

Curriculum Engagement and Outreach & Partnerships Classification Submission

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I. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation

Complete all 5 of the following

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

Quote the mission (vision)

Mission: We at Illinois serve the state, the nation, and the world by creating knowledge, preparing students for lives of impact, and addressing critical societal needs through the transfer and application of knowledge.

Vision: “Our traditional commitment to serving society is today expressed in the high priority we give to ‘public engagement.’ This newer concept reflects the reality that so much of what we do takes the form of faculty members collaborating with communities, agencies, and organizations to address society’s critical issues and to share the university’s intellectual and cultural assets.” (Chancellor Richard Herman, September 2004)

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

Describe with examples

The University’s decentralized structure is ingrained in its culture and is documented in appropriate bylaws and statutes. Our extensive public engagement efforts emerge from that “bottom-up,” “we get things done” culture and are fueled by the passion and dedication of students, staff, faculty and administrators. While we provide a few examples of campus-wide awards here, the vast majority of the recognition activities on campus occur at college and departmental levels.

Established in 1999, the [Campus Award for Excellence in Public Engagement \(CAEPE\)](#) recognizes faculty, staff and students who engage the public to address critical societal issues. Up to three faculty and staff members are recognized and receive a permanent salary increase. In the student category, up to three cash awards are given to undergraduate, professional or graduate students to be used for professional development and to support other educational activities. The Team CAEPE Award recognizes outstanding contributions uniquely accomplished through a team effort. The award also provides funding to the sponsoring unit, to be used to enhance the project being recognized.

The campus Office of Student Affairs honors students and registered student organizations who have demonstrated exceptional leadership by making “a significant impact on the quality of campus and/or community life.” The Office of Volunteer Programs presents yearly Outstanding Service Organization and Outstanding Students awards. In addition each of 16 Volunteer Illini Project service projects recognizes an overall volunteer of the year.

The [Division of Public Safety](#) recognizes community engagement and support through a number of awards presented annually to faculty, staff, students and community members at a formal ceremony. Citizen Commendations are presented to community members who provide assistance with criminal investigations, assist in saving or attempting to save a life, or provide a service to assist police at some risk to their well-being or health.

3. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?

Yes

Describe the mechanisms

Illinois’ public engagement identity has evolved over 140 years in an environment of land-grant institutional initiatives spread across many colleges and units. This decentralized structure is characteristic not only of community engagement, but also of our teaching and research activities. Through the persistent efforts of the faculty, staff and students within the 74 academic departments within 11 colleges, eight schools and more than 150 centers and institutes significant contributions are made to the public engagement mission of the University. Assessing community perceptions is carried out primarily at the program and unit levels. The instruments and feedback mechanisms utilized across our campus typically include community member participation on campus and unit-level committees, end-of-program evaluations, speaker evaluations, client and participant surveys, on-going partnerships, Web site visits, requests for program information, networking at conferences, client needs assessments, participant testimonials, thank-you letters and notes, personal phone calls, pre-and post tests, marketing statistics, Web-enhanced feedback, formal evaluation research, third-party surveys, impact assessments, and face-to-face focus group sessions.

The following examples are a small sample of efforts that demonstrate Illinois’ commitment to gathering community perceptions of our programs.

The College of Veterinary Medicine employs several mechanisms to gather feedback from the community. At the College and hospital levels, external advisory committees exist for the purpose of soliciting input from veterinary professionals about the state of the profession and perceived future needs for those practicing veterinary medicine. This committee’s advice is used to shape the direction of the College, such as curriculum, public engagement activities, and more. The College’s Office of Public Engagement regularly requests feedback from those attending continuing and public education programs.

Through the activities of its Center for Education in Small Urban Communities, the College of Education is continuously gathering perceptions about the College and the University. The Center engages in multiple evaluation activities including interviews, focus groups and surveys. One program in particular, the Chancellor's Academy, for teachers in the local community, is funded by the institution and hosted by the College. The data are compiled into a report that is shared with university leadership and community stakeholders.

The [Family Resiliency Center](#) tracks event participation, media contacts, center tours, campus and community presentations, newsletter and information packet distribution. Likewise, the [Autism Program Resource Center](#) documents numbers of contacts, visitors, program participation, and types and amounts of materials distributed monthly.

a) Does the institution aggregate and use the assessment data?

Yes

Describe how the data is used

With a decentralized organizational structure, data on impact and effectiveness are critical for operating and planning decisions. While such data are useful at the campus level, the primary impact of assessment data occurs at the unit level. This discussion focuses on a key use of assessment data at the campus level and then illustrates one unit's use of assessment data.

At Illinois, each academic unit annually provides extensive reports on impact and effectiveness to the Provost's Campus Budget Oversight Committee (CBOC). The committee is chaired by the Provost and comprised of faculty members selected by the Faculty Senate from across the campus. Each academic unit is reviewed annually. Extensive unit reports are compiled for these reviews. Following a common structured format, these unit reports review past performance and propose initiatives. Such initiatives can include reduction of scope of existing enterprises as well as expansion of activities.

Assessment data for engagement activities are critically important in this process as, typically, data for research and on-campus education are more readily available. Therefore it is critical that faculty and unit leaders compile similar information assessing engagement's impact, to have a role in the unit level processes leading to the unit's CBOC report. As will be noted elsewhere in this document, aggressive efforts are being made at the campus and unit levels to enhance our capabilities in aggregating and analyzing engagement assessment data.

[University of Illinois Extension](#) has the most well developed methods for using assessment information and serves as a model for other units. Program participants routinely complete evaluations and indicate additional educational needs. For example, assessment of the Dining With Diabetes program series yielded data from

700 participants that resulted in improved content and creation of a second program series on eating to reduce the risk of diabetes.

4. Is community engagement emphasized in the marketing materials (Web site, brochures, etc.) of the institution?

Yes

Describe the materials

Marketing efforts at the University of Illinois occur in a variety of ways, including annual reports; communication to parents (Postmarks), peers (On Our Watch), faculty, staff and students and stakeholders (Inside Illinois), multiple television and radio shows; and the University's Web presence with student and faculty blogs, Office of Public Engagement Web site and A Minute With Web feature that gives faculty experts the opportunity to engage with a broad audience on current topics in the news.

Significantly, the community engagement marketing materials distributed by the University's academic and administrative departments make up the majority of our marketing efforts. For instance, E-ILLINOIS is the University's Student Affairs quarterly electronic newsletter for alumni and friends of the division of Student Affairs. The newsletter highlights current student activities, engagement programs, and campus events. Examples of featured articles include coverage of Illini 400 for Cancer, a group of 400 student cyclists traveling across America to raise money for cancer; and I-Help, a campus-wide volunteering event with students working in the community.

The colleges of Engineering; Agricultural, Consumer and Environmental Science; and Veterinary Medicine host annual two- or three- day open house events engaging tens of thousands of visitors annually.

Extension uses a variety of marketing methods to describe its mission of community engagement and to promote participation in specific programs available to the residents of Illinois. The Helping You Put Knowledge to Work...All Over Illinois brochure provides an overview of Extension's structure, program delivery, and partnerships. Examples of printed materials for marketing specific programs include Cook County's Science, Technology, Engineering, and Math Programs for Youth catalog and the Certified County Officials training program brochure. Extension's Web development staff ensures a unified message for its state Web site and for 76 county/multi-county Web sites. Page views annually total more than 10 million.

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

Describe examples such as annual address, published editorial, campus publications, etc.

“An earnest dedication to public service, as demonstrated by leaders such as Douglas, Lugar and Hamilton, is a virtue we all must celebrate and encourage.” President B. Joseph White, May 14, 2008

“As you know, as a Land Grant institution the University of Illinois has a long record of commitment to public service and to the discovery and application of knowledge to improve and serve the greater society in which we live.When our faculty, staff or students become involved in a public engagement project, they are entering into a contract, in which both they and those they engage with, have much to gain through the sharing of and creating, new knowledge to the benefit of both campus and community.” (Chancellor Richard Herman, 2004)

One of four University values identified in the campus strategic plan (March, 2007) is, “A Land Grant Tradition re-invented for 21st century America that effectively puts our learning and research into the service of a just and prosperous society; that builds partnerships with local constituencies that strengthen the community as a living and learning environment; and that extends beyond the boundaries of the campus and Illinois.”

Actions taken by the Chancellor speak to the priority the University of Illinois places on community engagement. Shortly after taking his position, Chancellor Herman established the Civic Commitment Task Force, comprising of college and unit administrators, faculty and community members, to suggest means to enhance our civic engagement efforts. In response to their recommendation, the Office of the Vice Chancellor for Public Engagement was established in 2007 to provide overall campus leadership.

B. Institutional Commitment

Required Documentation

(Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes

Describe with purposes, staffing:

The recently established Office of the Vice Chancellor for Public Engagement (OVCPE) provides the focus for the infrastructure to advance engagement. The OVCPE provides leadership, communication, and coordination for the myriad of community engagement programs that the campus delivers. These purposes are achieved in a manner consistent with the University's decentralized culture and its 140 year of history of independent initiatives spread across its many colleges and units.

Many of the colleges boast dedicated engagement offices or units that have helped grow engagement at Illinois to a setting where community engagement is local, statewide, national and international in scope. Illinois Extension, administered in the College of Agricultural, Consumer and Environmental Science (ACES), is the single largest engagement entity at the University. To ensure coordination and enhance effectiveness, the Associate Dean of Extension and Outreach reports to both the Dean of ACES and to the Vice Chancellor for Public Engagement.

As facilitators of the community engagement process, the OVCPE works with other campus administrators, with colleges and units across campus, and with the community to identify possibilities for collaboration, create incentives for faculty-led multidisciplinary projects, and re-design existing processes and organizational structures to advance public engagement. The OVCPE intentionally is a unit with a small number of staff (about 20 professional FTEs in the Office and its directly reporting entities). At the time of OVCPE's establishment, it was determined that administrative responsibilities of units with engagement components would not be shifted to OVCPE. For example, although the Office of Public Affairs reports through Public Engagement at many universities, those responsibilities were not shifted to OVCPE. This decision was made to allow OVCPE to focus on coordination and programmatic development, not on administrative duties that were being accommodated through other units.

