and intern selection process internally. During the summer of 2013, 10 local organizations, such as the Center for Women in Transition, University YMCA, Tap In Leadership Academy, and Illini Fighting Hunger, sponsored 15 student interns.

The idea to develop a community-centered internship program was inspired by projects in which founding undergraduate engineering students Keilin Deahl, Eileen Walz, and Allison Moran engaged through Engineering 598: Creativity, Innovation, and Vision during fall semester 2012. According to Deahl, “we recognized there was a need on campus for students to contribute to the local community.” She noted that “Illinois students have a lot of skills to offer in helping their community.” Through their experiences in the ENG 598 course, Deahl and UlUntern co-founders Walz and Moran realized that many of the skills utilized for engineering projects were transferable to other community-based projects.

Early on in the planning stages of the UlUntern program, organizers began searching for a unit that would serve as a permanent home. The Career Center was a logical choice and has enthusiastically taken on administration of the program. Victoria Spring, Assistant Director of Employer Connections for Special Populations at the Career Center, indicated that the new student initiated program fits well with the Center’s portfolio, noting that “the Career Center had already been considering ways to get students with specific skills involved in the community. UlUntern is a good fit for the goals of the Career Center. It helps students explore their options, use their skills to address real-world problems, and make off-campus connections.”

Deahl, Walz, and Moran collaborated with diverse campus units to develop a program structure that provides basic training and self-reflection activities to assist students in identifying their skills and interests and help them prepare for a summer of service as an intern at a local non-profit organization.

During spring semester 2013, four sessions enrolling over 100 students were offered. The first session, Explore, was led by co-founders Deahl, Walz, and Moran and provided a forum in which students could explore their skills and interests in order determine what type of community organization may be a good fit. Session two, led by staff from the Career Center, focused on professional presentation skills such as resumes and cover letters that would be shared with potential intern sponsors. The third session was coordinated by the campus Leadership Center and provided opportunities for participants to identify and utilize their personal and professional strengths. A final workshop, Aspire, took place after internship placements had been made and focused on setting specific goals for each
intern during his or her placement period. Each of these workshops focused on how students could utilize the professional skills they have developed through university curriculum and related activities to make a positive impact in the local community through service as an intern with a non-profit organization.

Philosophy student Josie Fonseca described her experience serving as the Global Engagement intern at the YMCA as “eye-opening, innovative, and inspiring.” “I feel as though I’ve gained valuable knowledge on how to take charge of my career and learned to look at the possibilities of the destination.” Elise Vallosio, an advertising major, echoed these sentiments noting that she worked on projects related to her area of study such as designing advertisements, updating social media and completing research projects. “Through my internship, I was able to utilize my major and interests to benefit the community. At the same time, I was able to develop my own

skills and receive a greater understanding of what I desire for my future career path. Illini Fighting Hunger and Wesley Evening Food Pantry allowed me to set goals for myself at the beginning of the summer and through my mentors’ encouragement, reach them.”

Program success is measured in a number of ways including regular assessments from intern supervisors, intern feedback, and a post-program assessment completed by sponsors and participating students. In addition, the UIntern program sponsors the Summer Exploration Series, which includes general program updates, activities such as problem solving exercises and public speaking simulations, and opportunities for interns to share with one another about their experiences.

Spring indicated that future goals for the program include reaching out to a larger number of students and community organizations, increasing program visibility by participating in campus events such as the Public Engagement Symposium, and encouraging student interns to take more initiative by inspiring them and connecting them to important resources.

Additional information about UIntern is available on the program website at http://www.careercenter.illinois.edu/students/jobs/uintern. Questions may be directed to program coordinator Victoria Spring at vspring@illinois.edu or 217-333-0820.
CAEPE

Honoring Faculty, Staff and Students with Public Engagement Awards

Each year, the Office of Public Engagement recognizes faculty, academic professionals, and students who engage the public to address critical societal issues through the Campus Awards for Excellence in Public Engagement (CAEPE). Recent recipients have participated in or led projects and activities ranging from coordinating after school programs for local children to creating educational materials using animated characters of universal appeal on some of the world’s most pressing problems.

Individuals and teams are eligible for these awards. Each individual faculty member and academic professional award winner receives a $1,500 cash award and a $1,500 permanent salary increase. In the student category, $1,500 cash awards are given to undergraduate, professional, or graduate students to be used for professional development and to support other educational activities.

