



MARCH 3, 2010 • 3-7 PM • I HOTEL & CONFERENCE CENTER

PUBLIC ENGAGEMENT SYMPOSIUM
SERVING OUR COMMUNITY



ILLINOIS

Sponsored by the
Office of the Vice Chancellor for Public Engagement
and Office of Continuing Education

“Public engagement at Illinois is an integral part of our land grant mission, and we are proud of our long record of commitment to public service and to the discovery and translation of knowledge to improve and serve the greater society in which we live.”



Interim Chancellor and Provost
Robert A. Easter

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The University of Illinois is publicly engaged when its faculty, staff, and students collaborate with external constituents to address needs in society and to enhance the University's scholarly capabilities. In today's knowledge-based, creativity-driven society, attaining research preeminence is inextricably linked with the presence of an effective public engagement capability.

Driven by its decentralized culture, the University's broad and diverse set of public engagement activities ties it to society's needs. At this year's Public Engagement Symposium, we'll have the opportunity to learn more about a diverse sample of current activities and to engage in dialogue regarding innovative dimensions of public engagement that should frame our efforts in the future.



Interim Vice Chancellor for Public Engagement
Steven Sonka

PUBLIC ENGAGEMENT SYMPOSIUM SERVING OUR COMMUNITY

Thank you

We would like to recognize the following Symposium Planning Committee members for their contributions and efforts in making this conference possible:

Nathaniel Banks

Ann Bishop

Leslie Hammersmith

Faye Lesht

Shelley Mix

Scott Schwartz

Valeri Werpetsinski

Elaine Wolff

SCHEDULE

3:30 PM Mapping Public Engagement Activities

Steven Sonka, Interim Vice Chancellor for Public Engagement

4:00 PM Engaging Our Community in Science, Technology, Engineering, and Mathematics (STEM) Education

Lizanne DeStefano, I-STEM (Science, Technology, Engineering, and Mathematics) Initiative; **Edee Wiziecki**, NCSA (National Center for Supercomputing Applications) and the ICLCS Partnership (Institute for Chemistry Literacy through Computational Science); **Howard Guenther**, Science Olympiad; **Susan Linnemeyer**, College of Engineering; **Asia Fuller**, Booker T. Washington School; **Anita Martin**, EnLiST Partnership (Entrepreneurial Leadership in STEM Teaching); **James Anderson III**, College of ACES (Agricultural, Consumer, and Environmental Sciences)

This panel discussion addresses why it is important to provide outreach and public engagement activities in STEM education and highlights a few of the exciting STEM outreach activities on the Illinois campus.

4:30 PM Visit with the presenters of more than 60 posters and displays

Illinois Ballroom

5:30 PM CCNet: Discovering Opportunities through Community/University Engagement

Dick Warner, Director of the Office of Sustainability, University of Illinois, and **Melia Smith**, Program Coordinator, CCNet

This session will lead a discussion about opportunities available through the CCNet engagement model. Community/university collaborations hold great promise for producing healthy, economically vibrant settings. Champaign County developed a model for this type of engagement with CCNet in the early 1990s. It originated as a community organization aimed at facilitating discussion between the subject matter experts within the University of Illinois and members of the business community. Its original goal was to enable understanding, development, and adoption of new Internet technologies to differentiate Champaign County as a world leader in this area. This year, the CCNet model is being revived for engagement, to focus on the subject of "sustainability." The new CCNet will draw citizens from across Champaign County into groups to discuss topics such as local foods, energy, workforce development, and green infrastructure. Its mission is simple: to discover opportunities through engaging the citizenry.

6:00 PM Capstone Presentation on Engagement in a Micro-Urban Community

Mike Ross, Director, Krannert Center for the Performing Arts

With responses by: **Jon "Cody" Sokolski**, One Main Development; **Kathleen Holden**, Osher Lifelong Learning Institute; **Andre Arrington**, Don Moyer Boys & Girls Club

The capstone plenary will examine a growing phenomenon, "Engagement in a Micro-urban Community." The session will feature a short video highlighting the concept of micro-urban communities followed by opening comments from Director Mike Ross of Krannert Center for the Performing Arts, linking Engagement and Micro-urban communities. There will be three respondents from three sectors of Champaign-Urbana: Kathleen Holden, representing the interests of lifelong learners; Andre Arrington, representing the interest of underrepresented youth; and Jon "Cody" Sokolski, representing innovative entrepreneurial efforts in the local business communities.

Child care is located in the Humanities Room.

Public Engagement Portal

George Reese, Office of Mathematics, Science, and Technology Education (MSTE); **Michael McKelvey**, Office of Mathematics, Science, and Technology Education; **Beth Kirchgessner**, Office of Mathematics, Science, and Technology Education; **Quinn Baetz**, Department of Computer Science; **Jason Mormalstein**; **Sudarshan Krishnan**, Department of Civil and Environmental Engineering



This poster session will present the Public Engagement Portal, which can be found online at engage.illinois.edu. The Portal has been designed to help Illinois residents find programs and events provided by the University of Illinois at Urbana-Champaign. From this single site, you can find University-sponsored events in Urbana-Champaign, throughout the state of Illinois, the region, and the country. You can browse through programs and events categorized by keywords, content areas, and audiences. Search by county or city, or list all upcoming events. The Portal was developed collaboratively through monthly meetings with a volunteer advisory group of stakeholders from across the Urbana-Champaign campus. The technical development is provided by the MSTE Office in the College of Education, and support for the project comes from the Office of the Vice Chancellor for Public Engagement. Stop by and see the Portal in action!

ENGAGEMENT GRANT RECIPIENTS

FACE: Working with Families of Incarcerated Men

Rebecca Ginsburg, Department of Landscape Architecture

In January 2010, the University's Education Justice Project (EJP) established Family and Community Engagement (FACE), an initiative that seeks to break the cycle of incarceration and low educational attainment in Chicago's low-income neighborhoods. The project has been offering classes at Danville prison since fall 2008. Research and the accounts of our Danville students attest that the children of incarcerated parents bear many challenges, some of which relate to and bear upon educational success. In response to this situation, EJP staff, with our Danville students, have developed FACE, an outreach effort that aims to increase youth participation in behaviors that enhance the probability that they will pursue post-secondary education. We also aim to enrich campus by increasing enrolment to the University of Illinois from the Chicago neighborhoods, to which many of Illinois' incarcerated residents return. The 2005 high school graduation rate in these neighborhoods was 51 percent, compared to 84 percent in Chicago's suburban districts.

A Traveling Science Center with a Focus on Rivers

Michael Jeffords and Jennifer Mui, Illinois Natural History Survey

The Traveling Science Center (TSC) is a mobile museum designed and operated by the Illinois Natural History Survey (INHS) that traveled to schools and community events throughout northern Illinois from 2006 to 2009. In 2010, INHS and Prairie Rivers Network formed a partnership and began designing new exhibits for the Traveling Science Center, with an added focus on rivers. The TSC will begin visiting schools and communities throughout central Illinois in April 2010. Participants are actively engaged in learning through the use of visually appealing displays, hands-on and interactive materials, scavenger quizzes, and discussions. Since April 2006, more than 51,000 students have participated in school programs and 23,000 people have participated in programs at community events. Participants have overwhelmingly agreed that this is an engaging approach to education.

Miniature Masterpieces: The Art of the Mesopotamian Cylinder Seal

Wayne Pitard, Department of Religion/Spurlock Museum; Donna Cox, National Center for Supercomputing Applications

The Spurlock Museum is collaborating with the Advanced Visualization Laboratory (AVL) of the National Center for Supercomputing Applications and the Champaign and Mattoon public schools to create a state-of-the-art interactive video installation that will highlight the museum's collection of ancient Mesopotamian cylinder seals and the groundbreaking photographic techniques being used to study them. This permanent exhibit will become a central element of the museum's Ancient Connections program, a hands-on, gallery-based, and project-oriented educational program for community sixth-graders that takes place both in the museum and in the classroom. Schools from as far away as Bloomington and Mattoon have already participated in this educational program. The program introduces numerous aspects of life in ancient times around the world, and the new focus on the seals, which combine issues of economy, law, religion, politics, and art, will create a signal new aspect to the program.