Faculty input and oversight are key vehicles which support activities of the OVCPE. The Civic Commitment Task Force (CCTF), as noted above, is composed of faculty, college and unit senior administrators, and community members who are appointed by the Chancellor. The CCTF serves as a sounding board for new ideas, but more importantly, members are champions of community engagement helping to set public engagement policy and bringing the unit concerns and issues to the attention of the campus administration. In addition, the Public Engagement committee of the campus

Faculty Senate provides oversight and a means of communication to the campus legislative body comprising of 200 faculty and 50 student elected representatives.

2. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

In FY 2007, about 11% of Illinois' total \$1.47B budget was devoted to extension and engagement programming. This amount totaled approximately \$160M, of which \$74M was from internal allocations. State appropriations provided through University of Illinois Extension were \$16.3M of its more than \$80M budget.

- a) Is there external funding dedicated to supporting institutional engagement with community?

Yes

Describe specific funding:

In FY 2007, approximately 53%, or \$85M, of Illinois' total \$160M community engagement expenditures were from external grants and contracts. Of this amount, University of Illinois Extension received more than \$17M from external contract sources. Illinois faculty and staff receive funding from a variety of state and national sources to support engagement. The National Science Foundation, FCC Rural Health Care, Carnegie Corporation, MacArthur Foundation, Mellon Foundation, Kauffman Foundation, Illinois Department of Commerce and Economic Opportunity, and the Illinois Department of Children and Family Services are some of our largest sources of engagement support.

There are many opportunities for industry and foundations to engage with our faculty to support engagement and to pursue collaborative funding opportunities in service-learning and co-op/internships. The Office of Corporate Relations (which reports to the Vice Chancellor for Public Engagement) coordinates private sector interests with our engagement efforts. In addition to the Office of Corporate Relations, many colleges, institutes, and the Research Park provide support, encouragement, seed and sustaining grant funding and assistance for writing external contract and grant proposals focused on engagement. Specific examples of externally supported engagement efforts will be provided in Section IV of this document.

b) Is there fundraising directed to community engagement?

Yes

Describe fundraising activities:

The University of Illinois is in the midst of a five-year capital campaign called Brilliant Futures. This undertaking is the largest and most ambitious campaign in the history of the University of Illinois with the goal of raising \$2.25 billion. The Urbana-Champaign campus target is to raise \$1.5 billion of the total \$2.25 billion Campaign goal. Funds raised will be used for student, faculty and program support as well as to improve campus facilities. Largely conducted through the efforts of unit level development officers, engagement efforts are integrated into unit program initiatives. One example of this success is a substantial donor gift to establish The Pampered Chef® Family Resiliency Program. As noted elsewhere, this program conducts extensive engagement efforts in the local community.

In addition to the campaign, units have on-going funding initiatives to support engagement efforts. For example, in the College of Veterinary Medicine, two engagement programs are primarily supported by private giving. These are the [Wildlife Medical Clinic](#) and the Companion Animal Related Emotions [Pet Loss Helpline](#). Annual fund-raising events and efforts of College development staff provide the needed financial support to fund the operations of these efforts.

3. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?

Yes

Describe:

At Illinois, campus-wide tracking mechanisms have been evolving over the past 12 years. The Public Engagement Activities Index, an online tracking database that documented hundreds of public engagement activities, started in 1996 and was maintained until 2006 when it was phased out because of software and maintenance issues. Since 2006, the campus has been exploring alternative methods to track engagement.

The Office of the Vice Chancellor for Public Engagement is responsible for two campus-wide, targeted tracking systems. The [Chicago Imprint](#) web system is an online tracking and reporting database focused on documenting the extent and impact of University engagement in the five-county Chicago metropolitan area. The system is dynamic in that staff in individual academic units updates their unit's programs as they change over time. Because of Chicago Imprint, the University has evidence that its expenditures in the Chicago area exceeded \$75M in FY 2007. This fall, the [STEM Portal](#) will track science, technology, engineering and math outreach activities of the University. In addition to documenting existing efforts, this tool will better enable

external constituents to access the resources of the University. The OVCPE will expand Portal development into other disciplines, based on assessment of the STEM Portal effectiveness.

As with assessment, individual units customize tracking methods to meet specific needs. University of Illinois Extension maintains a system to track its community engagement activities. The system also tracks delivery of education through media outlets such as TV, radio, and news releases. In addition a database has been created to collect information about participation in the Certified County Officials program that currently includes more than 25 course offerings. Illinois also tracks data for federal reporting on 4-H participation and the Expanded Food and Nutrition Education Program participation and graduation levels.

Within the College of Education, the Office of School University Research Relations tracks faculty and student engagement for new outreach and/or research with 22 local cities, 11 states and seven countries. The system receives feedback from researchers and community stakeholders regarding the benefits of programs and services.

The Children and Family Research Center developed a set of five strategic goals and associated metrics in the summer and fall of 2007. Sixteen measures are tracked to follow the impact of work in the child welfare field.

The Autism Program Resource Center documents numbers of contacts, visitors, program participation, and types and amounts of materials distributed monthly. Information is used to tailor programs and services to meet needs of the region the program serves.

a) If yes, does the institution use the data from those mechanisms?

Yes

Describe:

With a decentralized organizational structure, data on impact and effectiveness are critical for operating and planning decisions. At Illinois, each academic unit annually provides extensive reports on effectiveness to the Provost's Campus Budget Oversight Committee. Engagement information is critical in these discussions to acquire the financial resources to support the unit's engagement efforts.

At the tactical planning level, data on engagement can be critical to effective decision making. For example, the University is evaluating significant expansion of its urban engagement portfolio. Information from the Chicago Imprint system is being employed to guide policy and funding decisions relative to this specific expansion opportunity. In addition to this specific application, this information resource also is used to improve the relationship between the community and campus, identifying areas of opportunity.

University of Illinois Extension uses data it collects to compile annual reports provided to various funders including the United States Department of Agriculture,

federal and state legislators, state agencies and local funders. Deliberations with those constituents as to future policies and programs are based upon this information.

The Children and Family Research Center uses data from its tracking efforts to assess movement on strategic goals and to gauge how well they are penetrating their target child welfare audience at both the state and federal level. Information the data provides is used to document expertise and effectiveness in assisting children in the care of state child-welfare systems.

The [Police Training Institute](#) uses a variety of surveys to assess effectiveness in the delivery of training. Recruit officers complete an in-depth assessment of their training experience at the end of each 12 week academy. Approximately six months after graduation, the recruit officer and his/her Field Training Officer is surveyed to assess the effectiveness of the academy in preparing that officer to perform required duties.

b) Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes

c) If yes, indicate the focus of those mechanisms

Impact on students

Describe one key finding

Many units across campus collect data to measure student impact. For example committed to inspiring the community through Chemistry, the [REACT Outreach Program](#) began in Fall, 2002 and has grown into the largest outreach program of its kind at the University and perhaps in the U.S. In the REACT program, college chemistry students provide hands-on science activities that can be tailored to many different themes and age-groups. The usual audience, however, is elementary students. College REACT students participated in an assessment survey reporting on their personal growth.

Overall statistics show:

- ❖ 85% of first time participants return for another semester of REACT.
- ❖ Almost 100% of two time participants return for a third semester of REACT.
- ❖ More than 50% of students report that REACT strengthens connections between the department and students.

Illustrative student comments:

“I feel like I was able to do something constructive for the community. As a person, I feel like I am better prepared for group projects.”

“It helped me to reach out to the community, which is something that I normally wouldn't do otherwise.”

“I was able to coordinate a group project with fellow students and teach it to younger kids. I used my knowledge of chemistry to help others and contribute.”

Impact on faculty

Describe one key finding

Academic units conduct annual reviews that intersect with the P and T process at three points. Unit emphasis on community engagement will vary but the process yields data on faculty participation in community engagement, commitment to engagement, and integration with other scholarly efforts. Although not centrally aggregated, the data provides unit administrators valuable decision-making information relative to their unit's engagement mission.

In 2001, trends in Architecture, Landscape Architecture and Urban Planning faculty participation in the East St. Louis Action Research Project (ESLARP) emerged from the data indicating faculty who were matriculating into administrative roles elsewhere. Junior faculty were engaging the program on a project-by-project basis but were not committing to the ongoing core mission of ESLARP.

Unit administrators intentionally coordinated three tenure-track hires to form a new leadership cohort. Faculty were introduced to ESLARP and encouraged to develop a community-based research agenda, participate in campus-wide service learning programs and develop inter-disciplinary studio courses. Through the P and T process these faculty produced a body of work that integrated research and teaching with engagement in communities. In 2007-2008 two were promoted with tenure. The third member of the cohort will be advanced in 2008-09 and promotion is expected.

Impact on community

Describe one key finding

The Paseo Boricua Community Informatics program is a collaborative research, action and learning initiative with the [Puerto Rican Cultural Center \(PRCC\)](#) in Chicago's Paseo Boricua, an inner-city neighborhood overcoming poverty, racism, violence, AIDS/HIV, etc. The PRCC has attracted international attention for its innovative, multi-generational community-based efforts. Faculty and students across disciplines work with hundreds of youth and community leaders to create learning activities and digital media. Assessment occurs through needs and evaluation studies, student reflections, course evaluations, symposium attendee feedback, and community meetings and workshops. Dr. Jose Lopez, director of the PRCC, summarized one key finding on community impact, noting that "a new sort of university is being created in the community." Onsite courses and symposia, assistantships for underserved students, and a Paseo Boricua student-curated exhibit at the famed Newberry Library demonstrate the co-creation of knowledge with local residents. Impact is also seen in support for community projects, such as creation of a

library; providing instructors for after-school programming; producing a community health program manual; developing an urban agriculture high school curriculum and a computer curriculum for PRCC pre-schoolers; and background research for local history plays produced by neighborhood youth.