Typically, one team award is given to recognize outstanding contributions uniquely accomplished through a team effort. The award includes a $5,000 contribution to the sponsoring unit intended to support or enhance the winning project.

Recipients during the recent years have assisted in activities that benefit immigrant education in the local community. They have created materials and training for low-income and low-literate consumers that allow these consumers to participate in the marketplace. Other recipients of CAEPE awards have engaged students in communities and schools and linked student classroom experiences with community projects. They have also promoted arts, humanities and cultural programming through Krannert Center for Performing Arts, Krannert Museum or the University Library.

Learn more at: http://go.illinois.edu/CAEPE.

CCFD

CAMPUS CHARITABLE FUND DRIVE

Illinois Employees Donate $1.3 Million to Charity in 2013

Vice Chancellor Dan Peterson speaks to CCFD unit leaders about the importance of charitable giving.

The University of Illinois at Urbana-Champaign Campus Charitable Fund Drive (CCFD), through which Illinois employees donate more than all other state agencies combined, raised more than $1.3 million during the 2013 campaign. Sponsored by the Office of the Chancellor and managed by the Office of Public Engagement, CCFD is the annual, eight-week employee fund drive that has supported charitable organizations since 1929.

More than 3,000 donors made 8,506 donations to eleven charitable agencies (see Illinois Gives), which serve more than 600 different programs. Retirees and community
Fostering Community Engagement through the Public Engagement Symposium

Step into the Public Engagement Symposium and you will find yourself surrounded by wall-to-wall people discussing thrilling public engagement initiatives from all around campus. It takes just a moment to notice the excitement filling the hall as presenters demonstrate their outreach efforts to curious students, staff, faculty, and community members.

Each year, the Office of Public Engagement provides the campus and the community an opportunity to learn and share information about the scholarly and creative community engagement efforts at the University of Illinois through the Public Engagement Symposium. Community partners are especially encouraged to attend to learn about opportunities to collaborate with campus programs that could benefit their constituents.

At the Public Engagement Symposium, community members and campus faculty, staff and students have the opportunity to share knowledge in the areas of business and innovation; environment and sustainability; science, technology and education; service learning, youth and family; and community outreach. Many of the displays provide hands-on experiences, such as demonstrations with the Champaign-Urbana Community FabLab. Symposium visitors have the opportunity to learn about programs like BUMP, a nonprofit design, development and manufacturing organization that provides off-the-shelf prosthetic arms for developing countries.

Science, Technology, Engineering and Math (STEM) collaborations with schools and the local community are a popular highlight of the Symposium each year, including a program with the Urbana Free Library where computer lab spaces are redesigned to create a more collaborative environment.

For more information, contact Megan Puzey (mpuzey@illinois.edu) or visit http://www.conferences.illinois.edu/engagementsymposium/.

Numbers from the 2013 CCFD

- 3,000+: Donors
- 8,500+: Gifts to Participating Agencies and Designations
- 200+: Volunteer leaders from every campus unit
- 11: charitable federations or agencies
- 600+: designations

Agencies

- America’s Charities
- Special Olympics of Illinois
- American Cancer Society
- Black United Fund
- Community Health Charities of Illinois
- Community Shares of Illinois
- EarthShare Illinois
- Global Impact
- Independent Charities of America
- United Negro College Fund
- United Way of Champaign County

Illinois Gives
as the fiscal agent for the project. The project must have approval or sponsorship from an external community partnership agency outside of the University of Illinois, such as a school, governmental unit, or non-profit organization.

Applications for the 2014-2015 school year are due April 1, 2014. For more information, please contact Tracy Parish (tparish@illinois.edu) or visit engagement.illinois.edu/studentfellows.

Public Engagement Grant Program

As a preeminent public research university, Illinois greatly values an effective public engagement capability focused on addressing critical issues facing our society. In today’s global environment it is essential to insure the creation of socially relevant knowledge that produces real-world solutions. Each year the Office of Public Engagement conducts a small grant program that seeks proposals from faculty, students, and staff to fund community-related projects, scholarly work, creative endeavors, course development, and other activities within the broad framework of public engagement.