Breaking the Code: A Bullying Prevention Simulation

Patti Faughn and Judy Taylor, University of Illinois Extension

Breaking the Code (BTC) is a prevention simulation, supported by statistical research on bullying among teens. Dorothy Espelage, a leading researcher in bullying prevention, provided consultation on key findings, which guided the development of the simulation. This simulation was developed in response to the increase of violence and bullying in our schools and the lack of materials focused on bystanders and junior high/high school students. Breaking the Code was piloted in public and alternative

schools. At one school, a student personally apologized for the way she had treated another student when she first came to the school. Several other students followed her lead, apologizing to others. On evaluations, students wrote, "It was so good to see my options" and "I have always seen it as not my problem, but now I understand that I can help the victim."

eBlackCU: A Collaborative Portal on African-American Experiences in Champaign-Urbana

Noah Lenstra, Graduate School of Library and Information Science

The documentation of local African-American history is fragmented across multiple archives, libraries, museums, private collections, and in the memories of local citizens. Drawing on the idea of the archival commons, this project investigates how a virtual portal can bring this dispersed documentation together. The specific tool driving this project is Omeka, which brings robust web publishing capabilities to individuals with a minimal amount of technological experience. The eBlackCU project puts into the hands of local citizens and community groups the resources necessary not only to conduct research, but also to tell their own stories and celebrate their past communally. Working closely with public partners from the Champaign County Historical Archives, the Early American Museum, and the Urbana School District, eBlackCU builds upon past and present community documentation initiatives, using digital technology to create new ways to bridge the divide between archives and the communities they document.

Letters to the President by Youth Affected by Violence

Ray Muhammad and **Ruby Mendenhall**, Department of African American Studies and Sociology

The tragic death of 15-year-old Kiwane Carrington at the hands of the Champaign city police, and the youth activism in its wake, have saddened and inspired us all. I was inspired by the sentiments expressed by the youth at the candlelight vigil and again at the "speak out" at the local Boys & Girls Club. I was especially encouraged by their demonstrated readiness to take their truth to power by addressing the mayor and the city council publically at a recently televised council meeting. This project teaches these same young people, who were profoundly affected by the death of their peer, to take their authentic grievances to pen and paper and write to the one leader who currently stands at the head of all others in the United States: President Barack Obama. Writing professionals, cultural historians, lawyers, and civic leaders are invited to help prepare these youth to construct their letters.

SOAR: Building Partnerships across Disciplines

Cindy De Ruiter, Department of Psychology; **Caitlyn Smith**, **Cristina Figueroa**, and **Mandie Pendola**, SOAR; **Lila Moore**, College of Education

The Student Opportunities for After-School Resources (SOAR) program was established in February 2006, based on a request from parents in north Champaign seeking to improve their children's academic performance. It is based on Moll's community funds of knowledge action research approach, drawing upon the knowledge and skills found in local communities. We present an after-school program as an interdisciplinary research and service-learning project, where educational institutions become partners with an underserved community. Partners include the Center for Education in Small Urban Communities, Department of Psychology, Graduate School of Library Information Science (GSLIS), Department of Spanish, and others. The program serves about 45 elementary students, mainly Latino and African-American children from low-income families. It provides homework help, literacy strategies, and enrichment activities. Each semester, over 100 tutors from across campus volunteer with SOAR. This presentation will describe SOAR as an example of a collaborative intervention that works toward a creative solution to a social problem.

Educating the Energy-Conscious Generation

Jana Sebestik, Office of Mathematics, Science, and Technology Education; **Quinn Baetz**, Department of Computer Science

The Office for Mathematics, Science, and Technology Education (MSTE) and the Information Trust Institute (ITI) will collaborate with the Orpheum staff to develop

an interactive exhibit, appropriate lesson plans, and museum take-home sheets that include parent information and extension activities. The exhibit will be available for school field trips and also be a part of the Orpheum on Wheels project. This project will bring together a team of museum professionals, experienced educators, and power and cyber security researchers to create an educational experience that will show visitors the future of energy use.

Sustainability in Social-Ecological Systems: The John Street Watershed Problem

Gale Fulton, Department of Landscape Architecture; **Anton Endress**,
Department of Natural Resources and Environmental Sciences

Sustainability in Social-Ecological Systems (SSES) is a project-based, interdisciplinary course that focuses on issues related to stormwater management in the John Street area of Champaign, Illinois. Faculty members, local residents, and City of Champaign staff are working mutually to engage students in collaborative research and public engagement while simultaneously advancing their understanding of contemporary developments in sustainability science and design. Throughout the process, students will work to develop sustainable recommendations for the significant stormwater flooding that has plagued areas of the city for several years. Working in multidisciplinary teams, students will be introduced to a broad range of disciplinary content relevant to stormwater management, ecological design, and environmental behavior within a community context and will gain practical experience working with peers, community members, city personnel, and guest experts to advance understanding of sustainability within this particular local system.

Elementary School Rain Garden Project

Tracy Malvestuto and **Betsy Liggett**, Facilities and Services

Due to perpetual flooding issues, children at Robeson Elementary School are only able to use their playground equipment approximately 65 percent of the school days. The University of Illinois, collaborating with the City of Champaign, will design and implement a rain garden to mitigate playground flooding. A rain garden is an ecological design that utilizes native plants to manage and improve stormwater runoff. Constructing a rain garden at Robeson Elementary will promote public and scientific education by demonstrating green infrastructure alternatives to land management problems. The rain garden will rectify flooding issues on the playground and add an aesthetically pleasing public area to the school grounds. This project will be a leading example of how restorative practices can be both useful and engaging at community locations. The Robeson Rain Garden project will engage students and open doors to new curricula, while creating a garden with a myriad of environmental benefits.

Don Moyer Boys & Girls Club Environmental Program

Betsy Liggett and **Tracy Malvestuto**, Facilities and Services

The University of Illinois is collaborating with the Don Moyer Boys & Girls Club to develop an environmental education program for club members to educate and engage them by exposing them to new environmental and social opportunities. It is hoped the environmental program will benefit from the University and the Don Moyer Boys & Girls Club creating relationships with campus and community partners who will share their knowledge with the club members. The commencement of the program will include an environmental awareness kickoff assembly and T-shirt design contest that will inform and inspire the members about “green” concepts. The complete program plan will include instructional seminars, hands-on classroom activities and outdoor endeavors that will promote a sense of empowerment and program ownership that the members can apply to the club, home, community and to other Boys & Girls Clubs nationwide.

Harnessing the Power of the Wind

William J. Million, University of Illinois Extension

Recent shortages of fossil fuels are signaling a need for utilizing renewable energy sources such as wind. Today’s youth lack the knowledge, skill, and understanding of science and engineering principles needed to meet future renewable energy

challenges; this program addresses that need. Harnessing the Power of the Wind is one component of the Illinois 4-H Science Excited program to engage youth in hands-on activities with a science, engineering, and technology (4-H SET) emphasis. This program addresses the education needs of consumers related to renewable energy and contributes toward the 4-H “1 million new scientists, 1 million new ideas” campaign. Youth will learn about wind and how its energy is used to do work; share what they’ve learned, and gain valuable science and engineering skills and abilities. Adults will become familiar with experiential learning and its facilitation with youth audiences; and increase their understanding of science, engineering, and technology (4-H SET) components.

Saving Our Lives, Hear Our Truths: The SOLHOT Experience

Ruth Nicole Brown, Departments of Gender and Women’s Studies and Educational Policy Studies; **Jessica Robinson**, **Sheri Lewis**, and **Porshe Garner**, Undergraduates

Saving Our Lives, Hear Our Truths (SOLHOT) is a space dedicated to the celebration of Black girlhood in all of its complexity. As a critical method of civic engagement, SOLHOT is in part a creative cutting-edge application of Ruth Nicole Brown’s studied and research interventions in Black Girls Studies and Hip Hop Feminism. The program works with girls and young women in the Champaign-Urbana community to create new knowledge about black girlhood through collaborative, arts-based methodologies. To document the impact of SOLHOT, three undergraduate participants will present a preliminary qualitative study describing the impact of their experiences, SOLHOT’s relation to the University of Illinois at Urbana-Champaign campus, Champaign-Urbana, and the communities identified as significant to SOLHOT participants.

Big Read

Emily Love, University Library

The University of Illinois Library received a Big Read grant to engage the community with the anthology, *Sun, Stone and Shadows: 20 Great Mexican Short Stories*. This poster session will highlight partnerships and programs to promote the Big Read. Partners include South Texas College Art Gallery, Champaign Public Library, Urbana Free Library, Books to Prisoners, Education Justice Project, Central High School, University High School, Latino Partnership of Champaign, University of Illinois’ Center for Latin American and Caribbean Studies, Virginia Theater, and the Alumni Association. Through these partnerships, we intend to reach out to children, teens, campus, prisoners, and the community at large. We want to remind people of the central role libraries play in shaping and preserving our nation’s diverse cultural heritage by bringing together marginalized communities. Ultimately, the Big Read helps strengthen literacy efforts within communities, offering an array of programs, and will bolster additional partnerships between campus and the community.