Impact on institution

Describe one key finding

Recently, campus undertook to assess the impact of community engagement efforts on the University. Faculty and staff who were actively involved in engagement efforts were surveyed individually and in focus groups. The following benefits to the University were identified:

- ❖ Improve perceptions of the University as a partner; greater entry into the minority, low-income community.
- ❖ Greater visibility outside of the University's traditional geographic area of influence.
- ❖ Increase community outreach; provide well-tested forms of service delivery; establish models of collaboration and community.
- ❖ Improve relationships with municipal and state leaders.
- ❖ Higher visibility in the state, among citizens, government officials, education officials.
- ❖ Good relationships with stakeholders on a variety of issues through greater accessibility to University resources.
- ❖ Establishment of new relationships within the community and University; interdisciplinary efforts enhance collaboration and provide greater efficiencies within the institution.
- ❖ Extensive external funding can be garnered as a result of initial institutional investments to create and sustain programs and partnerships.

These results fostered the Chancellor's establishment of the Civic Commitment Task Force, the Office of the Vice Chancellor for Public Engagement, and targeted initiatives to expand community engagement efforts.

d) Does the institution use the data from the assessment mechanisms?

Yes

Describe

Data are used at all levels to affirm or improve engagement activities. Data collected at the unit level inform decisions and planning in the units-for example, to strengthen or develop new partnerships. Student assessment data, including data on engagement, are being used in the campus-wide preparation for reaffirmation of accreditation by North Central Association of Colleges and Schools.

The data reported by the units on their annual progress on strategic planning goals, including engagement, are aggregated by the Provost's office and used to inform

discussions by the Provost and the Council of Deans. For example, the Deans have recommended expanding the metrics on engagement to better capture the breadth and depth of engaged scholarship. The Deans also developed a white paper on assessing social responsibility related to campus initiatives.

Paseo Borica Community Informatics assessment data is used to improve this growing campus-community initiative, develop it as a model for sustained investment in community, and seek ways to expand the number of units involved.

The Chicago Imprint (chicagoimprint.illinois.edu) data have guided decisions by the Chancellor on strengthening partnerships in Chicago and investments in new projects.

4. Is community engagement defined and planned for in the strategic plans of the institution?

Yes

Describe and quote

The campus 2007 Strategic Plan clearly embraces our Land Grant heritage, renewing our institutional commitment to comprehensive excellence in the service of Illinois and the nation through education, research, outreach and economic development. We foster innovative teaching, research and engagement, demanding and rewarding breakthrough knowledge creation and learning from our faculty and students.

Engagement is at the core of the Plan's "Access to the Illinois Experience" goal. 'Illinois aims to prepare students to be leaders by providing an array of learning experiences that begin, but do not end, in the classroom. Our educational programs promote innovation, cultivate justice, enhance social mobility, and improve the quality of life by responding to local, national and global societal needs. We must always remember that our public Land Grant status makes the betterment of humanity our fundamental business. To prepare students for the community responsibilities demanded of them in an increasingly diverse, rapidly changing world, we will establish Illinois as the leading public research institution that engages students in civic commitment and community-based learning experiences.'

Community is defined as not merely local, but also national and global, emphasizing strategic strengthening of linkages with Chicago, Washington, D.C., and targeted global partners.

5. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes

Describe

Overall coordination and communication regarding professional development is the responsibility of the Office of the Vice Chancellor for Public Engagement, in concert with other campus level units. A few examples:

- ❖ The Illinois Leadership Center's Civic Commitment Partnership Working Group and Office of Public Engagement held a Faculty Dialogue for Leadership-Service-Learning in the spring of 2008.
- ❖ The Center for Teaching Excellence is a campus-wide service unit responsible for assisting faculty and teaching assistants to improve instruction. Professional development opportunities are available in assessment measurement and the Center offers several new teaching certificates to meet the professional development needs and interests. A campus reading group "Service-Learning and the Scholarship of Engagement" was instituted. The group focuses on weekly readings and discussion about service-learning pedagogy and the scholarship of engagement.
- ❖ The campus-level Academic Professional Development Fund provides funding to allow professionals to pursue development opportunities in community engagement.
- ❖ In 2008, a campus-wide charrette will be held to identify infrastructure enhancements, including professional development mechanisms, to improve our effectiveness in community engagement.

As is the case for research and on-campus education, the primary responsibility for professional development resides at the unit level. Two examples:

- ❖ University of Illinois Extension annually provides a broad offering of staff development opportunities. Seventy-eight sessions, including 14 sessions targeted for new Extension staff, were offered during the past two years. The topics covered building skills in working with people, program development, locating grants, and entrepreneurship.
- ❖ Each year the Police Training Institute hosts a one-day seminar, Facilitating Adult Learning. In addition to staff, instructors from other law-enforcement training academies participate. Staff also attends national and international conferences related to their specialized area of instruction.

6. Does community have a “voice” or role in institutional or departmental planning for community engagement?

Yes

Describe

As previously mentioned, community membership on policy and planning committees is ingrained in the Illinois culture. Community members are members of the Chancellor’s Civic Commitment Task Force, the major advisory committee to the Office of the Vice Chancellor for Public Engagement. At the unit level, external advisory committees are actively involved in planning processes. The community voice can be loudly heard in the following unit examples:

The East St. Louis Action Research Project (ESLARP) establishes and nurtures mutually enhancing partnerships between community-based organizations in distressed urban areas and programs of the University. Through these innovative partnerships, ESLARP promotes the revitalization of distressed areas as well as advances the University's missions. Projects for service activities and courses are

identified by our community partners. A member of the ESLARP staff lives and works in East St. Louis and serves as Community Liaison working daily with partners. ESLARP holds bi-annual retreats in East St. Louis where residents assist in defining the University's role in the community.

Advisory councils consisting of 15-25 diverse representatives of Illinois residents exist in every county in the state and meet regularly to provide input for University of Illinois Extension program development. Illinois residents serve on the State Extension Advisory Council to provide input on educational needs and program priorities at the state level. Representatives of the community are also involved in designing the process that will be used to complete community and economic development plans and projects.

The Child Well-Being Maternal Depression Forum was the first initiative funded through the Child Well-Being Fund, and was created to support child well-being outreach and educational programming. Local community stakeholders who participate in identifying topics include United Way, Mental Health Board, Voices for Illinois Children, Crisis Nursery, and the Junior League of Champaign-Urbana.

C. Supplemental Documentation

Complete all of the following:

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes

Describe

Decentralized decision-making and shared faculty governance are ingrained in the University's culture and are documented in appropriate bylaws and statutes. Faculty hiring, both in position definition and candidate selection, is one of the key activities that underpin this decentralized structure. Therefore expectations relative to performance for each faculty job description are determined by faculty and administrators at the level most knowledgeable of the position's needs. This decentralized structure exists not just for community engagement but also for research and teaching.

Within this decentralized organizational structure, individual units implement search/recruitment policies to best meet their needs. Below are three examples that illustrate instances of community engagement being explicitly emphasized:

The East St. Louis Action Research Project is a long running program in which faculty and students have been actively engaged with the target community. In 2001, there was a coordinated hiring of faculty across three units (Architecture, Landscape Architecture, and Urban Planning) to support this effort. The faculty positions were defined emphasizing alignment with ESLARP activities and with specific linkage to the service-learning courses related to ESLARP efforts.

University of Illinois Extension has numerous positions tied to community engagement. Job descriptions for campus educators and for specialists in the field specifically note the responsibility to "network and/or collaborate with community organizations and groups to assess needs and develop educational programs to address those needs." County Director positions include community development as one of the acceptable master's degree fields of study in position descriptions and job announcements.

The University's [Fire Service Institute](#) directly links to community needs, employing 600 part-time instructors who live and work in Illinois communities. Three of the Institute's eight criteria for the employment of these instructors are specifically linked to community engagement activities.

2. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

Yes

Describe

The campus guidelines for promotion and tenure issued by the Office of the Provost make it clear that:

The three prime missions of the University are teaching, research, and public engagement. In any promotion process, consideration should be given to performance of the individual in all three of these areas. However, the three should not be treated equally, and their application depends upon the definition of the position to which the individual has been appointed and to which he or she is to be promoted (1992–93 Academic Affairs Communication No. 9).

The newly revised Faculty Guide for Relating Public Engagement to the Promotion and Tenure Review Process focuses on public engagement within the service area. It describes how these activities can interact with teaching and research. Much as the research (scholarship) of individuals may positively affect their teaching and public engagement, so too their involvement in public engagement may positively serve the purposes of their research and teaching.

There are certain faculty roles where the weighting of criteria for measuring excellence may favor public engagement rather than teaching or research, such as in continuing education, extension and clinical services. In such cases, explicit agreements for how quality of performance will be judged must be detailed at the time of appointment. The dossier must contain ample evidence the agreed-upon expectations are being met in an exemplary fashion. When teaching is a primary part of public engagement, the activity should be judged according to criteria adopted from the evaluation of resident instruction. When public engagement entails research, the quality of this research should be compared to the best in the field of those doing this kind of scholarship. It is similar to the special consideration given creative activity from those in the arts when judging the excellence of the work.

- a) If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain

“The three primary missions of the University are teaching, research, and public engagement. ...consideration should be given to the performance of the individual in all three of these areas.

“In addition, there are some public engagement activities that meet these missions but are considered to be neither teaching nor research. The activities of such faculty members should be evaluated thoroughly by both inside and outside evaluators. The

appropriate evidence of excellence and the procedures for making judgments will vary among fields of study and with the mix of research, resident instruction, and public engagement.” [Promotion and Tenure: Communication #9]

b) If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

Describe

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

Yes

Examples:

Student-led campus organizations provide ample opportunity for students to be leaders in key community engagement efforts. A few of many examples, involving students having comprehensive responsibility for decision making, are presented.

[Volunteer Illinois Projects \(VIP\)](#) is student-run and student-planned. Annually, VIP's 7,800 volunteers contribute more than 18,500 hours of service in the Champaign-Urbana community. All projects are created with local partners and work to meet community needs. The VIP Board of Directors, with 23 student members, provides overall leadership for the organization. This 44-year-old organization is the largest student-led, student-staffed service organization in the nation.

Ignite is one of the five leadership institutes offered by the Illinois Leadership Center at the University. Within Ignite, students act in a leadership role with community organizations by serving as consultants to a current challenge the organization is facing. In this program, students have the opportunity to learn about the organization and its challenges, critically examine potential solutions, plan action items and implementation steps, and formally present their suggestions to the organization.

