Welcome to this inaugural report highlighting just a sample of the public engagement programs and activities of the University of Illinois at Urbana-Champaign (Illinois). As you read through this impressive report I hope you will have the same response I did: we may be located in Champaign-Urbana, but the impact of our faculty, students and staff extends from our classrooms and laboratories into nearly every corner of the world. And this is a trademark that has defined our reputation for the last 146 years.

As one of America’s original thirty-seven land-grant institutions, we have organized ourselves around the idea that the measure of our success isn’t going to be found within the boundaries of our campus, but in the ways that we make the world around us a better place. From our first class in 1867, we have strived to be a place where knowledge isn't simply created and accumulated, but instead moved into the fields, the homes, and the lives of the people of Illinois, the nation, and the world. From the start we have been a university that didn't just study our world, but one that was engaged with it.

The needs of our nation and the globe have certainly changed since we opened our doors. We have built on the traditional excellence of our agricultural and mechanical arts as new fields have emerged – fields we pioneered, in some cases. Each generation of students and scholars that has come to Illinois has played a role in tackling the societal challenges of the day. From breaking down philosophical walls as we did when our faculty founded the modern idea of special education to breaking down the physical ones when Professor Tim Nugent challenged the world to recognize that a physical disability doesn’t define or restrict the human potential.

Today we look at grand, complex challenges that range from food security to energy sustainability to integrating a world of diverse ideas into a cohesive, peaceful society. And while these require different approaches and will demand new creative solutions of us as a university, one thing remains unchanged here at Illinois. We know they are our challenges to face together.

Whether in Illinois, across the country or around the globe, the University of Illinois at Urbana-Champaign is expected to lead the way. Just as it has been since 1867, we are not simply watching the world. We are fully engaged in it.

Sincerely,
Phyllis M. Wise
Chancellor, University of Illinois at Urbana-Champaign
Vice President, University of Illinois
I hope you enjoy this first issue of a new annual publication highlighting public engagement activities on the University of Illinois at Urbana-Champaign (Illinois) campus.

As a land-grant institution, the University of Illinois has a long-standing commitment to public engagement through collaboration with community organizations, government agencies, and corporate partners. These collaborations—a crucial element in a comprehensive approach to achieving our mission of teaching, research, and engagement—facilitate our ability to address critical societal issues through the creation and dissemination of new knowledge. The strength of engagement programming at Illinois derives from the expertise, creativity, and enthusiasm of diverse faculty, staff, and students, as well as from the synergy between campus units.

Myriad engagement initiatives focused on diverse areas such as agriculture, education, economic development, social justice, and sustainability have been successfully developed by units across our campus. These initiatives include community projects, conferences, courses, exhibitions, lectures, publications, service-learning experiences, and workshops.

By strengthening public engagement on our campus, we continue to expand opportunities for teaching, learning, and research while developing innovative solutions to important social and economic issues facing our nation and the world. Our hope is that through continued active engagement with society, we will contribute to a world where all people have the opportunity to be happy, healthy, and prosperous.

Pradeep Khanna
Associate Chancellor
University of Illinois at Urbana-Champaign
Wildlife Medical Clinic
Dr. Julia Whittington has overseen the Wildlife Medical Clinic since 2001, but it was her initial patient as a first-year vet student in 1993 that got her hooked on clinical care. The patient, a common black bird called a grackle, was “not exciting, but I was so amazed that I could hold it and work to make it better.”

“That was empowering, and I fell in love with the Wildlife Clinic at that moment.”

While the Clinic’s core mission is to provide veterinary care to wild animals, equally important to Dr. Whittington are the opportunities the Clinic offers to students to gain valuable experience and the effort to support conservation initiatives and engage the community in awareness of natural resources and the impact people have on the environment.

Outreach Encounters
Since its founding in 1978, the Wildlife Medical Clinic has had an extensive history of public interaction, outreach, and education, and the Wildlife Encounters website advances this foundation. One of the Clinic’s outreach efforts is to visit classrooms with live birds of prey, such as owls and raptors.

Because these visits are so brief and students are so enamored with the birds, it is difficult to communicate a deeper content, such as environmental stewardship.

To help prepare teachers and their students for the classroom visits, Dr. Whittington and veterinary student Annie Rivas created a free, public, classroom-focused educational website called Wildlife Encounters to educate students of all ages about the world around them.

“I first thought I’d make a booklet and mail it to the teachers,” Dr. Whittington said. “Now it’s available to anyone, and there’s (sic) no printing or mailing costs.”

Dr. Whittington enlisted the help of a school
principal to make sure the lessons aligned with state standards of core curriculum. The Wildlife Encounters site seeks to educate students about wildlife, natural resources, and conservation efforts by engaging the students in four sets of hands-on, Internet-based lessons.

The lessons cover wildlife care, medicine, and conservation. They are offered in three levels of complexity to meet the needs of students ranging from K-12. A teacher resource section, including templates and post-lesson assessments, complements the lessons, allowing instructors to add to the lessons presented on the website.

“If someone finds an injured hawk or raccoon in their yard and the students are in class, I wanted to provide another resource for people who need advice now, not when my students get out of class.”

The videos, set to begin production in Summer 2013, will be similar to public service announcements and will provide brief, to-the-point information that will enable the community to act in an informed manner.