Since 2009, the Public Engagement Grant Program has provided more than $1 million in support for 113 programs developed by a variety of campus units. These programs address critical issues in agriculture, community development, education, economic development, entrepreneurship, social justice, and sustainability, among others. The positive impact of programs supported through the Public Engagement Grant Program affects people across the globe from the Americas to Asia and beyond.

Initiatives developed by campus community members in collaboration with diverse external partners that address critical societal issues will continue to receive financial and administrative support from the Office of Public Engagement.

Applications are accepted through August 25 through September 26, 2014. For more information, contact Tracy Parish (tparish@illinois.edu) or visit http://go.illinois.edu/engagement_grant.

Chancellor’s Public Engagement Student Fellows

The Chancellor’s Public Engagement Student Fellows Program provides small grants to students who partner with an outside entity, such as a school, government, or non-profit agency, to solve a problem or provide a service while utilizing their education and developing leadership skills. The goal of the Fellows program is to enable undergraduate, graduate, and professional students, and groups of students in student organizations or classes to increase and sustain the university’s public engagement capabilities. The program gives students the opportunity to expand their learning environment through community-related projects, scholarly work, creative endeavors, course development and other activities within the broad framework of public engagement.

To be eligible for a grant, the project or service proposal must be authored by one of more students and have the approval or sponsorship of a faculty member. The sponsoring unit must agree to serve as the fiscal agent for the project. The project must have approval or sponsorship from an external community partnership agency outside of the University of Illinois, such as a school, governmental unit, or non-profit organization.

Applications for the 2014-2015 school year are due April 1, 2014. For more information, please contact Tracy Parish (tparish@illinois.edu) or visit engagement.illinois.edu/studentfellows.
Public Engagement Colloquium Brings Engaged Faculty and Community Partners Together

The Public Engagement Colloquium, sponsored by the Office of Public Engagement, is a series that takes place during fall and spring semester and promotes sharing of best practices in public engagement among members of the Urbana-Champaign campus community and external partners. The inaugural Colloquium series took place during fall semester 2013 and featured three programs; Krannert Art Museum – Week at the Museum (KAM-WAM), Illinois Researchers in Partnership with K-12 Science Educators (I-Rise), and the Helping Revitalize Medical Education through Service (HERMES) program.

Presenters are invited based on demonstration of exceptional success in developing and delivering public engagement programming that creates new knowledge, contributes to solving critical societal issues, further the teaching and research mission of the campus, and strengthens our ties with external partners. Each Colloquium presentation highlights a specific campus-community initiative and is focused on a particular theme related to public engagement such as building relationships with community partners, developing and delivering engagement programming, and program evaluation.

Anne Sautman, Director of Education at the Krannert Art Museum, was the featured speaker for the first fall 2013 Colloquium. Ms. Sautman highlighted the success of KAM-WAM in bringing together Illinois faculty and staff with classroom and fine arts teachers in the Champaign and Urbana public school districts. Under the leadership of Ms. Sautman, KAM-WAM has engaged over 1,000 students from local elementary schools, providing opportunities for elementary students to experience the museum beyond the typical one-hour field trip and allowing teachers to provide learning experiences that meet teaching and learning goals required by Common-Core.

Dr. Sharlene Denos, K-12 Outreach Coordinator and Postdoctoral Researcher at the Center for the Physics of Living Cells, provided insight into developing and delivering successful science-based enrichment activities for pre-college students, which is essential to inspiring future scientists and engineers who will one day discover solutions to critical social and economic challenges facing our state, nation, and world. She and her team of graduate students address the need for such enrichment activities through a weekly series of science-based lessons administered through the Advancement via Individual Determination (AVID) program, a college-readiness system designed to increase learning and performance.

The final colloquium talk of fall semester 2013 was given by Flavia Andrade, Assistant Professor of Kinesiology and Community Health, and highlighted best practices in advancing health education, nutrition, and screening through community partnerships developed by the HERMES program and delivered through a local clinic staffed by student volunteers from the Urbana-Champaign campus College of Medicine.