[Engineers Without Borders](#) is an international nonprofit organization committed to advancing the quality of life in impoverished countries. At Illinois, students from a wide range of disciplines provide leadership in designing and implementing projects. A notable recent achievement is the receipt of one of six grants in the Fourth Annual Environmental Protection Agency P3 competition, providing \$75,000 to implement phase II of a sustainable water development project in rural Nigeria.

The [Veterinary Student Outreach Program](#) enhances the relationship between the College of Veterinary Medicine and the community through educational programming and outreach. One example is the Companion Animal Related Emotions Pet Loss Helpline. Organized and staffed by students, this confidential telephone service assists those who are grieving the loss of a companion animal.

4. Is community engagement noted on student transcripts?

No

Describe:

Student engagement is not explicitly noted on student transcripts. However, student community engagement that occurred within one of the University's many service learning courses would be noted on the transcript. Three examples of such courses are Natural Resources and Environmental Studies 285: Community Stewardship through Environmental Education and Applied Health Sciences 399; Civic Engagement in Active Living, and Fine and Applied Arts 391, Action Research Seminar and Community Engagement in East St. Louis.

5. Is there a faculty governance committee with responsibilities for community engagement?

Yes

Describe:

The [Faculty Senate Committee on Public Engagement](#) is one of 20 active faculty senate committees whose charge is derived from the Senate Bylaws, Part D 15 (a):

"Public engagement is the application for the public good of the knowledge and expertise of a faculty or staff member to issues of societal importance. Typically, this activity is done in collaboration with others inside and outside the university."

The Committee:

- ❖ Identifies programs, needs, concerns and interests of the faculty, staff and students pertaining to public engagement and recommends desirable changes in campus policy,
- ❖ Examines trends in public engagement here and in higher education generally, and recommends appropriate changes in campus policy and ways to facilitate best practices with external constituencies,
- ❖ Advises the Senate on matters of public engagement as appropriate including relevant matters brought forward by the Senate membership, faculty, staff and students, and the administration,
- ❖ Serves in a broad advisory capacity to the Vice Chancellor for Public Engagement.

In addition, the Civic Commitment Task Force, whose members are appointed by the Chancellor, serves as an operational advisory board to the Office of Public Engagement. More than 20 faculty and staff from across campus serve on this task force.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. Does the institution have a definition and a process for identifying [Service Learning courses](#)?

Yes

Describe requirements:

“Instill students with the profound duty of public citizenship and prepare them for lives of leadership and impact: regardless of the local or global level of that citizenship.” (Chancellor Herman, September 2005)

Curricular definitions are traditionally left to individual units to define and articulate as they best serve the students and faculty of that unit. A community-based definition is provided in the faculty handbook, “Students relate community-based service experience to course objectives using structured reflection and learning activities in a regular academic course.” In addition, the [Provost's Initiative on Teaching Advancement \(PITA\)](#) provides funding for community-based learning experiences defined as, “projects that integrate a community-based learning experience into new or existing undergraduate courses at the introductory and advanced undergraduate levels. Viable improvements include the incorporation of innovative educational technologies or the development of community-engagement opportunities.”

During academic year 2007-2008 students selected from more than 10,000 credited courses and more than 18,000 credited course sections. Although tracking and identifying this number of courses is a continuous process of refinement, service learning or community-based learning courses are self-reported and can be identified within course descriptions in the course catalog.

- a) How many formal for-credit Service Learning courses were offered in the most recent academic year? 352

What percentage of total courses? 2%

- b) How many departments are represented by those courses? 45
What percentage of total departments? 55%
- c) How many faculty taught Service Learning courses in the most recent academic year? 306
What percentage of faculty? 15%
- d) How many students participated in Service Learning courses in the most recent academic year? 4,678
What percentage of students? 11%
2. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

Provide specific learning outcome examples:

Campus-level assessment of student learning outcomes is effectively used to measure overall student learning and activity and to assess outcomes in university programs such as General Education, Honors, and Discovery.

Several efforts are made to assess general education outcomes; the assessment of general education is embedded within the unit assessment plans and the annual Senior Survey administered to graduating seniors includes a section asking students to rate their entering and exiting competency levels in 22 areas of general education outcomes and an open-ended question asking what or how they gained from their general education courses. In addition, in several large general education classes students are asked to complete a survey about the value and impact of taking these types of courses.

In 2008 the university agreed to participate in the Public Universities and Colleges Voluntary System of Accountability for Undergraduate Education (VSA). The national exam will be administered in the near future. Periodically the University participates in the National Study of Student Engagement (NSSE) that assesses the extent to which 5,000 first-year students and seniors engage in a variety of educationally effective engagement activities. Illinois also participates in a consortium of AAU schools to develop questions unique to large research universities.

a) Are there departmental or disciplinary learning outcomes for students' curricular engagement with community?

Yes

Provide specific learning outcome examples:

Assessment of student learning outcomes is accomplished at the unit level using a variety of methods and measures, providing a widespread ownership of assessment to faculty who determine the strategies most applicable to their educational objectives and missions. A series of assessment workshops are offered to units. As a result of transformational learning experiences, a major effort has been under way to identified student learning outcomes.

The School of Social Work has engaged in a number of assessment activities that include a biannual survey of recent graduates, student focus groups, and analyses of student ratings. Assessments have resulted in the development of new courses and Problem Based Learning case scenarios for each specialization. Instructors provide a sample of these to the Specialization committees who in turn discuss their findings with the Program Committee.

The College of Education is committed to the development of service learning and community engagement courses. The focus of Curriculum and Instruction 260: [Serving Child in Schools/Communities](#) is on engaging children in learning and understanding social issues affecting their lives. Student course objectives include developing a sense of the meaning and importance of service and community engagement; becoming reflective and learning from experiences; and problem solving.

b) Are those outcomes systematically assessed?

Yes

Describe:

All academic units are required to develop plans to assess student achievement in their undergraduate and graduate programs. In the Unit Assessment Plans all academic programs identified (a) the process followed to develop the plan, (b) desired student outcomes, (c) measures and methods for assessing student achievement of the outcomes, and (d) plans to use the assessment results for program improvement.

The Provost required all units to report their assessment activities and any changes/improvements made in the units based upon their assessment results. To ensure continuous monitoring of assessment activities, all units are required to include a revised assessment plan and summary of results in their response to the Program Review. Updated assessment plans are shared with the campus on the assessment Web page. Periodically, units are asked to share their assessment results at

campus assessment workshops to both disseminate efforts as well as demonstrate their importance.

c) If yes, how is the assessment data used:

Describe:

Institutional and unit ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly details strategies for continuous improvement. The unit evaluation is used to assess the usefulness of its curricula for students who will live and work in a global, diverse, and technological society. As reported in the 2008 Unit Assessment Plans, it was encouraging to see how many units continued to assess student outcomes from 2001 to 2008. The following table identifies the most common unit changes/improvements resulting from outcomes assessments in recent years.

❖ Most Common Unit Changes/Improvements Resulting from Outcomes Assessment Results

- ❖ Revised/redesigned curriculum
- ❖ Added and revised course(s)
- ❖ Changed requirements
- ❖ Improved outcomes assessments
- ❖ Developed/Revised program
- ❖ Improved monitoring of student progress
- ❖ Modified qualifying exam procedures
- ❖ Developed new concentration or minor
- ❖ Increased/improved student recruitment
- ❖ Provided or improved student research opportunities
- ❖ Provided more student/faculty interaction
- ❖ Added faculty

3. Is community engagement integrated into the following curricular activities?

- ❖ Student Research
- ❖ Student Leadership
- ❖ Internships/Co-ops
- ❖ Study Abroad

Describe with examples:

- ❖ Research outside the classroom gives students opportunities to apply critical thinking skills and work directly with outstanding faculty. The University provides a broad spectrum of research opportunities for students, and nearly 40%

of undergraduates engage in at least one research project while at Illinois, making us a leader among our peer institutions.

- ❖ Fine and Applied Arts 391 engages undergraduates in community-based action research; students developed a park master plan based on needs identified during a community summit.
- ❖ In the Engineering curriculum, students seek external funding to support engagement projects, such as “Sustainable Water Development Program for Rural Nigeria,” which received EPA funding. Students also attract funding; in Engineers Without Borders, Patrick Walsh developed an affordable solar-powered LED lantern for use in the developing world.
- ❖ Opportunities for engagement are provided through faculty mentored leadership activities sponsored by colleges and student organizations: The [Illinois Leadership Center](#)® incorporates community engagement into student leadership development through institutes, academic courses, and a certificate program. In one of the certificate programs, teams of students take responsibility for leadership while working on challenges facing local communities.
- ❖ Learning by doing complements classroom lectures. In the 2004 National Survey of Student Engagement (NSSE), 73% of Illinois seniors reported that they were involved in an internship-like experience or were planning to do one. In the graduate and professional realm, the College of Law administers two programs, the Law Clinics and the Law Externship Program.
- ❖ For more than 2,000 students annually, studying abroad provides engagement experiences in more than 50 countries. In the [Global Entrepreneurship Development Initiative](#), students established a micro-finance program targeting collegiate entrepreneurs in Croatia to reduce reliance on governmental development routes.

a) Has community engagement been integrated with curriculum on an institution-wide level?

Yes

If yes, indicate where the integration exists.

- ❖ Core Courses
- ❖ Graduate Studies
- ❖ First Year Sequence
- ❖ Capstone (Senior level project)
- ❖ In the Majors
- ❖ General Education

Describe with examples:

- ❖ The University contends that community-based learning opportunities are instrumental tools that, if designed well, and strategically implemented will not only better enable departments to train future practitioners and researchers about

the reality of issues and state-of-the-art practice strategies, but will also help them to be responsive to the needs of the communities in which they are embedded. I-Help is a volunteer project promoted as a First-Year Experience opportunity for freshmen to unite with more than 1,000 graduate and undergraduate students to volunteer at more than 40 sites in the surrounding community. This campus-wide program allows students to:

- ❖ Collaborate to address societal issues in the Champaign-Urbana community and beyond
- ❖ Make a dramatically positive change in the community environment
- ❖ Interact with a diverse student body for invaluable life lessons outside the classroom

The Committee on Enhancing Undergraduate Education found that culminating senior experiences to be highly valued by departments/Colleges. Units such as the College of Engineering, Fine and Applied Arts, and the College of Education require the senior experience of their majors, reaching beyond campus boundaries. Other units offer, but may or may not require a senior culminating experience.