The Next Step: A Wildlife Medical Clinic Instructional and Outreach Video Library

Dr. Whittington’s next endeavor is to create a library that will include instructional and outreach videos. Dr. Whittington said on the instructional side, she is able to teach some students, but only so many can gather in a classroom or get close to the animal. By creating a tutorial library, she will be able to convey basic procedures through demonstration instead of print or pictures, and the videos can be reused every year. On the outreach side, the videos will educate the public about how to interact with wildlife. The Wildlife Clinic staff members are also students and their days are spent in the classroom.

“I wanted to provide a means where teachers would have access to a complete, age-appropriate lesson series that would build up to our visit, which in turn would make our visit that much more meaningful,” Dr. Whittington said.

Public Engagement Portal Connects University Events and Services with the Public

Looking for workshops, seminars, summer camps, or festivals? The Public Engagement Portal (engage.illinois.edu) is the most comprehensive source for information about public engagement programs and events offered by the University of Illinois at Urbana-Champaign. The Portal displays descriptions and contact information for a variety of university-related programs and events that are intended for the public.

Find activities for kids, browse resources for teachers, see events in your area, and check out ongoing programs. Search programs based on location, keyword, or content area.

The Portal is maintained by the Office for Math, Science and Technology Education.
Creating Marketplace Literacy in Low-Income Consumers

When Madhu Viswanathan, the Diane and Steven N. Miller Professor in Business, set out to understand what consumers needed to better function in the marketplace he knew money and access to markets were keys to succeed. He also soon discovered that not all consumers are on equal footing in their interactions in the marketplace. Through interviews, his personal history, and discussions with community members, he discovered that by creating knowledge programs specifically for low-literate and low-income consumers, these consumers can participate in the marketplace at a higher level.

The Marketplace Literacy Project (MLP) has created a curriculum for teaching these consumers and entrepreneurs how to best function in today’s marketplace. This curriculum includes the basics of micro-credit, micro-finance, and micro-loans, but according to R. Venkatesan (Venkat), Founder and Director of the Marketplace Literacy Trust in India, consumers need more information than the basics to truly survive in the marketplace. Venkat, who has been working with MLP for nearly a decade, said when the program began, what was being published in the region of India where he was working was best suited for western audiences.

“There was no direct benefit of this material to the consumers,” Venkat said.

The MLP team created the original curriculum in 2003 for a small group of about 20 consumers using visual materials with pictorial elements to explain consumer behavior and teach elements such as value and product distribution. After this initial training began to show some successes, the program was expanded.

Between 2003 and 2011, approximately 2,000 people were trained, but Venkat and the MLP team knew there were many more consumers that could benefit from this training who were unable to attend individual training sessions. A video-based training was created based on fourteen modules, including lessons that benefit the consumer, such as value and exchange principles, and lessons that benefit potential entrepreneurs, such as setting prices, business ethics, and creating a sustainable business.

Since the video training started in December 2011, approximately 600 women were trained in the urban areas around Chennai, India. Venkat and the MLP team determined that they needed to reach the more rural areas and started training women in remote villages about 90 kilometers from Chennai. This training provided women with the opportunity to become involved in consumer activities directly.

“Women are often not used to leaving their homes and creating businesses of their own,” Venkat said.

“These training opportunities allowed much empowerment of women by allowing them to talk about business ideas.”

The biggest benefit of the program is enabling consumers and entrepreneurs to learn how to behave in the marketplace, according to Venkat and Srinivas Venugopal, a doctoral student in the College of Business who works with Professor Viswanathan and the MLP.

The Marketplace Literacy team would like to reach a greater number of people and increase the number of consumers that are being trained in both rural and urban environments. The team will continue to create new educational modules based on the evolving marketplace. One of Venkat’s goals is to create long-term relationships through consistent and frequent contact. Another of the program’s goals is to reach other states and tribal regions in India for more impact.

More about Marketplace Literacy

To learn more about the Marketplace Literacy Project, visit its website at http://marketplaceliteracy.org or contact Professor Viswanathan and the MLP team at marketplaceliteracy@gmail.com.
Imagine listening to a small gathering of musicians in an intimate space, such as your living room or your favorite coffee shop. You see the performers’ facial expressions, watch their fingers work their instruments, and feel the vibrations through the soles of your feet.

Since 2010, one local organization has been revitalizing this musical tradition commonly known as “chamber music.” The annual Downtown Champaign Chamber Music Festival (“DoCha”) presents free, live musical performances at public venues each spring throughout downtown Champaign. Festival organizers target audiences such as young professionals or families with young children who might be intimidated by what they perceive as the stuffy atmosphere of the formal concert hall.

“Performances are often given in an inappropriate space for chamber music such as a large formal auditorium,” said Gabriel Solis, festival co-artistic director. “If you do this right, it should be unintimidating and informal.”

Three years ago, University of Illinois faculty, staff, and students, and members of the community collaborated to host the inaugural festival at diverse restaurants in downtown Champaign. While this achieved the goal of offering chamber music experiences in a more intimate setting, organizers found that audiences were limited to 50 or less because of the size of the performance venues. Since 2011, festival performances have been presented in Champaign’s larger, historic 1914 Orpheum Theatre. To create the sense of a more intimate setting between performers and audience, organizers brought the stage forward in the auditorium to utilize café style seating.

In addition to traditional chamber music, festival organizers also bring new, exciting music to concertgoers. Among the diverse styles of music included in DoCha festival programming are classical, folk, tango, new age, and jazz.

Solis says the festival builds on the strength of a small but vibrant and exceptional urban area such as Champaign-Urbana by capitalizing on the energy of the creative class and new urbanism.