Connecting with the Community through Service-Learning: Partnering the Department of Family Medicine with HeRMES, a Local Free Clinic

Claudia Winograd, HeRMES Clinic, Department of Neuroscience

The HeRMES (Helping to Revitalize Medical Education through Service) Clinic is an independent free clinic in Champaign-Urbana that was created less than 10 years ago by University of Illinois medical students to provide medical services to local uninsured and underinsured patients. This creation was the product of a desire for greater exposure to working with underserved populations, especially in primary care settings. Students and volunteer supervising physicians worked with Public Health nurses to provide immunizations and school physicals to over 200 children annually. More recently, they have supplied staff to work biweekly at a Champaign County Christian Health Clinic at Orchard Downs. The project funded by this Public Engagement Grant will encourage and support faculty and student participation at Illinois’ College of Medicine to partner with the HeRMES Clinic. This partnership will provide much needed medical supervision, staffing, and modern supplies to help the clinic continue its services.

Social Entrepreneurship Institute

Collette Niland, College of Business; **Valeri Werpetinski**, Center for Teaching Excellence

Through grant support from the Office of the Vice Chancellor for Public Engagement and partnerships with the University of Illinois Extension, the Serve Illinois Commission, and the East St. Louis Action Research Project, the Social Entrepreneurship Institute will provide a workshop and lecture series for nonprofit community organizations across the state. It will also provide additional learning opportunities for students and faculty interested in social entrepreneurship. The series marks the transition of the Social Entrepreneurship Summer Institute into a full-year program. The Social Entrepreneurship Institute will serve as an umbrella structure for the summer program and for the increasing portfolio of social entrepreneurship education opportunities. The summer program is a multi-faceted civic engagement initiative that combines business education outreach for professionals working in the nonprofit sector with service-learning internships for University of Illinois students. The curriculum emphasizes principles in social entrepreneurship, which students apply to address community needs in innovative and sustainable ways.

University of Illinois Community Health Informatics Project

Elaine Hicks, Graduate School of Library and Information Science/
Community Informatics Initiative; **Awais Vaid**, MD

The Community Health Informatics Project is a campus-community public health data project that applies informatics techniques and expertise to two databases at the Champaign-Urbana Public Health Department (CUPHD) and promotes it to community-level end users. Applied Health Sciences (AHS/MPH) students will develop, analyze, and create a dissemination plan for county-level public health data in the CUPHD Online Health Database. College of Veterinary Medicine (DVM/MPH) students will further develop Health Map Online, an emergency planning and response Web site which provides access to features about the natural and built environment and community, using GIS technology. Project managers will promote the pilot projects as models for Illinois counties and the nation, and seek external funding for major research projects that leverage this framework.

Community Housing Study and Housing Prototype Development for the Olivette Park Neighborhood, East St. Louis, Illinois

Lynne Dearborn, **Yushu Zhu**, and **Jane Tigan**, East St. Louis Action Research Project

Despite the 1949 US Housing Act's goal of "a decent home and suitable living environment for every American Family," the country continues to have an acute shortage of habitable, code-compliant, affordable housing in low-income and minority neighborhoods, a condition exacerbated by circumstances in the subprime lending market. Building on a 2009 community housing assessment, this project addresses pressing questions about conditions of housing and homelessness in Metro-East St. Louis, Illinois. Project research to date has helped to identify Olivette Park as a district of East St. Louis that particularly needs assistance in developing a neighborhood housing development plan. Working with the Olivette Park Neighborhood Association and Lighthouse HDC, and employing research findings on the physical conditions and ownership of vacant housing, lots, and populations most in need of housing, this project will identify appropriate housing solutions, housing precedents, and prototype designs to address housing sustainability in the neighborhood.

SERVICE LEARNING

Collaborative Engagement in São Tomé

Laura Lawson and **Lynne Dearborne**, East St. Louis Action Research Project; **Rebecca Ginsburg**, Department of Landscape Architecture; **Paul Adams**, Graduate School of Library and Information Science

A fruitful collaboration has been growing for several years between faculty and students from the University of Illinois and governmental and non-governmental organizations in São Tomé, an island nation off the coast of West Africa. This relationship is built on mutually beneficial engagement — students learning through projects that engage complex sites and real community concerns while also providing useful technical assistance and end-products that São Tomé officials and residents can use. Over winter break, a group of students and faculty travelled to São Tomé to conduct fieldwork in preparation for two design studios — Architecture and Landscape Architecture — and a seminar focusing on the history of the island. These three courses are collaborative and also produce independent work. Specific projects include designs for Independence Plaza and a high school specializing in sustainable technologies. Work will be shared with partners in São Tomé via digital means and through future visits for feedback and discussion of next steps.

Building Community Partnerships through the Classroom

Sang Lee, **Abby Harmon**, **Vicki Eddings**, and **Laura Lawson**, East St. Louis Action Research Project

Two courses offered through the University of Illinois at Urbana-Champaign’s College of Fine and Applied Arts offer undergraduate students an opportunity to participate in community engagement projects, facilitated by the East St. Louis Action Research Project. This poster will highlight two courses: FAA 291 Civic Engagement in East St. Louis, and FAA 391: Making Space for Difference in Champaign-Urbana. FAA 391 students are working with Safe Haven, a local self-organized community of people working on self-housing and other issues related to homelessness in Champaign-Urbana. FAA 291 students continue working with a variety of organizations in the East St. Louis area. Both of these courses can be taken multiple times and involve interdisciplinary work, which offers a continuous process that allows students to be engaged long-term with community partnerships. Through the courses, students have an opportunity to work hands-on with community members on projects that will increase the capacity of the community organization or improve the lives of community residents. This hands-on learning gives students a unique learning experience and also helps build trust and relationships between the University and our community partners.

A Community Space for the Urbana Free Library

Allison Warren, School of Architecture

Students, together with their instructor, will work with the Urbana Free Library to design, present, fabricate, and install a portable outdoor canopy structure on the Library grounds. Students will engage the Urbana Library Administration at key points during the design project cycle: at project kickoff, at design presentation and review, and during installation. The audience for this work will be members of the Urbana/Champaign community who will use the new structure by attending the Urbana Free Library’s outdoor events. Currently, the library hosts a bimonthly children’s reading time and family events, an annual Bubble Blast party, and various adult concerts. Attendance at these events range from 10 to 200 community members. The Library believes that adding a flexible outdoor structure will encourage additional programming that could include philanthropic and fundraising opportunities. The expected outcomes of this project will be increased attendance at library events, new programming options for the Library, increased awareness of the Library in the community, increased awareness of the School of Architecture in the community, and a finished portfolio project for graduate students in the School of Architecture. This project will establish a foundation for subsequent courses that hinge on the partnership between the University and the community.

Technology Access and Training in Public Libraries: A Pilot Study of Technology Assistance to Patrons of the Urbana Free Library

Susan Rodgers, Graduate School of Library and Information Science

In spring 2009, two graduate students from the University of Illinois at Urbana-Champaign organized a volunteer technology force at the local public library. The group of mostly University students researched the types of support provided to patrons using the public computing lab. The research examined the role that libraries play in providing information literacy training to patrons who use the library's technology services and what these information literacy needs are. During fall 2009, more than 160 hours were clocked. Initially, the purpose of this volunteer group was to conduct the research and come to an end conclusion. However, the project has now moved its primary focus away from the data side of the work to a more comprehensive effort to build a sustainable volunteer group that will continue to provide much needed support to patrons in the lab.

B'Sharing—The Illinois Bike Sharing Program

Mathieu Martel, Department of Computer Science; Brett Philips, Student

Grab-a-Bike Illinois aims to bring a bicycle sharing program to the Champaign-Urbana campus and community. Grab-a-Bike distinguishes itself from any other program by being the first solar-powered and cost-efficient bike sharing system. Totally wireless, a terminal station can be installed anywhere, then unmounted and stored during the winter months. Each component of the check-in station is selected to be extremely power-efficient, guaranteeing 24/7 operation with a single solar panel. This course, currently offered as ENG 298: Learning in the Community, presents an opportunity for the hands-on application of a number of skills. Computer science, mechanical engineering, and public relations, for example, are all areas that are represented. Currently, the course is partnered with the Champaign-Urbana Mass Transit District and has an enrollment of eight students, with heightening interest. The goal for spring 2010 is to build a working prototype. With funding from the Environmental Change Institute and the Student Sustainability Committee, Grab-a-Bike can become a reality.

LINC—Learning in Community

Bruce Elliott-Litchfield, Engineering Administration; Valeri Werpetsinski, Center for Teaching Excellence

Learning in Community (LINC) is a service-learning program that involves student teams working on real projects with nonprofit, community partners. Students enroll in interdisciplinary, inquiry-focused LINC courses (ENG 298), and these courses are facilitated by advanced undergraduate and graduate student project managers who are concurrently enrolled in ENG 498—Applied Project Management. Faculty and staff serve as LINC advisors and contribute guidance and technical expertise. Students improve their project skills while applying them to important problems and areas of opportunity that benefit the community. Local and international projects include the Illinois Shared Bicycle Program, Crisis Nursery, Don Moyer Boys & Girls Club, Bridge to China, Habitat for Humanity, Illinois Green Business Association, Mission 180, SOAR Youth Programs, SmileHealthy, Independent Media Center, and several Engineers without Borders projects—Cameroon Water Project, Electric Vehicle Initiative, Illinois Biodiesel Initiative, Stored Energy Solar Cooker, and Mali Water Project.