Human Development and Family Studies is a capstone practicum course. Approximately 18-24 students/semester are placed in a local social service agency, school, child-care center, organization or business and work there from 12-20 hours per week.

The College of Engineering and the College of Business sponsor robotics competitions in area schools that give students the opportunity to participate through a service learning course and lead teams for LEGO (grades 4-8) and VEX (grades 9-12) robotics competitions.

The Graduate School of Library and Information Science offers several service learning courses each semester. The largest sets up community technology centers in nonprofit organizations in low-income areas.

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? **What is expected in III.A.4 when it asks for examples of faculty scholarship associated with curricular engagement?**

The scholarship examples are those that faculty produce in connection with their service learning or community-based courses or internships. The expectations are for a broad contextual interpretation of scholarship to include curriculum development, assessment of student learning in community, action research conducted in a course, etc. that have been disseminated by means of reports, curriculum materials, faculty development workshops, professional presentations and publications.

Yes

Provide a minimum of five examples from different disciplines.

- ❖ Cole, S. A., McCollum, J., Swinford, L., Dewar, G. Hughes, M. (2008). “Moving Toward Relationship-Based Practices in a Crisis Nursery Setting.” *Early Child Development and Care*.
 - Collaboration of the School of Social Work, College of Education, and the Crisis Nursery resulting in a graduate service learning seminar conducted at the Nursery.

- ❖ Harwood, Stacy Anne and Marisa Zapata. (2008) *Preparing to Plan: Collaborative Planning in Monteverde, Costa Rica. International Planning Studies*.
 - Social Inequality Planning workshop conducted in Costa Rica during the summer session provides an introduction to the social, political, economics and cultural forces shaping communities today.

- ❖ Hyland, N. E. and Noffke, S. E. (2005). *Understanding diversity through social and community inquiry: An action research study. Journal of Teacher Education*, 56.
 - Examining issues of anti-racist education, an outgrowth of both the conceptual and field studies has been on the need for a more adequate framework for curriculum history and curriculum development (including that for teacher education) to reflect the diverse segment of American education.

- ❖ Brown, Ruth Nicole. (Forthcoming). "Mentoring on the Borderlands: Creating Empowering Connections Between Adolescent Girls and Young Women Volunteers." *Human Architecture: Journal of the Sociology of Self-Knowledge*.
 - Focus on race, ethnicity, gender, sexuality and inequality; cultural politics and theories of social construction; and critical race and feminist theories and practices. The research project focuses on the political socialization of African American girls.

- ❖ Dymond, Stacy. *Elements of High School Service Learning Programs, Career Development for Exceptional Individuals*, Vol. 31, No. 1, 37-47 (2008), DOI: 10.1177/0885728807312921 © 2008 Hammill Institute on Disabilities.
 - Curriculum and instruction for individuals with significant cognitive disabilities in inclusive school and community settings utilizing service learning as a form of pedagogy for promoting access to academics and life skills curriculum

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

1. Indicate which outreach programs are developed for community:
 - ❖ learning centers

- ❖ tutoring
- ❖ Extension programs
- ❖ non-credit courses
- ❖ evaluation support
- ❖ training programs
- ❖ professional development centers

Describe with examples:

- ❖ The state-wide Labor Education Program, serves 2,000 members with female leadership conferences, summer schools, Hazardous Materials health education, and National Labor College partnership.
- ❖ Ignite, through the Illinois Leadership Center, focuses on partnering with community organizations teaching students leadership skills in community-building, and project planning, solving issues in local communities.
- ❖ The Fred and Donna [Giertz Education Center](#) loans a collection of 5,186 art and cultural materials for preschool - adult learners, benefiting 138,540 learners.
- ❖ Visionaries Educating Youths and Adults and Single Parent Scholarship Foundation, are community collaborations providing tutoring to at-risk African American youth. The Volunteer Illini Project provides student tutor/mentors partnerships at 10 local pre to high schools.
- ❖ The 114 extension offices support community leaders and organizations with planning and economic development to address food security, production, and marketing; environmental stewardship; and community well-being ensuring healthy lifestyles and relationships.
- ❖ The [Osher Lifelong Learning Institute](#) is part of a national network that recognizes learning has no age limits. In year two, 21 non-credit courses, 11 free lunchtime lectures and 10 study groups were offered.
- ❖ The External Evaluation of the Advanced Reading Development Demonstration Project is a collaboration with the College of Education, Chicago Public Schools and Chicago Universities, building capacity of partner schools.
- ❖ Math Teacher Link is a Web-based professional development program for mathematics teachers at the 9-14 grade levels.
- ❖ The Mortenson Center for International Library Programs is a leader in public engagement for professional librarians. More than 700 library and information specialists from 89 nations have participated in the innovative professional development programs.
- ❖ The University Police Training Institute is the state's premier provider of law-enforcement training. Its delivery model is nationally recognized for innovation and adult learning.

2. Which institutional resources are provided as outreach to the community?
 - ❖ co-curricular student service
 - ❖ work/study student placements
 - ❖ cultural offerings
 - ❖ athletic offerings
 - ❖ library services
 - ❖ technology
 - ❖ faculty consultation

Describe with examples:

A partnership between the University and Sao Tome and Principe is an example of both **co-curricular student service and technology**. An outgrowth of ESLARP, Library students work to provide expertise in digital cataloging, community informatics and computer training. Urban and Regional Planning students assist in the preparation of a comprehensive land use policy. Tourism and recreation students develop tourism strategies for expanding into new markets. Architecture students develop design scenarios for a new airport and the redesign of many of the colonial period buildings.

- ❖ From 2007-2008, 8,827 undergraduate students were employed through **work study and other campus employment** for total earnings of \$15,860,730.
- ❖ [Krannert Art Museum](#), [Krannert Center for the Performing Arts](#), [Spurlock Museum](#), Allerton Park, [Japan House](#), [Arboretum](#) and the I-Space in Chicago host a wide range of internationally acclaimed **artists and performance groups** each year. WILL Radio, TV, and Online provide free local, national and international art, culture, information and entertainment programming to more than 150,000 households daily in Illinois.
- ❖ Through more than 120 events, Illini [CHAMPS/Life Skills Hometown Heroes](#), **student-athletes** spread an anti-drug and anti-gang message to the youth of Champaign County.
- ❖ The University **Library** provides tens of thousands of its volumes to the 664 community borrowers along with instructional tours to K-12 students. The Fire Service Institute, Illinois State Natural History, [State Water Survey](#), [State Geological Surveys](#) and [Illinois Sustainable Technology Center](#) offer library services to the public.
- ❖ The [Building Research Council](#) conducts housing research and provides **faculty consultation** to residents, home owners, builders, engineers, architects, and others in the housing industry.
- ❖ The [Academy for Entrepreneurial Leadership](#) provides business **development services** and grants to current and future entrepreneurs.
- ❖ The Smart Energy Design Assistance Center provides **faculty advice and analyses** to the public to increase its efficient use of energy resources.

C. Partnership Descriptions

Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 15 partnerships)

Achievement-Improving Mathematics and Science (AIMS)

Community Partner: Bradley Bourbonnais Community High School, Urbana Middle School, Chatham School District, Mahomet School District, Olympia North Elementary

Institutional Partner: The University of Illinois College of Education; Office of Mathematics, Science and Technology Education

Purpose: The [Achievement-Improving Mathematics and Science \(AIMS\)](#) partnership has three goals:

- ❖ Provide sustained, technology-rich, support for mathematics and science (and now special education) teachers.
- ❖ Improve the quality and quantity of professional development for partnering school districts.
- ❖ Increase teacher knowledge in mathematics and science and thereby improve student performance.

Length of Partnership: 2004-2008

Number of faculty: 12 faculty; 45 PreK-12 teachers

Number of students: 2,700 students

Grant funding: Illinois State Board of Education \$622,411

Institution Impact: Math-Science partnership with external funding to support the ongoing service of MSTE and for providing research and employment opportunities for faculty and students. Through this effort, we now have collaborations with the elementary and middle schools that send students to our partner high school. We have baseline data on student performance that will provide a foundation for a future effort to develop a model of a vertically-aligned, tiered approach to improving student performance in mathematics. We are currently working on proposals to support this effort. The AIMS grant created the partnerships and environments of mutual trust that are the basis of these proposals.

Community Impact: Findings for year-one show participant gains in subject matter knowledge, general endorsement of the goals and activities of the workshops, and reports of early implementation of AIMS activities. These are encouraging indicators that the AIMS professional development programs have enhanced the teachers' pedagogical and content repertory, with the expectation that this in turn will lead to improved student achievement in mathematics and science. (The students impacted by our workshops were primarily freshman taking algebra last year and geometry the coming year so the major impact on standardized tests will not be seen until the ACT taken in the spring of 2009.) The AIMS workshops have led directly to an investment of several hundred thousand dollars in technology infrastructure for our partner schools. This has made each school sought-after in the local community for advice on technology integration.

ArtSpeak Teen Internship

Community Partner: Rantoul Township High School

Institutional Partner: University of Illinois Krannert Art Museum

Purpose: The [ArtSpeak Teen Internship](#) provides 12 ethnically diverse high school students the opportunity to experience the multifaceted, multi-culturally oriented offerings at Krannert Art Museum (KAM)—including its collections, programs, and community events. Interns attend selected KAM events, study holdings in the museum’s galleries, staff activity tables and teach children about art, creatively express themselves using different art forms, and document their experiences.

Length of Partnership: Two years

Number of faculty: One faculty member and one academic professional

Number of students: 12 high schools students each year; two UI students

Grant funding: None

Institution Impact: This program fulfills the mission of public engagement for both KAM and the University of Illinois. The ArtSpeak Program extends the presence of KAM and the University of Illinois beyond the campus, develops new audiences, and provide opportunities for the museum to become more informed about the needs of young audiences.