Festival Executive Director Paul Redman said that in 2013 he would like to broaden inclusiveness in audience development, building on school performances and a family concert at the historic Orpheum organized by festival and theatre staff at previous festivals. These performances exposed children to the energy and beauty of chamber music and cultivated future audiences for festival performances in downtown. As the DoCha festival has evolved, performances have also begun to incorporate dance, theatre, and creative writing.

With growth in programming has come growth in opportunities for university and community members to become involved, including approximately fifteen interns in fundraising, audience development, marketing, and event production. In addition, numerous volunteers serve in diverse roles at festival performances.

The DoCha festival is supported by local businesses and patrons with donations and in-kind contributions. The Community Foundation of East Central Illinois serves as the fiscal sponsor.

Planning for the April 2014 festival will begin soon. For more information, visit http://docha.org.
The influence of the 150-year-old Morrill Act on Illinois is undeniable. The signing of the Morrill Act of 1862 laid the groundwork for the democratization of public higher education in the United States and paved the way for Illinois to make significant historical advances in our nation and the world through pursuing the land-grant mission of teaching, research, and outreach.

Events held throughout 2012 on the Urbana-Champaign campus to celebrate the sesquicentennial of the legislation culminated in a symposium, “The Morrill Act at 150: The Future of Public Higher Education” on October 26, 2012. Campus units also sponsored numerous activities, such as lectures and displays engaging faculty, staff, students, alumni, and local community members throughout the year.

“The milestones of access and achievement we’ve seen over the past 150 years came from individuals and institutions continually pushing against that door, opening it a little further each year and expanding the way education could change lives in ways that Justin Morrill and his peers could have never imagined,” University of Illinois at Urbana-Champaign Chancellor Phyllis Wise said.

University of Illinois Trustee Ed McMillan called the land-grant model “…a uniquely American system. It envisioned a country where higher education was accessible to all, applicable to all, and affordable to all. Education would no longer be the privilege of the minority but would provide opportunity to all. This vision underscored the deeply democratic belief that everybody ought to have an equal chance and opportunity to work hard and develop whatever talents reside within them. President Lincoln called this ‘the right to rise.’”

University of Illinois President Robert Easter spoke of past achievements and present-day challenges, and his vision of a future in which the university continues to create and share new knowledge through teaching and research while also actively engaging the public to address critical societal issues.

Throughout the symposium, an exhibition space in the adjoining Illini Union space provided guests an opportunity to learn the achievements of the campus community and included the Illinois exhibit from the 2012 Smithsonian Folklife Festival and displays created by many colleges and units. A video highlighting unit achievements and initiatives supporting the land-grant mission was presented in the display space, and a special musical performance sponsored by the Sousa Archives and Center for American Music took place in Smith Memorial Hall.

To view videos of the symposium presentations or “The Morrill Act at 150: Celebrating the Land Grant Mission in the 21st Century,” visit www.morrillact.illinois.edu.
More than 230 attendees, including presidents, rectors, chancellors, vice chancellors, and representatives of 85 leading educational and research institutions from 35 countries, and government and private sector leaders from all over the world convened in Chicago for the 5th Global University Summit from April 29 - May 1, 2012.

Held in conjunction with the G8 Summit and co-hosted by the University of Illinois at Urbana-Champaign and the Committee on Institutional Cooperation, the theme of the 5th Global University Summit, “Developing Talent to Drive Innovation in a Global Society,” reflected a collective interest in tackling several pressing issues in higher education.

Summit delegates explored the role of higher education in addressing complex societal issues, enabling regions and nations to enhance their competitiveness through innovation and discovery, and helping to develop healthy people and societies for a thriving world.

The delegates identified issues and recommendations to the larger G8 Summit: cultivate strategic partnerships among higher education institutions around the world to enhance international cooperation, accelerate research and discovery, eliminate barriers that impede collaboration, and improve access to educational opportunity.

Delegates also connected with industry leaders to discuss the relationship between research, discovery, and practical application, and studied ways to break down barriers that impede access to world-class higher education for citizens across the globe.

Presenters from Illinois included President Robert Easter, Chancellor Phyllis Wise, and Provost Ilesanmi Adesida. Also playing key roles were Sam Pitroda, adviser to the prime minister of India on public information, infrastructure and innovations, and Marshall Bouton, president of the Chicago Council on Global Affairs.

Continuing the Legacy: Previous Summit Hosts and Declarations

The first Global University Summit was convened in Sapporo, Japan, in 2008, and organized by presidents from research universities in the eight industrialized countries represented in the G8 (United States, France, Britain, Germany, Japan, Italy, Canada, and Russia). Subsequent meetings were held in conjunction with G8 economic summits in Italy, Vancouver, and Paris.

At each Global University Summit, delegates identify issues and provide recommendations to advance to the larger G8 Summit in an official declaration. The 2012 declaration, which was forwarded to the G8, is a joint affirmation of innovation and international collaboration between institutions of higher learning with a focus on themes of leadership in innovation, ethics, social and economic development, and global institutional collaboration and network development.

To read the declaration and see pictures from the Summit, visit http://engagement.illinois.edu/globalsummit2012 or contact Shelley Mix at mix@illinois.edu.

Summit Declaration

“In order to meet the challenges of the 21st century, we recognize the need to more effectively harness creative energy and innovation through international partnerships between institutions of higher education, the private sector, non-profit organizations, and government agencies. This will require a spirit of collaboration focused on sustainable solutions to pervasive global challenges such as climate change, access to clean energy, aging and expanding populations, food and water supply, and peace and security.”