LAS 122: Leadership and Society

Penelope Soskin, James Scholar Honors Program; Lauren Denofrio, LAS Administration

Enrolling approximately 260 first-year Liberal Arts and Sciences (LAS) James Scholar Designees, LAS 122: Leadership and Society speaks to the future scholars, community organizers, and world leaders of the current generation. Facilitated by campus leaders for community engagement, this honors course is designed to both challenge and engage students as they explore their leadership potential within the context of societal change. Assignments include participating in class discussions, problem-solving in groups, visiting the campus cultural centers, and working in the context of community outreach. Much of the learning in this course will be a part of engaging the community through personal leadership and service. Students are expected to work together and individually on projects involving community partners and groups. With United Way of

Champaign County as our community partner, students are also benefiting from collaborations with the Illinois Leadership Center, the Office of Inclusion and Intercultural Relations, and the Office of Volunteer Programs.

Illinois MBA Student Assistance to Nonprofit Agencies

Rebecca Motley and Kate Meghji, College of Business/PMBA Class of 2010

The Illinois MBA Nonprofit Outreach team has been working with Associate Dean Stig Lanesskog to pursue working relationships between the College of Business's MBA program and area nonprofit agencies. The focus of this project is to design and maintain a list or database that allow us to match local agencies that need assistance with classes in the MBA program that contain a project component. The purpose is to provide students real-world consulting experience and exposure to the nonprofit world and also to provide much needed assistance to area agencies. During spring semester 2010, we matched more than eight local agencies with three classes in the MBA program. The projects were approved by each course's professor, and the deliverables to each organization for its project exactly matches the course deliverables to the professor, including a 15- to 20-minute board-level presentation and a written report in the style of a strategic or process improvement plan.



OUTREACH ACTIVITIES

Avicenna Community Health Center: Serving Humanity, One Person at a Time

Irfan Ahmad, Department of Agricultural and Biological Engineering, Center for Nanoscale Science and Technology; **Benazir Chotani** and **Syed Hashmi**, College of Medicine; **Roveiza Irfan**, College of Liberal Arts and Sciences; **Omar Galaria**, College of Law; **Imad Rahman**, College of Business; **Shamim Sadiq**, ACHC

With the number of uninsured on the rise across the state, free clinics have begun to play a significant role in the community for segments of the population lacking resources. The Avicenna Community Health Center (ACHC) provides healthcare to the uninsured in Champaign County by conducting preventive health screenings and promoting awareness through education and information dissemination. The health center launched its community-wide clinic on January 23, 2010. There, volunteer doctors conduct blood pressure and glucose screenings and provide direct referrals of patients to local medical facilities. Avicenna's target goal is to serve 1,000 patients during the first year of operation by offering services during weekends.

Disability Resources & Educational Services (DRES)

Lisa Liggins and **Tina Lam Rolfe**, Disability Resources & Educational Services (DRES)

We are the campus office responsible for ensuring that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the curricular, co-curricular, and vocational opportunities available at the University of Illinois at Urbana-Champaign. We are a unit of the College of Applied Health Sciences. The Office of Campus Life within DRES strives to provide opportunities for students with disabilities to pursue their goals for athletic, recreational, leisure, personal achievement and well-being, utilizing responsive, state-of-the-art programs and services; collaborative partnerships; and innovative research and outreach activities within a supportive and stimulating environment. Through competitive athletics, Delta Sigma Omicron (disability service organization), disability awareness month activities, elementary classroom education activities, and summer wheelchair sport camps, the University has touched the lives of thousands of individuals and created disability awareness, provided education, and promoted health, wellness, and lifelong fitness.

Celebrating Lunar New Year with Our Community

May Kao Xiong and **David Chih**, Asian American Cultural Center

The Asian American Cultural Center (AACC) is continuing in its efforts to connect and engage Champaign-Urbana area schools and the Illinois campus in celebrating Lunar New Year. Our campus has an abundance of people with expertise and experience with Asian and Asian American cultures. The Lunar New Year celebration is one of the many ways we are engaging with schools in the community. We would like to have an opportunity to tell people about our goals and welcome more ideas and new partners in our planning.

University of Illinois Presents ICAC: The Illinois College Advising Corps

Lindsay Peters and **JoDee Walsh**, USFSCO (University Student Financial Services and Cashier Operations)/University Administration; **Katie Jamieson**

The Illinois College Advising Corps (ICAC) is the University of Illinois' answer to one of our nation's most pressing concerns: college access. The negative economic and social implications associated with fewer students pursuing post-secondary education are serious. Ninety percent of the marketplace's fastest growing jobs require a college degree. It is the mission of ICAC to reach underserved, underrepresented high school students in Illinois and to help them find their way to a college that meets their interests, is affordable, and creates future employment opportunities. The program utilizes "near peer" advisers: recent University of Illinois graduates to mentor, advocate, and act as a liaison for these youth, many of whom are first-generation college attendees. Having recently completed the complex process leading to college access, these young guides serve as role models to whom the high school students can easily relate.

The program currently provides services to 4,000 students in 8 eligible high schools in Illinois. There are 180 high schools in Illinois that need ICAC's services.

Our State, Our Community: Providing Small Businesses with Human Resource Excellence

Jean Drasgow, Labor and Employment Relations; **Dipti Gorur**, Center for Human Resource Management

The Illinois HR Excellence Certification program builds human resource management capability in small and medium-sized Illinois businesses through educational workshops held in Springfield, Chicago, and Champaign. Workshops are designed by University of Illinois faculty and are taught by faculty, graduate students, and staff. The certification program, which is offered jointly by the University and the Illinois Chamber of Commerce, has had 47 participants in the first year of operation. In addition to increasing compliance under the law, the broader aim of Center for Human Resource Management (CHRM) and the Illinois Chamber of Commerce is to help make Illinois a better place to work and conduct business for the many thousands of small and medium-sized businesses. This is an area of public engagement for the University that can make a genuine difference in the working lives of citizens across the state. We are serving our state, our community.

CU Community Fab Lab: Act Locally, Share Globally

Betty Barrett, School of Labor and Employment Relations; **Jason Keist**, Don Moyer Boys & Girls Club; **Gary Watson**, CU Community Fab Lab

The Champaign Urbana Community Fab Lab is an experimental space where people of all ages learn new skills and express their creativity. With support from the University of Illinois, the Fab Lab provides state-of-the-art fabricating equipment that allows almost any idea to become a working prototype. The CU Community Fab Lab will help support youth and adults within our locale to become future leaders in math, science, art, design, engineering, and technical trades by building "real world" knowledge and skills. This Fab Lab is part of a global network of Labs, linked electronically, that share their information and expertise. Our partners include: the Champaign and Urbana school districts, the Don Moyer Boys & Girls Club, Makerspace Urbana, Parkland College, and the University of Illinois.

A Library for Restorative Justice in the Champaign County Juvenile Detention Center

Joe Coyle and **Rae-Anne Montague**, Graduate School of Library and Information Science (GSLIS); **Jeanie Austin**, GSLIS alum; **Connie Kaiser**, Champaign County Juvenile Detention Center; **Karen Simms**, Peer Ambassadors

In 2008, juveniles accounted for 16 percent of all violent crime arrests and 26 percent of all property crime arrests in the United States. Nearly 100,000 youth are held in detention facilities on any given day. Often, residents in juvenile detention centers are reading far below their grade level, with the average individual at a ninth-grade level by age but reading at the fourth-grade level. There is a critical need to provide excellent education for youth in detention settings. This poster describes a collaboration between the Graduate School of Library and Information Science (GSLIS) and the Champaign County Juvenile Detention Center to create a model for building and maintaining libraries within juvenile detention centers. This project aims to increase the information literacy skills of underserved youth through exposure to library materials, organization, services, and programming.

The Illini Medical Screening Society: A Student-Run Mobile Health Clinic

Grant Reed, **Kunal Patel**, and **Lacie Durand**, School of Molecular and Cellular Biology

The Illini Medical Screening Society (IMSS) is a registered student organization at the University of Illinois at Urbana-Champaign, which serves to improve community health through disease prevention and health education. Operating as a student-run mobile health clinic, IMSS provides a free screening service to the low-income and uninsured citizens of Champaign County. All screening events are established by undergraduate pre-health students, funded by Provena's Center for Healthy Aging, and supervised by licensed healthcare professionals. Since its establishment in the fall 2008 semester, IMSS has tested over 250 individuals of low socioeconomic status for hypertension, diabetes, and hyperlipidemia with 17 screening events. This observational study

presents the founding and operational aspects of IMSS, outlines the services provided, and analyzes the screening yield and demographic information collected from clientele from November 2008 through February 2010.