Please see below on this page for information about spring 2014 Colloquium presentations. Additional information is available at http://go.illinois.edu/pecolloquium or by contacting Tracy Parish (tparish@illinois.edu)

Spring 2014 Colloquium

- **Wednesday, February 19, 2014**, Noon - 1:00 p.m.
  - Illini Union, Illini Room A

- **Wednesday, March 12, 2014**, Noon - 1:00 p.m.
  - Illini Union, Illini Room A

- **Wednesday, April 16, 2014**, Noon - 1:00 p.m.
  - Illini Union, Colonial Room
Community and Campus Day of Service

On Saturday, April 20th, 2013 the University of Illinois at Urbana-Champaign kicked off National Volunteer Week with the inaugural Community and Campus Day of Service. This new annual event brings together faculty, staff, and students with members of the community to benefit those in need in Champaign-Urbana. The event encourages participation by units across campus and provides students with leadership opportunities in a significant service event, encouraging them to give back to their community.

In partnership with the United Way, Busey Bank, Rotary Club of Champaign, and the sixth annual Austin’s Day of Service sponsored by the Centennial High School Interact club, units across campus participated in or sponsored numerous service activities throughout Champaign-Urbana.

The largest event was a food packaging event in which over 1,000 volunteers participated. This event was sponsored by the Office of Public Engagement, the Office of Volunteer Programs, the Activities and Recreation Center, and Student Dining and Residential Programs. More than 81,000 meals were packaged and donated to the Eastern Illinois Food Bank.

A diverse group of campus units and organizations came together to make the first Community and Campus Day of Service a resounding success. Illini Fighting Hunger, a registered student organization that supports hunger relief efforts in East Central Illinois through partnerships with community agencies and organizations, provided team leaders and partnered with the National Soybean Research Laboratory to develop the recipe for the packaged meals. University Housing provided physical space in the Student Dining and Residential Programs Building to hold the event, Facilities provided boxes to hold the meal packages, and the Office of Mathematics, Science and Technology Education (MSTE) developed the website.

In addition, Student alumni ambassadors assisted with volunteer recruitment, Uniting Illini assisted in recruiting volunteers, Dining Services provided space to store supplies, and the Illini Union Office of Volunteer Programs provided logistical and planning support. In the 14-County area served by the Eastern Illinois Food Bank, nearly one person in six faces some level of food insecurity, and over 30,000 people struggle with hunger every day in Champaign County.

A number of other activities took place in tandem with the food packaging event. These included events sponsored by Action Research Illinois in the College of Fine and Applied Arts and activities hosted throughout the local community by the Austin’s Day of Service. For additional information, visit https://cuvolunteer.org/DayOfService2013.

Community and Campus Day of Service planning committee members

Erica Allender, Terry Austri, Max Colon, Greg Damhorst, Megan Dino, Caitlin Drake, Amy Fruehling, Nick Glumac, Vaneitta Goines, Sue Grey, Katie Hansen, Herb Jones, Grace Kenney, Kari Mattfolk, Michael McKelvey, Maurice Moore, Mary Noel, Megan Pagel, Tracy Parish, David Pileski, Albert Plawinski, Todd Salen, Eszter Sapi, Ken Shaavel, Sarah Zehr
Bringing One Community Together through Music and Youth Activities

It’s hot and the smell of sweet corn and funnel cakes wafts through downtown Urbana. Hundreds of high school students are gathered on Broadway Avenue to play their fight songs and to join their contemporaries from the other local high schools in collaborating on one song led by the University of Illinois at Urbana-Champaign band director. It must be August at the Urbana Sweetcorn Festival.

For the past five years, the University of Illinois at Urbana-Champaign has sponsored the One Community Together stage and a variety of hands-on youth activities during the Urbana Sweetcorn Festival. The One Community Together stage has hosted over 50 musical and dance performances from local groups in a variety of genres, including jazz, bluegrass, African drums, jug bands, Colombian dancing, rock and roll, and blues. The Marching Illini from the University of Illinois at Urbana-Champaign took over the streets in 2009 and marched from the One Community Together Stage to the Miller Main Stage, delighting the crowd and forming a parade. In 2013, the Colombian dance group Centro Libre Como Vento Capoeira led their own parade through the streets of Urbana.

Another important component of the One Community Together programming includes hands-on youth activities. Youth from Champaign, Urbana and the surrounding communities have had access to an instrument petting zoo, didjerido building, paper-making and crafting spinning drums. The Champaign Prosperity Gardens has partnered with One Community Together and the Urbana Sweetcorn Festival by creating games such as the fruit and veggie twister game. They have led other activities, including digging for worms, creating veggie stamps and leading an effort of seed collection for Musalila, a community in Zambia.