Declaration of the Fifth Global University Summit
Extending Knowledge. Changing Lives

For 100 years, research based programs provided by University of Illinois Extension have had a major impact on helping Illinois communities and people find solutions to their problems, improving their own well-being, whether economically, physically, or emotionally. While it is difficult to quantify the financial impact from Extension, there is no doubt that it has added millions of dollars to local economies each year. Examples of Extension programs that have enhanced life for Illinois residents include:

- **Commercial agricultural programs.** These programs have increased food production; consumers have a safe, secure, reasonably priced food supply; and the overall economy due to the positive impact food exports have on balance of trade.

- **4-H and youth programs.** Research has shown that 4-H members are twice as likely to go to college, three times more likely to pursue science careers, two times more likely to be leaders in their own communities, and less likely to become involved in risky behaviors.

- **Community and economic development.** Leadership provided by Extension in the formation and installation of water, electric, and broadband systems has enhanced the economic well-being and personal lifestyle of many communities in Illinois.

- **Healthy foods for families.** From cooking schools to development of farmers markets, many families have information to help them reduce their nutrition-related health problems.

- **Consumer economics.** Financial planning programs offered by Extension have helped people avoid financial crisis, assisted those already in a crisis to find workable solutions, and helped many avoid spending too much on their first home.

- **Pesticide applicator training.** Properly trained applicators are less likely to make mistakes that could have an adverse impact on the environment and people’s health. Each year applicators are trained by Extension and are certified to apply pesticides safely.

- **Farmland management.** The latest research-based farm management information on leases, sales, mineral rights, input costs, and commodity prices are available online.

Extension has been rapidly moving to incorporate new technology into its delivery system in the 21st century. Although Extension continues face-to-face meetings, print media, and distance learning, it now uses the web for online courses and social media. This allows the public to have access to the information anytime from anywhere in the world.

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**Building Capacity in Illinois Communities**

University of Illinois Extension Community and Economic Development (CED) programming helps community leaders, residents, and organizations increase their ability to make timely and effective decisions, use information wisely, engage the community, and work together better. For example, elected and appointed officials can learn about emerging issues via the E-Institute series offered online and in podcasts, webinars, and videos. This year’s Annual Legislative Update is a four-part series highlighting census data and targeted topics such as the Open Meetings Act, Geographic Information Systems for local government, and siting and permitting for wind farms.
Illini Summer Academies
Acquaint Youth With the U of I

Youth attending the Illinois Summer Academies (ISA) gain individual, hands-on experience in a field in which they have a strong interest. The academy concept offers teens an opportunity to check out a potential college major, to discover more career options, tour the University, and experience college dorm life. In addition to the academy programs, delegates have social activities in the evenings in which they get to meet youth from across the state.

During the past five years, the academy has offered 800 Illinois high school teens the opportunity to spend three days on campus exploring various colleges and departments. As of 2013, seventeen campus units have collaborated with the Extension State 4-H Office to provide 15 hours of interactive, classroom, lab, and field experiences to students.

The 2013 ISA program is scheduled for June 23-26 and includes academies in aerospace engineering, art & design, creative writing, crop science, electrical & computer engineering, landscape architecture, leadership, molecular & cellular biology, natural resources & environmental sciences, and veterinary medicine. For more information on the Illini Summer Academy program, visit http://web.extension.illinois.edu/state4h/events/summeracademies.cfm.

Helping Families Improve Their Lives

U of I Extension programs help families learn to manage their finances, improve their food handling skills, prepare nutritious meals, control diabetes, prevent obesity, and better care for children and aging older adults.

During the last year, the Expanded Food and Nutrition Program (EFNEP) served more than 4,200 adults and 7,500 youth in Cook, Macon, Madison, St. Clair, and Peoria counties.

The program is designed to assist limited resource families in making choices that will improve their diet and health of the family by providing workshops, hands-on learning activities, and food demonstrations. Specifically, EFNEP helps families learn how to plan and prepare nutritious meals, manage their food dollars, handle food safely, and increase their knowledge about food and nutrition. In follow-up participant studies, data shows:

- 94% improved their diets including eating an extra serving of fruits and vegetables.
- 88% improved their nutritional knowledge.
- 85% improved food management skills.
- 70% improved their food safety practices.

Master Gardeners Contribute $4.3 Million to Illinois

- Extension specialists and educators train hundreds of Master Gardener volunteers on topics such as improving landscapes, choosing plant varieties, water saving tips for gardens, proper pest identification and management, proper use of pesticides, recycling, and composting. In 2012, University of Illinois Extension personnel trained 470 new volunteers. Recommendations provided by Master Gardeners to clientele are backed by sound research and exemplify within our land grant system service to clientele that is science-based.

- In 2012, Master Gardener Volunteers donated 197,497 hours of their time to Illinois residents with an estimated service value of $4.3 million. During this time, Master Gardeners helped U of I Extension serve the home gardening public by answering questions, speaking to groups, working with youth, participating in civic beautification projects, maintaining demonstration gardens, and helping schools develop school gardens. Last year, more than 36,000 youth and 53,000 adults received instruction by Master Gardener volunteers. The University of Illinois Extension Plant Clinic works closely with the more than 3,500 Master Gardeners throughout Illinois in helping diagnose plant disease or pest-related problems. In 2012, the Plant Clinic staff examined 4,552 plant samples providing diagnoses and recommendations.
Recognizing Faculty, Staff, and Students with Public Engagement Awards

Each year, the Office of Public Engagement recognizes faculty, staff, and students who engage the public to address critical societal issues through the Campus Awards for Excellence in Public Engagement (CAEPE). Recent recipients have participated in or led projects and activities ranging from coordinating after-school programs for local children to working with governments to create and update policy for firefighter training.