Abriendo Caminos: Family-Centered Approach to Wellness for Latino Children

Diane Marlin and **Diana Rodriguez**, Department of Human and Community Development; **Ricardo Diaz** and **Julia Bello**, University of Illinois Extension

This project aims to demonstrate the importance of a “whole family” approach to obesity prevention in Latino immigrant families. Anchored in cultural traditions such as shared family mealtimes and family folk dancing, *Abriendo Caminos* uses a six-week curriculum and activity-based program that engages Latino families in food preparation, shared physical activity, and shared mealtimes featuring family storytelling. Forty Latino families with elementary school-aged children are participating. The project also provides educational and volunteer opportunities for University of Illinois students. Findings will inform University of Illinois Extension programming. Investigators will develop a manual and tool kit that will include program development guidelines, instructor information, curriculum materials, and tip sheets promoting positive mealtime climate, healthy food choices, active lifestyles, and family storytelling exercises. *Abriendo Caminos* is based in the Family Resiliency Center at the University of Illinois at Urbana-Champaign. Support is provided by the Robert Wood Johnson Foundation and the Division of Campus Recreation.

Partners in 35 Years of Growing the Arts at Illinois

Mitzi Greene and **Anna Mehl**, Office of Continuing Education

The Illinois High School Theatre Festival is the largest and oldest non-competitive high school theatre festival in the world, and the Illinois Office of Continuing Education (OCE) has worked with its organizers since the Festival’s inaugural run in 1975. The three-day Festival takes place every year in early January, and switches locations annually between the University of Illinois at Urbana-Champaign and Illinois State University. When the event is held at Illinois, OCE’s Conference staff direct and execute logistics for over 4,000 students, teachers, university representatives, exhibitors, and volunteers. They coordinate venues and schedules for over 45 different high school productions and over 200 workshops. The Office of Continuing Education’s involvement in the Festival serves the community by enriching teaching for high school teachers from across the state, providing a unique experience on the Illinois campus for aspiring young performers, and attracting people to the Champaign-Urbana community. Knowledge is disseminated through Continuing Education workshops for teachers. High school students experience the thrill of performing in the Krannert Center for the Performing Art’s state-of-the-art performance venues and the excitement of attending workshops and events on the Illinois campus. And the Champaign-Urbana community enjoys the energy and patronage from the Festival’s participants during early January, a month usually characterized by lower hotel occupancy rates and restaurant patronage for the community.

The Technical Assistance Center: Serving the Public and Private Sectors through the Transfer of Technology

Scott McDonald and **Trachia Wilson**, Office of Continuing Education/Technical Assistance Center

Part of the Office of Continuing Education, the Technical Assistance Center (TAC) was created 25 years ago to partner with the U.S. Army Corps of Engineers Construction Engineering Research Laboratory to facilitate technology transfer to the public sector. Organizations served by TAC include airport and port authorities, local and state governments, Department of Defense and Department of Energy installations, medical and educational campuses, and private industry. Nationally and internationally, TAC manages the distribution, support, and training for a series of software programs designed to provide an efficient platform for infrastructure asset management. By providing potential users with training programs and ongoing support, TAC is a vital technology transfer link to users and potential users. Leveraging our partnership with CERL and with the premier research and educational assets located within the University of Illinois, TAC serves the changing needs of organizations in the most challenging of economic times.

The Book Arts for Academy and Community

Dennis Sears, University Library; Valerie Hotchkiss, The Rare Book & Manuscript Library; Marianne Steadley, GSLS

The **Midwest Book & Manuscript Studies Program (MBMS)** is a joint project of the Graduate School of Library and Information Science and The Rare Book & Manuscript Library at the University of Illinois. The first and only of its kind in the Midwest, the MBMS is open to students, professionals, and bibliophiles of every stripe, near and far. The course of study leads to a “Certificate in Special Collections Librarianship” from the country’s No. 1 Library and Information Science School, with hands-on experience in one of America’s most important rare book libraries. National and international leaders from the field offer intensive courses on every aspect of special collections and the approaches to librarianship that such collections require. Included are courses on the history of the book, manuscript studies, special collections librarianship, archival studies, conservation, and the book arts. Intensive summer programs, Community Credit classes for nondegree students, and numerous workshops are open to students, library and information professionals, and book lovers of all types.

The **Soybean Press** is the cooperative effort of The Rare Book & Manuscript Library, The University of Illinois Press, University Printing Services, and the School of Art & Design. Our goal is to expand awareness and knowledge of fine press books with particular emphasis on the teaching and promotion of letterpress printing. In preserving this traditional means of book production, our aim is to craft beautifully printed texts and to inspire an appreciation of the book—from its physical design and manufacture to its intellectual content—in students, faculty, and in members of the broader community of our region. The Soybean Press supports the excellence of the library and the mission of the University by celebrating the enduring role of the book in the creation and transmission of human culture.

The **Rare Book & Manuscript Library** of the University of Illinois at Urbana-Champaign is one of the largest repositories for rare books and manuscripts in the United States. The collections are strong in the broad areas of literature, history, art, philosophy and theology, technology, and the natural sciences. But we are not a dry research library for scholars only. We engage the broader public through exhibitions, lectures, courses, workshops, concerts, a book collectors’ club, special events, and educational programs. In short, we take seriously our role as a cultural center in the region, a place where students and community members can explore intellectual and cultural history in compelling ways. Our poster offers images and information about the vibrant array of public programs at The Rare Book & Manuscript Library.

The **No. 44 Society** is a convivial club for mysterious strangers united by a shared affliction called bibliophilia. Book lovers who either have a collection or would like to begin one are welcomed. It is hosted by The Rare Book & Manuscript Library. The club takes its name from the hero of Mark Twain’s last novel, No. 44, *The Mysterious Stranger*, a story set in a 15th-century print shop. The only requirements for membership are to have read Twain’s novel and to love books. The club, now in its fourth year, meets monthly and attracts a lively mixture of undergraduates, graduates, faculty members, and local and regional collectors. Activities include: sharing tips and tidbits about dealers and collectors; regaling one another with tales of the chase; field trips; and even some formal presentations on books, authors, and book history. The club also sponsors two book collectors’ prizes for undergraduate and graduate students.

“**Prayers for the People: Carl Sandburg’s Poetry & Songs**” is a performance piece in the tradition of Carl Sandburg’s own lecture-performances. The show features story-telling, poetry-reading, and guitar-picking, and is designed to bring the spirit of the Prairie Poet’s lyrical populism and folksong-collecting to new audiences and to promote a new appreciation for Sandburg’s contributions to American 20th-century culture. Created by Illinois alumna Kate Benzel and broadcast by Nebraska Educational Television in 2008 (see: <http://www.netnebraska.org/extras/sandburg/>), the show will include an emphasis on Sandburg’s Chicago Poems, poems from *Smoke and Steel*, and songs from his *American Songbag*. Performers from Illinois will be incorporated into the show. It will be held in conjunction and partnership with the University of Illinois Creative Writing Department’s spring 2011 literature festival. A performance and exhibition will also occur in Galesburg and will benefit the Carl Sandburg Historic Site. Daytime visits and workshops based in the community and schools in both locales are planned.

**SCIENCE, TECHNOLOGY, ENGINEERING,
AND MATHEMATICS (STEM)****University Outreach and Public Service: STEM, School Improvement, and P-20 Collaborative Outreach Efforts**

Brenda Pacey and **Bill Sutton**, University Outreach and Public Service;
Marilyn Marshall, University Academic Programs

University Outreach and Public Service (UOPS) assists with University of Illinois at Urbana-Champaign's graduate credit off-campus programs in more than 19 sites and online; UOPS coordinates teacher CPDU professional development recognition for more than 50 events annually in Champaign-Urbana and in more than 10 other sites statewide.

An overview of UOPS public engagement projects include:

- Project Lead the Way (pre-engineering/technology K-12 professional development and program coordination for 99 schools in 66 cities and 25 Illinois counties);
- North Central Association (school improvement leadership and statewide professional development for 571 Illinois schools);
- U-Select (coordination of course transfer system outreach and higher education partnerships statewide);
- UOPS staff provide Illinois off-campus and online credit course program support statewide.