“The One Community Together programming showcases the diverse range of cultures that call our community home. This area provides an easily accessible place for all ages of the broader community to experience, learn about, and enjoy the sights and sounds from around the world,” explained Cynthia Johnson, Executive Director of the Urbana Business Association.

To culminate the One Community Together activities, the mayors of Urbana and Champaign, and the Chancellor of the University of Illinois at Urbana-Champaign make short remarks on the importance of bringing the community together through activities such as the Urbana Sweetcorn Festival. What other community activity allows the public to star and moon gaze with the Staerkel Planetarium, dance along with Bali Lantari, a Balinese dance group, and listen to Urbana High School, Centennial High School and Central High School’s bands play all together? Only the Urbana Sweetcorn Festival.

For more information, email Megan Puzey (mpuzey@illinois.edu) or visit http://engagement.illinois.edu.
Extending Knowledge, Changing Lives

This year, University of Illinois Extension celebrates 100 years of helping families stay healthy and strong; promoting good stewardship of the land and our natural resources, helping communities thrive and grow, and enhancing leadership skills in our youth and community.

Today U of I Extension offers programs in five broad areas including –

• Healthy society
• Food security and safety
• Environmental stewardship
• Sustainable and profitable food production and marketing systems
• Enhancing youth, family, & community well-being.

When Extension was established, the primary teaching method was demonstrations.

Whether establishing a demonstration corn plot to determine productivity or a travelling railroad car with model kitchen exhibits, people learned how to improve their lives.

Today the use of technology makes Extension education available anytime and anywhere. U of I Extension’s websites are the most popular U of I websites and receives 9 percent of the total traffic to University websites.

Now users can see demonstrations on YouTube. U of I Extension has 440 videos posted on home gardening, food preparation, and pest problems. On the average there are 2,000 views of the videos per day with people learning how to prepare plants for winter, select a tree in a garden center, or identify oak wilt disease. Currently, Extension YouTube videos have had more than 1.4 million views.

In keeping with current social media, one of the fastest growing channels is Pinterest. U of I Extension has 34 boards ranging in topics from pet care to information about managing diabetes. All posts are linked to Extension fact sheets, news releases or websites.

U of I Extension has found that providing in-depth education via online courses gives people access to study at their convenience. Courses for community leaders on professional development including budget development and management; certified crop adviser online courses include programs on soils and flooding as well as corn residue and foliar disease; and 4-H volunteer orientation training including parliamentary procedures, child protection, and public presentations show the diversity in programs available.
One of the most popular U of I Extension Apps focuses on preparing food for people with diabetes. Other Extension Apps in the Apple Store include Our Rose Garden, Gardeners Corner, Diabetes Lifelines, and a MRTN (Maximum Return to Nitrogen) Calculator. Currently, 10 additional apps are in development including nozzle calibration for pesticide application, nutrition for children, and selection and care of ornamental grasses.

Extension experts are connecting directly with clientele who have horticulture questions. Through a question and answer forum “Ask Extension,” people get answers to their questions and then the answers are archived to a library. This year, more than 1.5 million answers have been viewed. This data base of information makes Extension information available immediately when the gardener has the problem or need for specific assistance.

Live online webinars have also been an effective delivery system for providing information on emerging topics to advance local food production. More than 520 producers participated in the Small Farm Webinar series that focused on how best practices in production, management, and marketing can improve long-term planning and sustainability. The 13 session series included presentations on wildlife damage control, water sanitation for small farms produce, and seed saving.

Extension’s goal is to provide access to vital information and resources for our customers using technology. It is enabling our Extension clientele the opportunity for quick acquisition of skills and knowledge. By eliminating the barriers of time, distance, and access, they can now take charge of their own life-long learning.

For more information about University of Illinois Extension, visit www.extension.illinois.edu.
Mark Your Calendar

Campus Awards for Excellence in Public Engagement
October 31, 2014: Announcement
December 5, 2014: Nominations Due

Campus Charitable Fund Drive
September 15 – November 7, 2014

Public Engagement Grant Program
RFP available: August 25, 2014
Submission Deadline: September 26, 2014
Award notifications: November 28, 2014

Public Engagement Student Fellows
Announcement: January 26, 2015
Applications Due: March 13, 2015
Winners Announced: March 27, 2015

Stay in Touch with Public Engagement
Website: http://engagement.illinois.edu/