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

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

Recipients during recent years have developed public policy and/or provided technical assistance; conducted short or long term social or scientific research in collaboration with a community partner(s) in which both the campus and the community entities accrue benefits; and created and sustained partnerships with schools, business and industry associations, local government units, community organizations, and public agencies around critical issues. Other recipients of CAEPE awards have engaged students in communities and schools, linked student classroom experiences with community projects, and provided leadership in public programming such as U of I Extension, WILL public broadcasting, and the Krannert Center for the Performing Arts.

CAEPE nominations are due December 6, 2013. Learn more at http://go.illinois.edu/CAEPE.

**2012-2013 CAEPE Recipients**

- Madhu Viswanathan, Brant Houston, Martin Wolske, Deirdre Lanesskog, SAWBO

**Madhu Viswanathan – Faculty Award**
The Diane and Steven N. Miller Professor in Business Madhu Viswanathan, Department of Business Administration, leads the Marketplace Literacy Project. His research on low-literate, low-income consumers and subsistence marketplaces is distinct from macro-economic approaches to poverty, such as the base-of-the-pyramid approach, because Professor Viswanathan adopts a micro-level approach to gain bottom-up understanding of life circumstances of subsistence consumers, entrepreneurs, and marketplace behaviors.

**Brant Houston – Faculty Award**
Professor Brant Houston, who holds the Knight Chair in Investigative and Enterprise Reporting in the Department of Journalism, directs the CUCitizenAccess project, an award-winning and nationally recognized online news and information service devoted to investigative and enterprise coverage of social justice and economic issues in east central Illinois. From its start, the project has been dedicated to increasing community engagement of the university, its faculty, and its students.

**Martin Wolske – Academic Professional Award**
Dr. Martin Wolske is a Senior Research Scientist with the Center for Digital Inclusion in the Graduate School of Library and Information Science (GSLIS). Local relationships serve as a crucial foundation for all aspects of Dr. Wolske’s scholarship of engagement. His special focus is on how communities bring critical insights to the issues of high-tech inequality.

**Deirdre Lanesskog – Student Award**
Deirdre Lanesskog is a graduate student in the School of Social Work. Her work consists of understanding the challenges immigrants face and recognizing that community organizations struggle to help immigrants receive the services and support they need to survive and thrive. Ms. Lanesskog actively seeks alternative perspectives and handles conflicting views by contextualizing differences based on her community observations. In her research, she considers the literature and how social tensions are manifest in other groups.

**Scientific Animations Without Borders (SAWBO) – Team Award**
This initiative so far has produced educational materials on more than a dozen topics related to health, agriculture, sustainability, and entrepreneurship. SAWBO reaches a global audience with animated characters of universal appeal and voice-over narrations that can be recorded in any language on the planet. SAWBO was three years old in early 2013, and already has produced and distributed videos on some of the world’s most pressing problems.

**2011-2012 CAEPE Recipients**

- Ruth Nicole Brown, Gender and Women’s Studies (Faculty); Richard Jaehne, Illinois Fire Service Institute (AP); Christian Sandvig, Media & Cinema Studies (Faculty); and Aaron Silver, Molecular and Cellular Biology (Student)
Illinois Employees Donate $1.25 Million to Charity in 2012

The University of Illinois at Urbana-Champaign has the distinct honor of organizing the state’s largest employee charity drive. The Campus Charitable Fund Drive (CCFD) raised more than $1.25 million during the 2012 campaign. Sponsored by the Office of the Chancellor and managed by the Office of Public Engagement, CCFD is the annual, eight-week employee fund drive that has supported charitable organizations since 1929.

More than 2,900 donors made 5,200 donations to eleven charitable agencies (see “Illinois Gives” sidebar), which serve more than 600 different programs. Retirees and community members also generously donate. All money raised goes directly to the charities. The University covers all administrative costs for the drive.

To make CCFD successful, more than 200 individuals across campus volunteer as leaders for their units, rallying colleagues to make pledges of every amount, large and small. The CCFD Advisory Board, a Chancellor’s committee, works year-round to create the fund drive and guide its execution. The 2013 Advisory Board Chairman is Edward Slazinik, Associate Vice Chancellor for Student Affairs and Director of Auxiliary Services.

The CCFD Advisory Board has begun planning for this year’s campaign, which will run from September 16 through November 8 of 2013. For more information, contact Shelley Mix at mix@illinois.edu or visit www.ccfd.illinois.edu.

Illinois Gives

Numbers from the 2012 CCFD
2,900+: Donors
5,200+: Individual donations
300+: Volunteer leaders from every campus unit
11: Charitable federations or agencies
600+: Designations

Chancellor’s Public Engagement Student Fellows

A student wants to put into practice her research. A class wants to turn a theoretical study into a practical application. A registered student organization has a service project that needs funding as part of their coursework.

These three situations represent just a few examples of the way the Office of Public Engagement can encourage U of I students to develop leadership skills through the new Chancellor’s Public Engagement Student Fellows Program. Small grants are available for students to partner with an outside entity, such as a school, government, or non-profit agency, to solve a problem or provide a service while utilizing their education and learning.