Community Impact: Through the study of KAM holdings and collaboration with the project supervisors, interns make personal connections to the art of diverse cultures. They engage in written, performance, and visual art expression. They gain experience in public speaking, share their knowledge, and teach art to young people. Interns acquire leadership skills that require responsibility, planning, and follow-through. Most importantly, they consider and experience varied notions of creative expression and cultural diversity, reaffirming their own individual and cultural identities

Certified County Officials Program

Community Partner: Illinois Association of County Board Members and Commissioners

Institutional Partner: University of Illinois Extension

Purpose: The [Certified County Officials Program](#) is to provide training for county officials to effectively carry out their elected role; e.g., county board members/commissioners, clerks, and treasurers.

Length of Partnership: 12 years

Number of faculty: Two faculty provide program leadership; 76 faculty promote the program; approximately ten faculty serve as part-time instructors

Number of students: 400+ student participants are currently registered in the program

Grant funding: Program is supported by participant fees, not grant funding

Institution Impact: Support from county officials for local Extension programs, facilities, and staff.

Community Impact: Decision-making based on reliable information that improves the financial, environmental, and social well-being of communities.

Children and Family Research Center (CFRC)

Community Partner: Illinois Department of Children and Family Services (DCFS)

Institutional Partner: University of Illinois School of Social Work

Purpose: The mission [Children and Family Research Center \(CFRC\)](#) and DCFS partnership is to:

- ❖ Study the needs of children and families in their social contexts.
- ❖ Monitor the achievement of child-welfare outcomes.
- ❖ Evaluate child-welfare service demonstrations and system reforms.
- ❖ Audit programs to ensure service quality and efficiency
- ❖ Provide training and consultation to advance best practices.
- ❖ Disseminate knowledge on research-based child-welfare practices.
- ❖ The Center supports decision-making at various organizational levels within DCFS by monitoring child-welfare outcomes, promoting best-practice knowledge development, producing evidence-based research reviews, and assisting with the implementation and evaluation of federal waivers.

Length of Partnership: 12 years

Number of faculty: Seven faculty plus CFRC Research Staff

Number of students: Ten students

Grant funding: Illinois Department of Children and Family Services (DCFS) FY08 total contract: \$2,867,786

Institution Impact: Backbone of the School of Social Work's child-welfare research agenda.

Community Impact: Over the life of the partnership the Center's role in the development and evaluation of innovative service demonstrations has earned CFRC national distinction as well as saving millions in federal dollars by facilitating the movement of thousands of foster children into permanent homes through adoption and private guardianship. The Center has facilitated the transfer of technological innovation from the University by assisting DCFS in converting stacks of paper policy and procedure manuals into easily searchable, computerized Web pages. In collaboration with members of Congress, the Center spearheaded a bipartisan effort to revamp the federal collection and reporting of child-welfare data (AFCARS) to improve agency performance and public accountability. The CFRC also worked closely with Illinois Congressmen Johnson and Davis to draft HB 1088 that would allow thousands of children to leave foster care quickly and safely for permanent homes.

East St. Louis Action Research Project (ESLARP)

Community Partner: East St. Louis neighborhood organizations; Not-for-profit service providers; Public agencies; Springfield, Illinois, neighborhood organizations including airport, schools, and libraries; Sao Tome Principel NGOs

Institutional Partner: University of Illinois departments of Urban and Regional Planning; Architecture; Landscape Architecture; and Recreation, Sport and Tourism; Graduate School of Library and Information Science; College of Law; School of Social Work; The Academy for Entrepreneurial Leadership; and UI Extension

Purpose: [East St Louis Action Research Project \(ESLARP\)](#)'s mission is to provide cooperative collaboration with community partners to build capacity and revitalize communities. ESLARP works with community partners through service learning courses and research as well as service-based outreach weekends.

Length of Partnership: 20 years

Number of faculty: 15 faculty

Number of students: 500 students

Grant funding: Campus and external funding: \$132,800

Institution Impact: Graduate student action research projects, faculty research and publications, University-community partnerships, and facilitates service learning courses in multiple disciplines.

Community Impact: Community development and direct service; technical assistance and capacity building including facilitating community meetings, neighborhood inventories, grant writing support and fundraising, community technology-centers creation, youth training, etc.

Family Nutrition Program

Community Partner: Food stamp offices, WIC (Women, Infant, and Children) sites, food pantries, Head Start, Community Centers, housing authorities, and schools are frequent partners, however partnerships vary by county.

Institutional Partner: University of Illinois Extension

Purpose: The [Family Nutrition Program](#) promotes safe and healthy eating for families on a limited budget

Length of Partnership: 12 years

Number of faculty: 12 faculty and professional staff including part-time para-professional staff in the 91 counties offering the program

Number of students: Approximately one million teaching contacts per year

Grant funding: USDA Food Stamp Administrative Funds: current year--\$8 million

Institution Impact: Engaging diverse audiences that are struggling to meet basic nutritional needs with limited resources.

Community Impact: Fewer missed school days due to illness, maximization of family food budgets and promotion of healthy food choices.

Girls Engaged in Math and Science (GEMS)

Community Partner: 28 local and regional middle schools

Institutional Partner: University of Illinois NCSA and the Department of Astronomy

Purpose: [Girls Engaged in Math and Science \(GEMS\)](#) was created as a way to encourage girls to consider mathematics-oriented and science-oriented careers, to gain confidence in doing mathematics and science, and to take advanced level mathematics and science courses in high school.

Length of Partnership: 13 years

Number of faculty: In 2008, one faculty, two graduate students, and one post doc (varies from year-to-year.)

Number of students: 30 students (It is estimated that nearly 1,000 middle school girls have been engaged in the GEMS program.)

Grant funding: NASA: \$15,000 per year for three years (2007-2009)

Institution Impact: The instructors have a better understanding of developing teaching curriculum materials at appropriate levels and the value of working in the public outreach arena. It also supports faculty/researchers in their efforts to broaden the impact of their research--a goal of the NSF. In addition, it allows our women researchers to be positive role models for students.

Community Impact: Offering opportunities for the community to engage their children in activities outside of the classroom that encourage Science, Technology, Engineering and Math (STEM) careers and to give their daughters a better knowledge of science content. The program creates an interest among girls to consider attending the University of Illinois. Over the years, support from local organizations, such as Carle Clinic, CERL, Christie Clinic, and Motorola have contributed financial and human resources to the program, which also enables these organizations to extend their own outreach programs.

Illinois Rural HealthNet

Community Partner: 38 critical access hospitals and their communities: Northern Illinois University Broadband Development Group, Illinois Critical Access Hospital Network, Southern Illinois University School of Medicine, and Illinois Rural Health Association

Institutional Partner: University of Illinois College of Medicine, Extension, and CITES

Purpose: [Illinois Rural HealthNet \(IRHN\)](#) is a \$21 million project funded by the FCC Rural Health Care Pilot Program to build a high-speed, fiber optic network connecting 88 isolated rural Illinois hospitals with one gbps of broadband by 2010.

Length of Partnership: Three years initially

Number of faculty: Seven research and administration staff

Number of students: None

Grant funding: Project funded by the FCC Rural Health Care Pilot Program: \$21 million

Institution Impact: Illinois Rural HealthNet will provide a “highway” to greatly increase the University’s ability to provide health education and resources to rural communities. Currently, Medicine, Extension, and AHS are leading in planning the use of this resource.

Community Impact: When completed, IRHN will transform healthcare delivery in many areas of the state where access to specialty care is currently unavailable. It will provide an opportunity for building “the last mile” to eventually connect whole rural communities through robust wireless and fiber networks. The initial plan is to seek funding to link community centers such as Extension offices, schools, and libraries. Future Consortium efforts will focus on expanding network connections to other Illinois health care providers; developing education programs to help rural communities take full advantage of the high-speed network; and expanding uses of the network to include research collaboration, continuing medical education, public health data-gathering, and disaster recovery efforts.

Institute for Chemistry Literacy through Computational Science (ICLCS)

Community Partner: 93 rural Illinois school districts

Institutional Partner: University of Illinois National Center for Supercomputing Applications, College of Medicine and Department of Chemistry

Purpose: The four main goals of the [Institute for Chemistry Literacy through Computational Science \(ICLCS\)](#) are to:

- ❖ Strengthen rural high school teachers' and students' understanding of chemistry within the context of 21st century research.
- ❖ Increase teachers' use of, and comfort with, computational and visualization tools.
- ❖ Create a cadre of teacher-leaders who will become advocates for excellence in STEM and computational science education.
- ❖ Promote institutional change in the ICLCS Core partner institutions.

Length of Partnership: Five years

Number of faculty: 13 faculty

Number of students: The program has positively affected more than 3,000+ students in year one with the potential of affecting 15,000+ students during the course of the program

Grant funding: Project funded by NSF, Division of Undergraduate Education, Education and Human Resources, Math Science Partnerships: \$5 million

Institution Impact: Institutional Impact includes the introduction of computational tools into the teaching of chemistry at Illinois. A highly active virtual learning community among 100 rural Illinois high school teachers/administrators and University of Illinois research and teaching faculty that registered over 10,000 log-ins and over 5,000 postings in the first year of the project.

Community Impact: After one year of the program, findings of project evaluators show that students of Research Cohort one (treatment) teachers experienced statistically significant higher gains in chemistry concept knowledge than did the students of the untreated control group, Cohort two. Pre-tests between the groups showed no difference, while post-tests were significantly higher for students of Cohort one fellows than among students of Cohort two fellows. These differences, in quantitative terms, strongly indicate a measurable, positive treatment effect occurring among teachers who have participated in the ICLCS project for only one year. The program is impacting classrooms by increasing use and comfort using computational resources in the classrooms of rural schools, decreasing teacher isolation among small rural schools via the ICLCS Virtual Learning Community, and introducing students in small rural districts to the use of leading-edge information and communication resources including the use of high performance computing to solve problems.

National Great Rivers Research and Education Center

Community Partner: United States Congress, The Great Rivers Land Trust, The Nature Conservancy, U.S. Army Corps of Engineers, Illinois River Coordinating Council, McKnight Foundation, Monticello Foundation, Illinois Clean Energy Community Foundation, Prairie Rivers Network, Hortica Insurance Co., Missouri Department of Conservation, Meeting of the Rivers Foundation, Madison County Planning and Development

Institutional Partner: University of Illinois College of Agricultural, Consumer and Environmental Sciences, Lewis and Clark Community College, Illinois [Natural History Survey](#), Illinois-Indiana Sea Grant College Program, University of Illinois Environmental Council, Southern Illinois University Edwardsville, University of Illinois - Illinois Water Resources Center

Purpose: The [National Great Rivers Research and Education Center](#) is a collaborative research, teaching, and outreach center near the confluence of the Mississippi, Missouri, and Illinois rivers.