Engineering Advocates Program

Susan Linnemeyer and **Matt Swain**, College of Engineering

Engineering Advocates (www.engr.uiuc.edu/sp/advocates) is the largest College of Engineering outreach program, serving approximately 6,000 youth annually. The Office of Special Programs administers this extensive program in which engineering students volunteer to visit schools to share their love of engineering. Underserved populations in engineering such as females, minorities, and students from inner cities and rural areas are targeted. At the elementary and middle school levels, hands-on workshops are conducted for schools and community groups, including the C-U One-to-One Mentoring program (the mentoring program of Champaign and Urbana school districts). At the high school level, Advocates make approximately 350 presentations annually on engineering disciplines and life as an engineering student at the University of Illinois. In addition to the Champaign-Urbana community, the Engineering Advocates program serves other cities, including Chicago and Peoria.

STEM Student Camps and Internships for Teachers

Susan Linnemeyer, College of Engineering

The University of Illinois provides a diverse array of summer STEM (science, technology, engineering, and mathematics) activities for students and teachers (www.engr.uiuc.edu/outreach). The College of Engineering and the National Center for Supercomputing Applications (NCSA) will showcase student camps and internships and teacher workshops. Camps include GAMES: Girls' Adventures in Mathematics, Engineering, and Science (www.engr.illinois.edu/wie/games); Discover Engineering and Exploring your Options (www.engr.illinois.edu/wyse); Illinois Aerospace Institute (www.ae.illinois.edu/iai); and GEMS: Girls Engaged in Mathematics and Science through NCSA (<http://gems.illinois.edu>). A student internship, WaterCIP (www.watercampws.illinois.edu) is offered by the National Science Foundation's WaterCAMPWS initiative. Teacher workshops include the American Society of Materials (ASM; www.matse.illinois.edu/home/teacherscamp); the Eastern Central Illinois Nanotechnology Teacher Enhancement Program (ECINTEP; www.nano-cemms.illinois.edu); WaterCLEAR: Water Collaboration for Learning Education and Research (www.watercampws.illinois.edu); EnLiST: Entrepreneurial Leadership in STEM Teaching and Learning, Preparing Science (<https://www.enlist.illinois.edu/>); Project Lead

the Way (www.pltw.uillinois.org); and the Institute for Chemistry Literacy through Computational Science (ICLCS; <http://iclcs.illinois.edu>).

College of Engineering Outreach Programs

Susan Linnemeyer and **Heather Thompson**, College of Engineering; **Toni Pitts**, Department of Physics

The College of Engineering (COE) offers a diverse array of outreach activities for elementary school through community college students (www.eng.uiuc.edu/outreach). Research centers, departments, and programs including the Office of Special Programs, Women in Engineering, and the Morrill Engineering Program provide intriguing activities to spark interest in engineering. The COE targets underrepresented populations in engineering, such as females, minorities, and students from rural areas and inner cities. Elementary and middle school programs include the Physics Van, LEGO Robotics, and Young Scientist Day. At the high school level, outreach programs include the Saturday Physics Program, Vex Robotics, Chic Tech, and World Wide Youth in Science and Engineering. Information on high school visit days will be available for symposium attendees. For the young and old alike, there is Engineering Open House (March 12 and 13, 2010), the “world’s largest science fair,” an exciting annual event attended by about 25,000 people.

Saturday Honors Physics at the University of Illinois

Toni Pitts, **Kevin Pitts**, and **Inga Karliner**, Department of Physics

The Saturday Honors program completed its 17th season in fall 2009. Every other Saturday, faculty members from the Department of Physics give public lectures about their research. The target audience is area high school students and members of the local community. The lectures are engaging and contain many demonstrations. Typical attendance size is 150 people. Many students point to the Saturday program as something that really got them excited about science and the University of Illinois. The poster shows what we’ve learned over the years in organizing these types of lectures, what the audience is like, and how to advertise the program.

Determinants of Physical Activity among Latinos

Brooke Davitt, Department of Recreation, Sport, and Tourism

Existing research shows that rates of leisure time physical activity (LTPA) are low among Latinos. Simultaneously, Latinos suffer disproportionately from the diseases associated with physical inactivity. Thus, the goal of this study, through partnership with the Aurora and Elgin Park Districts, was to provide a better understanding of social support, attitudes, and constraints on LTPA among Latinos utilizing recreational facilities in this area. Also, 39.1% of the Latinos had engaged in vigorous LTPA an average of 2.75 days in the previous week. Men were active for longer periods of time than women. Most Latinos indicated high levels of social support for LTPA and had a family member or friend to exercise with them. In regard to attitudes, men found LPTA more interesting than did women ($F=4.23$; $p < .05$). The top three constraints on LTPA among women were lack of child-care, lack of time, and too tired after work. For men, the top three were too tired after work and lack of time and money. This partnership with the park districts helped to examine park use and LTPA among Latinos.

Making Science Fun for the Next Generation and Other Innocent Bystanders

Joanne Manaster, Department of Bioengineering

Throughout her career at the University of Illinois, Joanne’s enthusiasm for science has manifested in her involvement in numerous outreach activities such as the Science Olympiad and the Girls’ Adventures in Mathematics, Engineering, and Science (GAMES) camp. Lately she has taken advantage of the online opportunities to share her love for science in unexpected, whimsical and meaningful ways through her website and YouTube videos as well as active participation on twitter. How many scientific concepts can be demonstrated using gummy bears? Joanne is trying to find out and share with the world. Can mascara, nail polish and Botox teach us about science? Definitely! Joanne is most excited about inspiring young ladies and men to continue to be excited about the world and for adults to reconnect with their latent curiosity. She is a strong advocate of reading and recommends, via video, popular science books to consider. Joanne’s low pressure style can be seen at www.joannelovesscience.com

NetMath—Extending the Boundaries of the University

Debra Woods and Anu Murphy, Department of Mathematics

NetMath is a distance learning program of the Department of Mathematics at the University of Illinois. NetMath began with a mission of offering University-level courses to high school students, and since 1991 has offered math courses to students worldwide. NetMath makes use of innovative courseware that is driven by Mathematica. Mathematica is a powerful computer algebra system that allows students to learn mathematics while incorporating symbolics, graphics and numerics. Students are able to manipulate models and simulations of the concepts presented, resulting in better understanding of the material. NetMath has a relationship with many high schools in Illinois and outside, in which school teachers are trained to teach NetMath courses using our courseware in partnership with an instructor at the University of Illinois. This poster will describe the NetMath program in general, as well as how it works with its partners.

Communicating Environment in Mvskoke Country

James Treat, Department of Religion

Environmental science does not always lend itself to non-technical explanation. The science of global warming can be especially difficult to translate for the general public. This project explores the challenge of communicating environment in an era of climate change among the Mvskoke people of eastern Oklahoma. The Muscogee (Creek) Nation publishes the semimonthly Muscogee Nation News, which is mailed to more than 8,500 households. In May 2009, I began contributing “Mvskoke Country,” a regular column on environmental issues affecting tribal members. Each installment offers a topical perspective on enduring themes in human ecology; I try to connect local concerns with global realities and to reconnect Mvskoke cultural traditions with the natural world. These monthly pieces are archived online at <http://mvskokecountry.wordpress.com>. “Communicating Environment in Mvskoke Country” presents a case study in public engagement, focusing on environmental education and cultural revitalization within a prominent indigenous American community.

Pond Ecology Field Experience for Sixth Graders

David Philipp, Julie Claussen, Jeff Stein, and Kim Stanhope, Illinois Natural History Survey; Kristin Camp, Champaign Unit 4 School Science Center; Cory Suski, Department of Natural Resources and Environmental Sciences

The challenges of teaching biology in a meaningful way to middle school students are many, especially with a student population with diverse backgrounds and experiences. The Champaign Unit 4 School District has redesigned its sixth grade science curriculum to include a unit on freshwater aquatic ecology, focusing on the pond ecosystem. In this cooperative program, the research laboratories of David Philipp, David Wahl, Michael Douglas, and Cory Suski collaborated with sixth grade middle school teachers to organize a daylong field trip designed to introduce students to aspects of aquatic ecology. Students participated in several experiential lessons that taught them different research sampling methods while demonstrating ecological concepts. This all-day field trip to the Illinois Natural History Survey’s Experimental Pond Complex on the Illinois campus provided an active learning experience for students, allowing them to learn beyond a classroom setting.

A Web Service and Interface for Remote Measurements on Electronic Devices

Sumit Dutta, Eric Pop, David Estrada, and Shreya Prakash, Department of Electrical and Computer Engineering

We report the development of a Web Service (WS) and Web site interface for undergraduate students to learn by taking virtual experimental measurements on electronic devices. Growing support for Web Services has recently enabled lightweight XML messaging for instrument control and measurement, allowing a LabView server to be developed and a Web site interface to remotely measure electronic devices, with classroom and Internet-wide applications. Using standard browsers without additional plug-ins, remote users control a source-measurement unit and monitor results in real time from any computer connected to the network. Previous virtual laboratories

often required heavyweight program downloads to access lab instrument controls. Our WS and Web site interface provides a lightweight, low-bandwidth solution to virtual instrument control and real-time measurement. Students in the Solid-State Electronic Devices class at the University of Illinois at Urbana-Champaign are invited to use the WS interface to characterize transistors fabricated as part of the IC (Integrated Circuitry) Device Theory and Fabrication course.