The goal of this Fellows program is to enable undergraduate, graduate, and professional students, and groups of students in student organizations or classes to increase and sustain the university’s public engagement capabilities. The program gives students the opportunity to expand their learning environment through community-related projects, scholarly work, creative endeavors, course development, and other activities within the broad framework of public engagement.

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

Applications for the 2014-2015 school year will be available January 15, 2014, and are due April 1, 2014. For more information, please contact Shelley Mix at mix@illinois.edu or visit http://go.illinois.edu/studentfellows

Tony Clements, former director of Campus Recreation and current co-emcee of CCFD events, speaks with a CCFD unit volunteer.
The Public Engagement Symposium: Nurturing the Culture of Engagement

Walk into the Public Engagement Symposium hall and you will see wall-to-wall posters that highlight exciting public engagement initiatives from all around campus. An excited buzz fills the hall as presenters explain their outreach efforts to curious students, staff, faculty, and community members.

Each spring, the offices of Public Engagement and Online and Continuing Education host the Public Engagement Symposium to provide the campus and the community an opportunity to learn, share, and support the scholarly and creative community engagement efforts at the University of Illinois.

The goal is to enlighten, educate, and inspire; to strengthen relationships; and to develop a culture of engagement across the campus and the local community. Community partners are especially encouraged to attend to learn about opportunities to collaborate with campus programs that could benefit their constituents.

Throughout the five years of the symposium, community members and campus faculty, staff, and students have had the opportunity to share knowledge in the areas of business and innovation; environment and sustainability; science, technology and education; service learning, youth and family; and community outreach. Many of the displays provide hands-on experiences, such as demonstrations on fixing bicycles through the Campus Bicycle Shop. Symposium visitors have learned about Etoys, a collaborative project of Unit 4 schools that advocates computational science in schools, and also learned about the services provided at the Smart Energy Design Assistance Center.

STEM collaborations with schools are a popular highlight of the Symposium each year, including the Tap in Leadership Academy and the outreach activities of the I-STEM Program. Each year faculty and students display materials on service learning classes available on campus, including classes in advertising, Spanish, leadership, and society and rhetoric.

For more information, contact Megan Puzey at mpuzey@illinois.edu or visit www.conferences.illinois.edu/engagementsymposium.

Symposium poster presenter Ben Sliwinski (center) from the Smart Energy Design Assistance Center meets with attendees.

Public Engagement Colloquium: New Forum for Sharing Best Practices

The Office of Public Engagement is starting a new program, the Public Engagement Colloquium, to promote sharing of best practices in public engagement among members of the Urbana-Champaign campus community and external partners. The Colloquium will take place monthly during the fall and spring semesters beginning in Fall 2013. To participate, contact Tracy Parish at tparish@illinois.edu or visit http://engagement.illinois.edu.

Public Engagement Grants: Cultivating Campus Engagement Activities

The University of Illinois is a preeminent public research university and greatly values an effective public engagement capability focused on addressing critical issues facing our society. In today’s global environment, it is essential to ensure the creation of socially relevant knowledge that produces real-world solutions. Public engagement remains a core mission of the University of Illinois.

Therefore, public engagement activities are most effective when they are closely tied to the other missions of the university, including research, teaching, and economic development. Each year the Office of Public Engagement conducts a small grant program that seeks proposals from faculty, students, and staff to fund community-related projects, scholarly work, creative endeavors, course development, and other activities within the broad framework of public engagement.

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

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

Applications are accepted August 26 - September 27, 2013. For more information, contact Tracy Parish at tparish@illinois.edu or visit http://go.illinois.edu/engagement_grant.
Braving one of the hottest Washington, D.C. summers in recent memory, thousands of visitors attending the 2012 Smithsonian Institution Folklife Festival learned about Illinois’ impact on higher education for persons with disabilities. Amidst a sea of tents on the expansive National Mall, and nestled between the Capitol building and Washington Monument, the massive 40-by-60-foot Illinois tent immediately grabbed visitors’ attention.

One of twenty-eight universities selected through a competitive process, the University of Illinois participated in the theme area titled “Campus and Community: Public and Land-grant Universities and the USDA at 150,” which highlighted the sesquicentennial anniversary of the signing of the Morrill Act of 1862 and the founding of the U.S. Department of Agriculture. Performance stages, workshops, craft and occupational demonstration areas, kitchens, and other special environments including food vendors and a marketplace provided venues to enjoy the programs’ legacies.

Visitors learned about Illinois’ impact in the areas of adaptive technology development and public policy related to accessibility for persons with disabilities. But this wasn’t a lecture. Guests played wheelchair basketball, saw the world through the eyes of a visually impaired person, performed daily tasks with an innovative prosthetic arm, tested out an award-winning pointer device developed for quadriplegics, and used a recently developed gear system wheelchair. Together, the activities, technologies, and policy achievements paint a picture of the product of Illinois faculty, student, staff, and alumni dedication to creating a more tolerant and accessible world. In addition, faculty and students presented lectures at the Smithsonian-U stage and participated in panel discussions at the festival Commons area.

Faculty and staff from the Division of Disability Resources and Educational Services (DRES), and faculty, students, and alumni from the Industrial Design program designed the Urbana-Champaign campus portion of the exhibit that highlighted adaptive technology, public policy initiatives, wheelchair sports, and services for students with disabilities.