Length of Partnership: 2002 to present

Number of faculty: 54 faculty

Number of students: 130 students over six years

Grant funding: Multiple federal and state sources: \$4 million over six years

Institution Impact: 2 + 2 Program with the University of Illinois, annual internship program, college for kids, teacher workshops, annual water festival on campus of Lewis and Clark Community College

Community Impact:

- ❖ Provide funding to assist with construction of the Confluence Field Station, which will serve as a facility to educate the public (educational displays in the lobby for guests).
- ❖ Transfer of the Palisades Preserve, 430 acres of undeveloped property overlooking the confluence of the Mississippi and Illinois rivers from the property's original owner, Adams Development Company, to NGRREC. The preserve will be used for a variety of research and education programs and linked to NGRREC, Lewis and Clark Community College, and other colleges and universities in the region. The Executive Director is a member of the NGRREC Advisory Board.
- ❖ To preserve the plants, animals, and natural communities that represent the diversity of life on Earth by protecting the lands and waters they need to survive.
- ❖ Maintain a proper and healthy balance of the varying uses of the heartland's waterways. They contribute significantly to the economy, the environment and the overall well-being of citizens of the valley. They support the needs of the

community and the environment through environmental restoration, environmental river engineering water supply, emergency responses to natural disasters, regulatory oversight (issuance of permits and wetland delineation), and hydropower.

- ❖ Lt. Governor Pat Quinn and the Illinois River Coordinating Council made a generous contribution to the [RiverWatch program](#) in 2004 to help implement the RiverWatch program. RiverWatch is a volunteer-based "citizen scientist" program implemented to collect long-term trend data on over 400 sites on two different streams throughout the state. The program assists biologists from the Illinois Natural History Survey to examine stream habitat and diversity of macro-invertebrate species.
- ❖ Provide funding for RiverWatch - a "citizen" volunteer program designed to monitor and restore to health Illinois rivers and streams.
- ❖ Educate female students to prepare them for careers in natural resources.
- ❖ Invest in clean energy development and land preservation efforts, work with communities and citizens to improve environmental quality in Illinois. The Foundation supports programs and projects that will improve energy efficiency, develop renewable energy resources, and preserve and enhance natural areas and wildlife habitats throughout the state.
- ❖ To conduct programs and activities that promote public awareness and understanding of the great rivers, their environments, their impact on the natural world, and the dynamic interaction between the river systems and the human and wildlife communities that border them.
- ❖ To provide professional advice and technical expertise for the effective planning, design and management of development within Madison County, and to oversee the implementation of the County's long-range master plan; to plan for future growth; to manage the environmental resources of Madison County; and to focus on the long term commitment of economic and environmental quality for the citizens of Madison County.
- ❖ Graduate citizens of river communities with a passion to conserve and educate others in their regions about conservation and river-related issues.
- ❖ Conduct research to investigate climate change effects up and down the Mississippi River Corridor as it relates to fish, wildlife, and natural habitats. This information is shared with other community organizations to educate the public.
- ❖ Provide outreach to educate the public on critical concerns of resource sustainability, water quality, ecosystems, and human health.
- ❖ To build the University's capacity for leadership in environmental discovery, learning, and public engagement. The Council stimulates and promotes interdisciplinary research and instruction in an effort to prepare students for the world that awaits them, to address the challenges associated with sustainability, and to improve public policies regarding sustainability through engagement with citizens and public officials.
- ❖ Conduct outreach programs on water resources issues critical to Illinois and the Midwest.

Parenting 24/7

Community Partner: The Pampered Chef Ltd.

Institutional Partner: University of Illinois Extension, Family Resiliency Center

Purpose: [Parenting 24/7](#) provides a "one-stop" web-based resource system for parents that can be accessed anytime.

Length of Partnership: Five years

Number of faculty: 24 faculty are involved in contributing content to the website and/or marketing it to parents

Number of website hits: 32,000 page views per month, 408 subscriptions to monthly newsletter

Grant funding: The Pampered Chef Family Resiliency Program: \$125,000

Institution Impact: National Recognition/leadership for national "just in time" electronic parenting newsletter development focused on the first year of life. Additional funding of \$750,000 was leveraged for other programming.

Community Impact: Eighty-seven percent of responders to a survey of website users indicated that they learned useful parenting practices or strategies and better understood their child's behavior and development.

Teacher Collaborators

Community Partner: Champaign Unit Four School District, Urbana School District 116

Institutional Partner: University of Illinois College of Education, Center for Education in Small Urban Communities.

Purpose: The goal of the [Teacher Collaborator](#) project is to refocus professional development from the occasional workshop to contextualized, classroom-focused, ongoing learning based on reflection, collaboration, and joint action. The Center staff's seven expert Teacher Collaborators ground their work in effective instructional practices in literacy and mathematics at both the elementary and secondary level.

Length of Partnership: Two years (and ongoing)

Number of faculty: 15 faculty

Number of students: 200 educators and their students (PreK-12 teachers and administrators)

Grant funding: Campus funding and external funding from Champaign Unit Four School District, Urbana School District 116

Institution Impact: Success of the first year of the program has led to the hiring of five new teacher collaborators in year two. The campus and community partners provided additional funding to support and expand the success of this partnership, improving the ability to provide targeted professional development.

Community Impact: Districts seeing the value and effects of the collaboration and mentoring on their teachers and students asked for math specialists to be hired as collaborators. As a result three of the new collaborators are math specialists. District teachers are also receiving consistent professional development. (year one report is in progress)

World Initiative for Soy in Human Health (WISHH)

Community Partner: CARE, ADRA, World Food Programme, Counterpart International, International Relief and Development, Planet Aid, Akshaya Patra Foundation, Parikrma Humanity Foundation, Espoir Anaise, APRODEPANH, ASONAPVSI DAH, US-Vietnam Foundation, and American Soybean Association

Institutional Partner: University of Illinois National Soybean Research Laboratory, Department of Agricultural and Consumer Economics, Department of Food Science and Human Nutrition, College of Business, National Food Technology Research Center-Botswana, and the International Food Policy Research Institute

Purpose: The [World Initiative for Soy in Human Health \(WISHH\)](#) is to create sustainable solutions to the problem of protein malnutrition in developing countries, especially among “at risk” populations including women with small children, school age children, and people suffering from chronic diseases such as HIV/AIDS.

Length of Partnership: From 2000 to date. Several of the current partnerships will continue until 2010. All the partnerships are country specific and have different start and end dates

Number of faculty: Nine faculty and seven APs

Number of students: Three graduate students and nine undergraduate students

Grant funding: \$2.7 million

Institution Impact: WISHH provides valuable international experience to students and faculty.

Community Impact: Improvements in quality (increase in protein content) of food served by participating programs; increased awareness of importance of protein for human body, and establishment of food processing businesses in several countries that provide higher protein food.

Young Learners Initiative

Community Partner: Champaign Unit Four School District, Urbana School District 116, Champaign County Head Start, Rotary Clubs, Junior League of Champaign County, Ana Waters Head Start, Parkland College, Champaign Public Library, The Urbana Free Library, Danville Area Community College, East Central Illinois Community Action Agency Head Start, Champaign-Urbana Public Health Department, Douglas County Health Department, BABY TALK in Decatur, Decatur Public Library and more

Institutional Partner: University of Illinois Child Care Resource and Referral Service, Family Resiliency Center, Krannert Center, Graduate School of Library and Information Science

Purpose: The [Young Learners Initiative](#) helps parents, teachers, and child-care providers use educational children's media to strengthen literacy development, healthy lifestyles, science education, and positive social skills.

Length of Partnership: Ten years

Number of faculty: Four faculty

Number of students: Four students

Grant funding: Corporation for Public Broadcasting, Kraft Foods, Ronald McDonald House, Regional Alliance for Youth grant, Seamann Foundation, State Farm, A Place of Our Own

Institution Impact: Community members from a wide range of organizations are connected to the University in an ongoing partnership that addresses community needs.

Community Impact: Conducted 23 workshops for 534 adults who care for 5,466 children; hosted 16 educational events that attracted 3,343 children and 2,023 adults; distributed more than 5,000 free children's books and provided resources for families who have low incomes, limited English proficiency, and/or an incarcerated parent. Children in YLI's Head Start Book Mentoring program paid more attention to books and more time looking at books in the classroom and more time in adult-child interaction and reading at home.

Youth Media Workshop

Community Partner: Champaign Unit Four School District, Urbana School District 116, Champaign County Historical Archives

Institutional Partner: WILL Public Media, University of Illinois College of Media, African American Cultural Center, Graduate School of Library Information Science, College of Education

Purpose: The [Youth Media Workshop](#) engages economically diverse African-American middle and high school students to inspire their academic achievement and social responsibility.

Length of Partnership: Five years

Number of faculty: Four faculty

Number of students: Five college students, 40 public school students

Grant funding: Corporation for Public Broadcasting, Illinois Humanities Foundation, National Center for Outreach, Chancellor's Civic Commitment Task Force

Institution Impact: Developed a youth media course with College of Education and published an article in a national online youth media publication.

Community Impact: Twenty students from two public schools learned media production skills, produced radio segments that will air on WILL Radio, improved their critical thinking, social skills, and self-confidence.

1. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

Yes

Describe the strategies:

As is demonstrated in the 15 representative partnerships, Illinois' administration, colleges and faculty promote the mutuality and reciprocity of their engagement partnerships.

ESLARP's community partners identify their needs and work with staff, faculty, and students to determine best practices to provide technical assistance, including courses, independent research and hands-on service projects in which students work side-by-side with residents.

At the Children and Family Research Center mutuality and reciprocity is achieved through:

- ❖ Regular meetings between CFRC and DCFS to share thoughts and ideas regarding research initiatives, to review the data and analyses being conducted and examine the implications.
- ❖ Collaboration and problem solving to develop research agenda and identify emerging trends that point to service and research needs.
- ❖ Together identify research topics of importance for DCFS to be addressed by CFRC development grants.