Undergraduate Synthetic Biology Research

Meagan Musselman, Department of Bioengineering; **Steve Waltersdorf** and **Francis Lee**, Department of Molecular and Cellular Biology

The International Genetically Engineered Machines (iGEM) Team at the University of Illinois at Urbana-Champaign is a research group for synthetic biology run completely by undergraduates. Multidisciplinary iGEM teams such as ours are formed each year to design, carry out, and analyze a project in synthetic biology. This requires lots of research, collaboration, and lab work. The iGEM program provides an ideal way for undergraduates to become involved in research and the scientific community. Additionally, a portion of the iGEM competition centers on community outreach and the ethical issues of synthetic biology. This year, the iGEM team from the University of Illinois is planning to showcase several exciting new aspects of synthetic biology during Engineering Open House. This will allow us to promote interest in this field and demonstrate some of the novel "BioBricks" created. Ultimately we aim to be a successful, multidisciplinary research group and to promote an understanding of and appreciation for Synthetic Biology across campus.

EnLiST (Entrepreneurial Leadership in STEM Teaching and Learning)

Fouad Abd-El-Khalick and **Anita Martin**, Department of Curriculum and Instruction

The EnLiST program seeks to improve opportunities for students in science by engaging teachers across the state of Illinois. The three core school partners for EnLiST are Champaign School District Unit 4, Urbana School District 116, and Thornton Township District. Other districts coming onboard during this second year are the Bloomington, East Peoria, and Peoria school districts. The EnLiST program aims to build the capacity of a new generation of science teacher leaders who, armed with cutting-edge content knowledge, a strong pedagogical repertoire, and entrepreneurial spirit and mindset, can effectively contribute to the transformation of science teaching and learning in their classrooms, schools, and districts. The primary goal of EnLiST is to provide school districts with sustained, continuous professional development opportunities for K-12 teachers of science; to encourage district discussions of needs that will translate into innovation within the districts; and to help teachers and administrators marshal resources necessary to support and sustain those innovations.



UNIVERSITY OF ILLINOIS EXTENSION

The World Wide Web for Low Literacy: Public Engagement through Virtual Community Building and Interface Development

Julia Bello and Ricardo Diaz, University of Illinois Extension

Extension materials for low-literacy learners in developing nations are often developed as part of specialized projects for specific regions or groups and can be generalized. Yet in many cases, these materials are inaccessible to other development organizations during the project or even lost at the end of the project. More recently, development materials are placed on individual Web sites, where the content is hardly utilized beyond the scope of any given project. Thus, such materials are (i) often challenging to find and (ii) individuals who are able to find and adapt these materials for local use cannot return these local adaptations to the World Wide Web without creating new Web sites. We propose a World Wide Web repository for development materials for low-literacy learners that will allow users to easily access, review, and contribute back their local adaptations. The site under development that contains peer-reviewed materials is provisionally called Sustainable Development wiki (SUDEwiki).

University of Illinois Extension Flagship Programs

Martina Mohrbacher, Earl Bricker, and Elizabeth Haynes, University of Illinois Extension; Laura Payne, Department of Recreation, Sport and Tourism

University of Illinois Extension Flagship Programs elevate the impact and visibility of Extension both on campus and in communities. Through innovative and entrepreneurial approaches, the Flagships feature inclusiveness of different disciplines, cross-campus engagement, responsiveness to local needs, and financial sustainability. The poster showcases three Flagships and their statewide implementation. Collaborations with community and statewide partners are core strengths of all three programs. Since Extension is based in counties throughout Illinois, the Flagships were inspired by local needs and could respond to these needs directly.

Community Assessment and Development Services (CADS) educates and enhances the ability of communities and organizations to make decisions using current, reliable, and relevant data.

Take Charge of Your Health — Live Well, Be Well is a holistic self-management program for adults with any type of ongoing health condition(s).

Illinois Master Naturalist program provides science-based educational opportunities that connect people with nature and help them become engaged environmental stewards.

Environmental Leadership in Urban and Suburban Communities of Northeastern Illinois

Susan Ask and Susan Grupp, University of Illinois Extension

University of Illinois Extension's new Environmental Leadership program helps local government and community leaders "put knowledge to work" for sustainability in the Chicago region. Launched in September 2009 with a conference in Oak Brook, Illinois, the one-day conference drew more than 200 attendees—elected officials and staff from government, park districts, businesses, and not-for-profits—representing 66 urban and suburban communities.

Strategies for launching the program include: evaluating needs identified in a CMAP (Chicago Metropolitan Agency for Planning) survey of municipalities, making a genuine effort to reach underserved communities through personal invitations and scholarships, drawing from many partnerships and featuring speakers and exhibitors from campus and the region. Data from post-conference evaluations is informing future programming, including audience preferences for future topics, formats, accreditation options, travel distances, and marketing. In spring 2010, workshops and site visits (the urban analog to Extension's agricultural field days) will provide

continuing education—while fostering exchanges among community leaders and campus specialists. New collaborations are welcome.

2010 Illini Summer Academies

Debra Stocker, University of Illinois Extension

The Illini Summer Academies exemplify collaborations between University of Illinois Extension 4-H Youth Development and various colleges and departments across the University of Illinois at Urbana-Champaign. This three-day event provides Illinois teens opportunities to explore the Illinois campus, study potential careers, develop their leadership skills, and meet youth from across Illinois. Academies offer 15 hours of interactive activities and study in a specific topic. Locations are as varied as the Academies themselves and include classrooms, labs, the South Farms, and off-campus locations. Delegates stay in dormitories and have opportunities to tour the campus. Joint activities for all delegates are scheduled each evening to provide further opportunities for socializing. While Academies are planned by college units, the overall program is planned by teens and adults. The 2010 Academies include Aerospace Engineering, Agricultural & Biological Engineering, Crop Sciences, Food Science & Human Nutrition, Journalism, Leadership, and Veterinary Medicine.

University of Illinois Extension 4-H: Getting Youth “Science Excited”

Lisa Diaz and William J. Million, University of Illinois Extension

The University of Illinois Extension 4-H program is reaching over 200,000 youth across the state in “science excited” programs. Our programs include long-term club experiences with a caring adult mentor, as well as inquiry learning experiences through camps, after-school programs, and school enrichment activities. As part of a nationwide initiative, 4-H has identified science, engineering, and technology (SET) as a mission mandate, pledging to support “1 million new scientists, 1 million new ideas.” This poster will highlight a broad range of 4-H curriculum designed to create learning experiences for youth in science, engineering, and technology. The 4-H Youth Development Program infuses its hands-on approach to science, engineering, and technology learning with opportunities that help youth master life challenges, cultivate independence with guidance from caring adults, provide a sense of belonging within a positive group, and share their spirits of generosity toward others.



INTERNATIONAL EFFORTS

Collaborative Public Engagement Programs in International Studies

Ayse Sebnem Ozkan, International Programs and Studies/European Union Center; **Katrina Chester**, REEEC; **Karen Hewitt**, CGS; **Lynnea Johnson**, CIBER; **Jamie McGowan**, CAS; **Anne Prescott**, EAPS; **Alejandra Seufferheld**, LACS

The University of Illinois at Urbana-Champaign is a leader in international education and home to eight federally funded Title VI National Resource Centers (NRCs) for international and area studies: Center for African Studies (CAS); Center for East Asian and Pacific Studies (EAPS); European Union Center; Center for Latin American and Caribbean Studies (LACS); Russian, East European and Eurasian Center (REEEC); Center for South Asian and Middle Eastern Studies; Center for Global Studies (CGS), and the Center for International Business Education and Research (CIBER). These leading public engagement units in international affairs work extensively with K-12 teachers and students, post-secondary institutions, businesses, media, and the general public, and enable faculty, students, and the wider public to generate and disseminate in-depth knowledge about every area of our increasingly interconnected world. This poster session will introduce the NRCs and some of their collaborative public engagement projects. It will also serve as a discussion forum for ideas about future collaborations with other campus units and community organizations.

International Agriculture Showcase

Meredith Blumthal and **Theresa Miller**, College of Agricultural, Consumer and Environmental Sciences; **Julia Bella**, **Martina Mohrbacher**, and **Francisco Seufferheld**, University of Illinois Extension

For the past four years, the College of ACES Office of International Programs hosted more than 750 international visitors in the weeks surrounding the Farm Progress Show. In 2009, the office conducted a survey of international visitors at the show, and found a high number of requests for short-term seminars dedicated to the understanding of subjects related to agriculture, technology, and agribusiness. In 2010, the Office of International



Programs, University of Illinois Extension, and the Center for Latin American and Caribbean Studies will organize a crop and agribusiness seminar on the University campus in the days preceding the Farm Progress Show. The combined efforts will engage participants from Latin American countries interested in participating in these seminars. The purpose is to further establish the role of the University as a premier research and teaching institution globally, and to continue building relationships between the college and other international institutions.