Founded by renowned emeritus faculty member Timothy Nugent, DRES is home to myriad innovations including the first comprehensive post-secondary support program in the world for students with severe physical disabilities, establishment of the National Wheelchair Basketball Association, introduction of curb cuts to accommodate students with disabilities, and development of the first wheelchair-accessible fixed route bus system. Through the determination of Nugent, his colleagues, and students, Illinois was the first institution of higher learning to provide transitional residential support services for students with disabilities and performed the seminal research leading to the development of the first architectural accessibility standards.

Illinois alumni with disabilities have an impressive collective resume in athletics. Illinois wheelchair sport athletes have won every major road race in the world, including marathons in Boston, Los Angeles, New York City, Chicago, London, and Paris and have won more than fifty Paralympic medals.

Current director of DRES Bradley Hedrick said Illinois contributions to accessibility began in 1948, when Illinois became the nation’s first university to enroll students with severe physical disabilities and since then “the institution’s steadfast commitment to full societal participation by persons with disabilities has produced advancements in public policy, accessible environmental design, technological empowerment, disability sports and recreation, and inclusive educational and employment practices.”

A team from the School of Art and Design’s Department of Industrial Design presented assistive technologies including the OpenSocket prosthetic arm by BUMP, a non-profit run by Illinois alumni Adam Booher, Jonathan Naber, and Ehsan Noursalehi; the Drop Point pointing device by alumnus Stephen Diebold, 2009 grand prize winner at the International Collegiate Inventors Competition; innovative hearing aid designs by alumna Anne Marois; and sculptures with mathematical equations imprinted on them in Braille that help children with visual impairments learn mathematics by graduate student Sheila Schneider.

View the video at http://go.illinois.edu/folklife or contact Tracy Parish.
Each Wednesday during the school year, after the final bell rings at Urbana High School, more than a dozen students pile eagerly into cars or take the bus to make the short trip to the Urbana Neighborhood Connections Center. The students, mostly juniors and seniors, come to participate in the LIFT College Access Mentoring Program, which provides African-American high school students with access to and information about college. Mentors are undergraduate, underrepresented students from the U of I.

Natasha Wilkins, LIFT director and an Illinois junior public policy major from Springfield, explains that she often hears high school students say that their teachers don’t discuss college. That omission is important, Wilkins says, because most of the students do not have family members who have attended college.

“We did a survey of the students and the number one comment was that they don’t know what colleges are looking for so they don’t know how to prepare.”

By engaging students in the world around them and exposing students to academic, social, and cultural events throughout the school year, LIFT combines mentoring, friendship, and service to develop the high school students’ skills so that they will have the necessary knowledge to succeed in a collegiate environment.

“Before when we asked them what colleges are looking for, [the students] did not know,” Wilkins said. “I don’t even think they realize this, but they know the answer now. Just seeing the small, incremental changes … this is what it’s about. This is what we’re here for. We’re making the impact that we’re supposed to make. We’re helping them learn about college. We’re getting them to think differently. We’re getting them to be more confident.”
U of I Mentors Make LIFT Possible
LIFT’s U of I mentors make the program possible. “Without them, without their help, I do not know what this program would be like right now,” Wilkins said. “They go out of their way and put other things on hold.”

Mentors are responsible for designing ways of presenting goals to mentees, planning social events such as bowling and movie nights, organizing volunteer projects, and providing positive role model for program participants.

The first LIFT mentors were recruited by LIFT’s founder, Brigitte Viard, a 2012 graduate from the U of I in psychology and African studies who now serves as the minority enrichment program coordinator for Urbana High School. In Spring 2011, Viard formed LIFT’s strategic plan as an intern in the Office of Volunteer Programs. By Fall 2011, Viard had fifteen mentors and twenty mentees and the program has only grown since then.

First Time to the U of I Campus
Even though the students live just blocks from the U of I campus, many of them have never set foot in any of its buildings. “Students say, ‘I didn’t even know this was here,’” Viard said. “They’re just a few miles away.”

Mentors and mentees went to a play at Krannert Center for the Performing Arts recently, and mentors planned a mentor shadow day where students attended classes, ate in the dining halls, and participated in student organization meetings with a LIFT mentor. Students were also treated to a tour of campus and listened to a panel discussion composed of students about adjusting to college. “My biggest goal was just to get the kids to think outside of what they see and to think bigger than what they’ve been thinking,” Wilkins said.

Exposure to Campuses: Spring Break Trip
In Fall 2011, LIFT earned its first public engagement grant allowing the program to visit the University of Illinois at Chicago, Depaul University, and Southern Illinois University -Carbondale campuses. It was a breakthrough trip for many of the mentees, many of whom, according to Wilkins, had “…never been out of the city.

After the success of the Illinois-based campus visits, LIFT coordinators set a much higher campus tour goal for Spring 2012: to visit Historically Black College and Universities (HBCUs) in Nashville and Atlanta. The goal was to expose the students to college campuses and teach about the historical significance of HBCUs.

Twelve mentors and twenty-seven high school students travelled by bus to Nashville, touring Fisk University, Tennessee State, and a Belle Meade Plantation, followed by three nights in Atlanta to visit Spelman College, Clark Atlanta University, Morehouse College, and an MLK historical site.

“This was a bonding and eye-opening experience,” Viard says of the tour. “You should have seen these kids, they were walking at the front of the group, walking with the tour guide, and asking questions.”