At the county and local level, Extension staff members participate in a multitude of community collaborations with individuals, organizations, government entities, and businesses to seek their assistance in partnering with Extension to address individual and community needs. Extension's partners benefit through technical expertise, training provided to partners (e.g. child care providers, county officials), and public recognition provided by Extension. In return, community partners share their expertise related to identifying and addressing needs, serve as volunteers in delivering programs, recruit participants, and provide resources needed to carry out the programs.

WILL builds relationships across boundaries and connects groups that have similar missions for a common purpose. On some projects, a series of community conversations on a topic is used to increase awareness and bring relevant groups and people together. Young Learners has used an educational community advisory committee to help inform the project's direction, as well as conduct surveys to access partner needs.

a) Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

Yes

Describe the mechanisms:

The following examples are a small sample of efforts that demonstrate Illinois' commitment to feedback and assessment.

- ❖ The Children and Family Research Center has well-established feedback and assessment mechanisms. Through its [Foster Care Utilization Review Program \(FCURP\)](#) the CFRC continually supports DCFS and its private sector partners by:
- ❖ Monitoring and reporting on Illinois' progress toward meeting the safety, permanency and well-being outcomes outlined in the Federal Child and Family Services Review.
- ❖ Facilitating ongoing collaboration between DCFS and its private sector partners, particularly at the field level.
- ❖ Providing training and education that help child-welfare practitioners translate federal regulations and state policies into quality practice and movement toward positive outcomes for children and families.
- ❖ Providing technical assistance and consultation regarding the enhancement of child-welfare organizational systems to promote system reform and efficiency of operations.
- ❖ Other mechanisms include holding and participating in topical forums, giving presentations at conferences on findings from CFRC research, publication in peer reviewed professional journals and holding an annual data summit for child welfare stakeholders. In-depth monitoring of child and family outcomes are reported in various annual reports and analysis to the General Assembly, Illinois: Child Death Review Team, DCFS, and federal government.
- ❖ East St. Louis Action Research Project (ESLARP) conducts community retreats to obtain feedback from residents every two to three years.
- ❖ A variety of assessment and feedback mechanisms have been used in each of the WILL engagement projects. They include audience member surveys that are used to gauge changes in knowledge and understanding of the topic, focus group sessions with the teachers and parents, and 2 ½ day evaluation and planning sessions to set new goals and objectives.

2. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? **What is expected in III.B.5 when it asks for examples of faculty scholarship associated with outreach and partnerships?**

The scholarship examples are those that faculty produce in connection with their partnership development and participation or their outreach activities. The expectations are for a broad contextual interpretation of scholarship to include research studies of partnerships, documentation of community response to outreach programs, and other forms of assessment that have been disseminated by means of reports, policies, manuals, professional presentations and publications.

Yes

Provide a minimum of five examples from varied disciplines:

- ❖ Lawson, L., "Parks as Mirrors of Community: Design Discourse and Community Hope for Parks in East St. Louis." Landscape Journal 26.1, (2007) (Landscape Architecture)
 - Results of community meetings and charrettes emerging from a partnership of the park district, a family foundation and surrounding neighborhood organizations.
- ❖ Haight, W., Ostler, T., Black, J., Kingery, L. (2008). Helping children of rural methamphetamine involved families. Oxford University Press: New York. (Social Work)
 - A collaboration requested by community groups includes Social Work faculty, the Department of Children and Family Services, community agencies and schools confronting needs of children traumatized by parental methamphetamine abuse.
- ❖ Cole, S. and Hernandez, P. (2008). Crisis Nursery Outcomes for Caregivers. Children and Youth Services Review, 30 (Social Work)
 - A graduate service-learning seminar conducted at the Crisis Nursery is a collaboration between the School of Social Work and the five crisis nurseries in Illinois.
- ❖ Kramer, L., Pleck, J., Siegel, F., Wiley, A. , Ebata, A., Gary, K. "YouthWorks: Youth as Resources for Strengthening Human and Social Capital in Rural Areas," Rural Sociological Society, Santa Clara, California (2007) (Agricultural, Consumer and Environmental Sciences)
 - Interrelated interventions of YouthWorks designed to strengthen community supports and opportunities for youth, increasing youth intentions.

- ❖ Bruce, B., and Bishop, A. New Literacies and Community Inquiry. chapter, Handbook of Research in New Literacies. J. Coiro, et.al. (eds) Hillsdale, NJ: Erlbaum. (2007). (Library and Information Science)
 - The [Community Informatics Initiative](#) works to develop information and communication technologies to achieve goals and foster collaborations across campus, local, national and international communities.

- ❖ Robots, Plants and the Ten-year-old Consultant: Teaming K-12 and Undergraduate Students in Community-based Projects to Encourage STEM. L. Crowley, J. Dolle, A. Finnegan, J. Litchfield, 33rd ASEE/IEEE Frontiers in Education Conference, (2003), (Engineering)
 - LINC, an interdisciplinary project-based service-learning program engages teams of students with organizations for collaborative projects addressing complex societal issues.

III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

a) IB2 and 2a. As a land-grant institution teaching, research and public engagement are seamlessly intertwined in the portfolios of many faculty and staff. Because of this, numerous campus and unit internal and external funding allocations and grant efforts support community engagement.

During the past 10 years, targeted campus-level efforts have awarded \$1.8M in seed and sustaining grants to support faculty research and service-learning courses. Many of these programs have evolved into self-supporting national models for community engagement.

Faculty from 11 centers in the College of Education, were awarded \$12.93M in external funding from Federal and State agencies, foundations, and other public and private associations. The [Center for Education in Small Urban Communities](#) received \$1.1M from internal sources, of which the Chancellor's Academy received more than \$150,000 to support the participation of local teachers. The Teacher Collaborator Project, providing targeted professional development activities to teachers, funds increased, \$135,000 to \$300,000, resulting in the hiring of more Teacher Collaborators.

Funding from the Illinois Department of Children and Family Services (DCFS) to the Children and Family Research Center (CFRC) was initiated in 1996. In FY08, DCFS support increased to \$2,867,786 and CFRC received \$440,000 funding from The Pew Charitable Trusts and the State Justice Institute.

The [Smart Energy Design Assistance Center \(SEDAC\)](#) is funded wholly by the Illinois Department of Commerce and Economic Opportunity (DCEO), the conduit for funding from the U.S. Department of Energy, ComEd and Ameren Illinois. Total funding to date is about \$3.5 million.

The Academy for Entrepreneurial Leadership has a five 5-year \$4.5M Kauffman Foundation grant to support entrepreneurship programs, services, and resources to faculty, students, and community members. After attending an AEL workshop, the local Center for Women in Transition is opening a mall shop that their residents will run, gaining both funding and job skills. AEL faculty fellow Ann Abbott created new basic language Spanish courses that place students in a range of community non-profits serving immigrants.

WILL was one of 12 public broadcasters to receive a \$20,000 civic engagement grant from the Corporation for Public Broadcasting to work with the Hardwood Institute for Public Innovation. WILL received \$70,000 in grants from the Illinois Lincoln Bicentennial Commission to fund a one-hour documentary on Abraham Lincoln's life in Central Illinois.

- b) II.A. 3. [HeRMES \(Helping Revitalize Medical Education through Service\)](#) is a student-run free clinic that operates in partnership with area health clinics serving the uninsured and underserved of Illinois. HeRMES partners with community clinics and is operated by medical and other health professional students. Clinical work is supervised by certified attending physicians who volunteer their time and skills.
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

Although alluded to briefly, the important role of the University's arts and culture-oriented institutions in shaping the community has not been sufficiently emphasized. In addition to providing attractive venues, these institutions directly engage the community in exploring and appreciating the arts. The diversity of these activities contributes immensely to a vibrant atmosphere in the Champaign/Urbana community. A few of these programs are described here.

Encompassing two city blocks, the Krannert Center for the Performing Arts hosts more than 300 events annually. In addition, the Krannert Center offers offstage opportunities to connect with the arts through

- ❖ pre- and post-performance discussions
- ❖ master classes and workshops
- ❖ artist visits to local schools
- ❖ interactive learning sessions with local artists, and
- ❖ a variety of other experiences.

These activities open doors to the arts for everyone, whether a novice or experienced enthusiast. Guided by educators and guest artists, they enable community participants to dig deeper into these art forms. Also, community members can join in CultureTalk, lively dialogues that focus on issues critical to the future well-being of the arts.

Japan House offers the public an opportunity to learn about traditional Japanese culture through tours, tea ceremonies, and special events through the year. Located in the University Arboretum, Japan House is flanked by two Japanese gardens. It offers a peaceful atmosphere where visitors savor the serenity in the midst of their busy lives.

In addition to academic classes, this unique facility hosts open houses, featuring special aspects of Japanese culture and arts. Japan House is open to the public every Thursday afternoon and offers a tea ceremony twice a month. Local schoolchildren and community organizations visit Japan House and learn Japanese values and aesthetics first hand.

With 1,500 acres of beautiful scenery, the [Allerton Park and Retreat Center](#) is a destination for all community members. Its Music in Nature series offers free

monthly music events, featuring a diverse mix of music types in a unique natural setting.

Since 1961, the Krannert Art Museum has been a cultural destination striving to enrich the human experience by inviting visitors to make connections through the visual arts. The [Art-to-Go program](#) invites community clubs and groups to explore the Museum's exhibitions. University students engage the visiting children in a lively discussion about art and lead a hands-on art project.

3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

The faculty and staff serving on the University's Civic Commitment Task Force appreciated the opportunity to prepare and submit this packet of information. While individually aware of specific community engagement activities, the Task Force members were pleased to be able to create documentation as to the depth and breadth of the University's involvement with the community. Although the Task Force members understand the need for limitations on length, they experienced a degree of frustration in only being able to detail a portion of those activities. Possibly submitting universities could be allowed to add an appendix, where additional activities could be briefly described. or the word limits could be increased slightly. For example, in Section II, citing faculty scholarship, we felt we were not able to represent adequately the range of disciplines involved. We had to leave out citations from Computer Science, Latino Studies, and African American Studies.

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

Yes