A Gift That Keeps on Giving: A Micro-Enterprise Approach to Delivering Self-Sustaining Nutritional Benefits in Guatemala

Nicholas Paulson, Department of Agricultural and Consumer Economics

The incidence of malnutrition in Guatemala has been increasing in both numbers and severity in recent years. Rotary International, WISHH (World Initiative for Soy in Human Health), Malnutrition Matters, and NSRL (National Soybean Research Lab) have partnered to provide a food-aid mechanism referred to as the SoyCow — table-top machines that process raw soybeans into soy milk and soy-based food products. Additionally, the SoyCows have the potential to serve as sustainable micro-enterprises, which create jobs and further leverage the nutritional benefits within the local community. To help in ensuring this longer-term sustainability, an experimental course was developed within the Agricultural and Consumer Economics department (ACE 199 CAB). The course included a 10-day study abroad experience in Guatemala, which included site visits to four existing SoyCow operations. Students are continuing to work over the course of the semester to identify the critical issues faced by each SoyCow operation and then formulate a set of business recommendations for implementation in the field.

Active Aging Partnerships around the World

Grace Trevarthen, Andriara Schwingel, Angela DeMano, Kristi Turnbaugh, and Wojtek Chodzko-Zajko, Department of Kinesiology and Community Health

The field of gerontology is continually growing as new research is conducted. New studies provide information about the development of health programs to promote active aging for adults around the world. Active Aging News provides information about research, conferences, grant opportunities, and other developments to researchers and professionals around the world. New developments in active aging are reported by researchers and professionals from around the world, which are reviewed by editors at the University of Illinois, and are then submitted to Human Kinetics for publication. The reports connect different cultures and communities that are interested in being involved with aging.

Working toward the Russian Language Immersion School

Anastasia Lakhtikova, School of Literatures, Cultures and Linguistics; **Anastasia Nikolaeva**, community member; **Igor Mineyev**, Department of Mathematics

There are about 40 Russian-speaking families with 60 children of preschool and school age in Champaign-Urbana. These families are dedicated to raising their children to be bilingual. We would like to showcase our activities—all organized by volunteer parents and open to the wider community. We need the University's resources and expertise to build up our programs and lay the foundation for the Russian language immersion school. Russian is a critical need language. There are federal grants available for opening immersion schools for critical languages; this means that our programs can become self-sufficient. Our efforts will be wasted if we do not provide intensive formal instruction of Russian and an immersion environment for our children. Presently we have a commitment from the Russian, East European and Eurasian Center to build up a Russian book and audio-visual library and help us with curriculum development. We hope to find more partners at the Public Engagement Symposium.

EDUCATION AND TRAINING

Serving Illinois Firefighters through User Community Engagement

Adam Groves, Richard Jaehne, and Richard Valenta, Illinois Fire Service Institute

The Illinois Fire Service Institute (IFSI), the statutory State Fire Academy at the University of Illinois at Urbana-Champaign, trains more than 59,000 firefighters and emergency responders annually. This session will focus on how IFSI actively engages its user community by developing and delivering innovative hands-on, classroom-based, and e-learning training programs, as well as providing proactive library services that meet the evolving information needs of Illinois first responders. The session will highlight the IFSI Learning Resource and Research Center (LRRC), a new building scheduled for completion in 2010 that will enhance both the capabilities and the capacity of IFSI to meet the training needs of its users in the Illinois fire and emergency services community. These increased capabilities will help IFSI connect to its users in new ways, and will also help guarantee that every member of the Illinois fire and emergency community has convenient access to State Fire Academy programming.

The Illinois Smart Energy Design Assistance Center

Ben Sliwinski and Andy Robinson, School of Architecture

In response to growing energy costs and to support economic development, the Illinois Department of Commerce and Economic Opportunity sponsors the Smart Energy Design Assistance Program in partnership with ComEd and Ameren Illinois utilities, to provide businesses and the public sector with help in reducing energy costs and increasing energy efficiency. The program is implemented by the Smart Energy Design Assistance Center (SEDAC), operated by the Building Research Council (BRC) in the School of Architecture at the University of Illinois at Urbana-Champaign, in partnership with 360 Energy Group, LLC. The assistance center provides free energy advice and technical services to private and public entities in the state of Illinois. To date, the program has assisted 1,505 Illinois clients and performed 40,000,000 square feet of energy audits. It has found significant opportunities for energy savings in both new and existing buildings. On average, energy savings by SEDAC clients are about 30 percent.

Consulting for Change

Lindsey Fila, Consulting for Change; Kim Cozza, Kunal Shah, and Debbie Sim, Departments of Political Science and Mathematics; Valeri Werpetinski, Center for Teaching Excellence

Consulting for Change is a student-run consulting organization that provides services to social ventures, and nonprofit and for-profit organizations that work toward the common good. We strive to partner with local social ventures in order to increase organizational efficiency and thus enable them to best serve our community. We recognize the need for sustainability in the midst of budget cuts and a struggling economy. We work with organizations to shift their focus from short-term survival to long-term goals to enable success. Our services include, but are not limited to: marketing strategy, social network development, nonprofit formation, and volunteer coordination. To learn more about the organization, visit www.consultingforchange.weebly.com.

Supporting and Expanding Early Care and Intervention Services for Young Children in Illinois

Susan Fowler, Karen Smith, and Bernard Cesarone, College of Education;
Logan Moore, University Library

The Early Childhood and Parenting Collaborative is a group of faculty and academic professionals in early childhood education who have acquired state and federal funds to provide resources and information to parents and early care and education providers in Illinois. They work closely with two state agencies, the Illinois State Board of Education and Illinois Department of Human Services, to provide information on ways in which very young children learn between birth and age five. Three

technical assistance and outreach projects will be featured: Illinois Early Learning Project (IEL), Early Intervention Clearinghouse (EIC), and Illinois Early Childhood Asset Map (IECAM). Each project has a Web-based component in which information and data are presented.

Certified County Officials Program: Locally Engaging Officials in Statewide Educational Programming

Jeri Marxman and Jessica Wandless, Department of Human and Community Development

The Certified County Officials program (CCO) is a collaborative partnership between University of Illinois Extension and the Illinois Association of County Board Members and Commissioners. The purpose of this program is to strengthen the skills and leadership capacity of Illinois county officials. Education is an important tool local officials have in making decisions about policy and delivery of constituent services. This career-long learning program is a powerful strategy for increasing their effectiveness in public office. The CCO program is voluntary and available to all elected and certain appointed county officials in Illinois. The Bronze Level requires 24 hours of pre-approved educational training. The Silver Level requires 48 additional hours; 18 are general elective credit hours and 30 hours are from a designated curriculum. The Gold Level is the culmination of the program, with officials earning an additional 48 hours and completing a project based on their work in county government.

The Odyssey Project

Michael Burns and Kerry Pimblott, The Odyssey Project

The Odyssey Project offers the opportunity for low-income men and women in the Champaign-Urbana community to take free college classes in the Humanities for credit. University faculty provide instruction in English, History, Art History, and Philosophy. Upon completing the project, graduates receive six transferrable college credits that they can use at any college of their choice. The Odyssey Project offers students a space for dialogue that sustains them in this period of commitment to intellectual and educational exchange. The instructors emphasize critical thinking, writing, and informed argument in their discussion-based classes. This work is at the foundation of the University's role in cultural outreach and public engagement. In significant ways, the University's land grant mission to reach out to underserved populations and to break down barriers between the University and the community dovetails perfectly with the goals of the Odyssey Project.

Construction Trades Opportunity Program (CTOP)

Menah Pratt-Clarke and Otis Noble III, Office of Equal Opportunity and Access

The University of Illinois, through the collaborative efforts of the Office of Equal Opportunity and Access, Facilities and Services, and Business Innovation Services, introduced a new educational opportunity for underrepresented groups in Champaign County through a grant from the Department of Commerce and Economic Opportunity. The Construction Trades Opportunity Program (CTOP) also partners with the East Central Illinois Building and Construction Trades Council and several participating unions including: Electricians, Plumbers, Pipefitters, Carpenters, and Bricklayers. The program provides Saturday classes for 20 weeks on math skills, interviewing and resume preparation skills, and hands-on experience with tools. The objective is to help individuals to pass the union test and interview requirements for entrance into an apprenticeship program in the construction industry. As a result of the program's efforts, it is anticipated that the representation of minorities and women in the unions will increase.