The students were wowed at their upscale hotel accommodations in the city and, after their tours in Nashville, were already showing signs of carrying themselves more professionally.

To support LIFT, university students can become a mentor. Anyone can make a donation or volunteer to provide services for the participating students such as workshops and presentations by contacting Natasha Wilkins at wilkin17@illinois.edu.
Consider a course that challenges students to master basic engineering design concepts resulting in such projects as a customized walking cane, a shoe insole, and an algorithm that detects errors in binary code. Does this class sound like a college course? Incredibly these are the projects of the bright minds of students at Edison and Franklin Middle Schools of Champaign Unit 4 School District who begin learning fundamental scientific principles with the ultimate goal of creating a practical product that meets a real world need.

Dr. Sharlene Denos, K-12 Outreach Coordinator and Postdoctoral Researcher at the Center for the Physics of Living Cells, believes providing science-based enrichment activities for pre-college students is essential to inspiring future scientists and engineers who will one day discover solutions to critical social and economic challenges facing our state, nation, and world. She and her team of graduate students have begun addressing the need for such enrichment activities by developing and implementing the Illinois Researchers in Partnership with K-12 Educators (iRise).

Each spring semester iRise graduate students and faculty collaborate with Champaign Unit 4 teachers to offer a weekly series of science-based lessons. Administered through the Advancement Via Individual Determination (AVID) program, a college-readiness system designed to increase learning and performance, iRise was established in 2010 to provide hands-on science and engineering learning opportunities for middle school students and to enable Illinois engineering graduate students to develop valuable teaching skills and cultivate high-impact outreach programming. iRise uses the Next Generation Science Standards, which are based on the National Research Council Framework for K-12 Science Education, as a curriculum guide and the Teach for America program as a model for content delivery.

“It’s a meaningful way for faculty and students to engage with public schools through a long-term relationship,” said Dr. Denos, who began K-12 engagement programming as an Illinois graduate student participating in the National Science Foundation Graduate Stem Fellows in K-12 Education program.

Through this program, Dr. Denos gained experience teaching in local public schools where she developed and delivered science curriculum in addition to facilitating professional development workshops for science teachers.

The thirteen graduate students enrolled in the Electrical and Computer Engineering 598 course associated with the iRise program represent diverse concentrations within engineering including electrical and computer engineering, bioengineering, aerospace engineering, civil and environmental engineering, and agricultural and biological engineering. In addition to Dr. Denos, iRise course
faculty include Dr. Elyse Rosenbaum and Dr. Andreas C. Cangellaris, professors of electrical and computer engineering; and Dr. Joseph Muskin, visiting education coordinator at the Center for Nanoscale Chemical-Electrical-Mechanical Manufacturing Systems.

Irisbel Guzman Sanchez, a graduate student and iRise participant, expects the iRise program to benefit middle school students, but she was surprised that iRise had such a significant impact on graduate student instructors.

"I learned K-12 outreach techniques and how to write an effective lesson. I have found that I like to work with middle school students and discovered the art of teaching. Now, I know that I want to make K-12 outreach activities part of my civil work. The greatest benefit was having the opportunity to teach students and see their happy faces when they learned a new science concept."

Graduate student Sahid Rosado said participation as an iRise instructor helps her develop the ability to communicate with non-engineers about engineering concepts. "The iRISE program has helped me improve my presentation skills in front of a non-engineering public.

"Trying to explain engineering problems and their solutions to non-engineers is a difficult task in itself, explaining it to middle school students is an even harder task. I think the program has been extremely beneficial for me and my goal of joining academia after my PhD."

The challenge for schools is offering curriculum that meets standards and is focused on engineering and allied fields.

"The new standards are problematic in that teachers don’t have engineering and design training," Dr. Denos said.

Because only a small number of secondary teachers and students have the opportunity to experience the iRise program, Dr. Denos and the iRise team will host an annual teacher workshop beginning in Summer 2013 to disseminate the most successful learning modules and design projects developed through the iRise electrical and computer engineering course.

"Many students knew very little about engineering, but now that they see the fun, hands-on, and engaging side of it..." said Danielle Boggs, an eighth grade AVID teacher and site coordinator at Franklin Middle School in Champaign.

Dr. Denos and the iRise program received seed funding through an Office of Public Engagement grant and hope to sustain the iRise program through support from the College of Engineering, Champaign Unit 4 School District, and external grant funds.

Teachers can find out more about how iRise can challenge students by visiting www.irise.illinois.edu or contacting Dr. Sharlene Denos, at denos@illinois.edu.

Allied Agency Program Connects External Partners to Campus

The University of Illinois at Urbana-Champaign works closely with a large number of government, professional, not-for-profit, and business organizations. The Office of Public Engagement manages an Allied Agency Program that makes it easier for these partners to work and engage with university and university resources.

For the list of Allied Agencies and for more information about becoming a member, contact Megan Puzey at mpuzey@illinois.edu or visit http://go.illinois.edu/allied.
Campus Awards for Excellence in Public Engagement
November 1, 2013 – Announcement
December 6, 2013 – Initial nominations

Campus Charitable Fund Drive
September 16, 2013 – November 8, 2013

Public Engagement Grant Program
RFP Available: August 26, 2013
Submission Deadline: September 27, 2013, 5:00PM
Award Notifications: November 29, 2013

Public Engagement Student Fellows
Announcement: January 15, 2014
Applications Due: April 1, 2014
Winners announced: May 1, 2014

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