The Carnegie Foundation for the Advancement of Teaching

Elective Community Engagement Classification Re-classification Documentation
Framework (for campuses that received the Classification in 2006 or 2008)

University of Illinois at Urbana-Champaign

The Re-classification Documentation Framework is intended to help you gather information about your institution's current community engagement commitments and activities as well changes that have taken place since your campus last received the classification. The framework comprises all of the questions that appear on the 2015 Documentation Reporting Form (i.e., the application), and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. (**The framework is for use as a reference and worksheet only. Please do not submit it as your application.**)

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

Data Provided: The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers for the Carnegie Foundation may want to examine websites to provide additional clarification of the responses in the application. Reviewers also may ask for a telephone conversation to clarify evidence provided.

Use of Data: The information you provide will be used solely to determine your qualifications for the community engagement classification.   Re-classified institutions will be announced publicly in January 2015. Only those institutions approved for re-classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen

democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

I. Foundational Indicators

A.   President/Chancellor's Leadership Statement
Required Documentation.

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

   a. Indicates their perception of where community engagement fits into their leadership of the institution,

   b. Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and

   c. Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

Letter to be uploaded

In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Annual Addresses/Speeches

Annual Address to Alumni (Chicago, Ill., Nov. 5, 2013)
Today we stand as a university that has not only delivered on that promise across generations, but that has continually redefined what a pre-eminent public research university with a land-grant mission and global impact must do to improve the lives of people around the world and to provide students with the finest learning experiences so that they can become leaders in their communities, in the states, in the nation, and around the planet.

Annual Community Celebration of Diversity Breakfast (Champaign, Ill., Nov. 8, 2013)
On a daily basis, in our state, across the nation, and around the world, we see conflicts and debates arising around issues of cultural equality, race and international identity. And what we have really begun to understand only relatively recently is just how complex these issues are – and how tightly they wrap into and around everything from economic and social development to geopolitical change and even areas like environmental sustainability.

Unfortunately, it also seems that even as we begin to grasp the implications of the scale and complexity, it has become more difficult to even talk about these issues in meaningful and respectful ways.

That's our role as a public university. We have a responsibility to be the place where these

conversations begin and where robust debate can really take root.

Annual Address to Academic Senate (Urbana, Ill., Oct. 28, 2013)

Illinois was founded by a brilliant idea almost 150 years ago. Our foundations were laid with the promise of establishing a beacon of knowledge for our state and nation. Today, we stand as a university that has not only delivered on that promise across generations, but that has continually redefined what a pre-eminent public research university with a land-grant mission and global impact must be in order to be the engine of discoveries that improve the lives of people around the world, in order to provide the finest learning experience to students so that they can become community and global leaders.

Campus Address Honoring 50th Anniversary of the Visible LED (Champaign, Ill., Oct. 4, 2012)
I have to tell you that this spirit and that attitude truly resonate on this campus – really in the whole state and even the Midwest, as I've learned this past year. And it makes a perfect sense when you think about the origins and the traditions of this university. One of the original land grant universities created when Abraham Lincoln signed the Morrill Act into law in 1862, Illinois was really founded on the idea that we should be a place that transformed knowledge and research into public good. This university has been in the habit and business of solving societal problems for 145 years. And, as a look through our lists of award winners and achievements will show – it turns out innovations in technology, engineering and the sciences were often the way we have done that as well.

Published Editorials

Excerpted: Day of Service Editorial by Phyllis Wise (April 1, 2013)
Oftentimes, when confronted with large-scale issues it's easy to think that one person doesn't make a difference. Or to see how a 2-hour volunteer shift packaging meals might make an impact. It is a matter of stepping back from the numbers or size and remembering that every grand challenge facing our society is rooted in someone's daily life.

That is exactly the case when it comes to the need for these meals right here. In the 14-County area served by the Eastern Illinois Food Bank alone, nearly one person in six faces some level of food insecurity. In Champaign County, over 30,000 people struggle with hunger every day. These aren't simply numbers. They are our neighbors and friends, the kids our children go to school with and our own students and employees. They are the ones who will have a better day or week as a result of just a few hours of our collective time.

More broadly, service and volunteering is never a one-way street. When we take time out of our busy day to volunteer, it exposes us to new experiences and teaches us about the world in which we live, but may not often see. We meet people we don't encounter in our everyday campus or professional lives. In short, service lets us be active participants in our world, rather than observers. And when we take ourselves outside our normal routine we begin to see things anew. Flashes of brilliance stem from new perspectives.

Whether it is packing meals in Central Illinois or volunteering to engineer new wells in Africa – our commitment to service doesn't just help those who need a hand, it makes us a better university.

Full text available:
http://illinois.edu/blog/view/1109/90995?ACTION=POST&displayOrder=desc&displayType=none&displayColumn=created&displayCount=1

Excerpted: TIME Magazine Essay by Phyllis Wise (Special Section "U.S. Research Universities: The Nation's Edge in Innovation, Oct. 7, 2013)

The concept of the research university in America emerged in the 19th century, but it was the Morrill Act of 1862 that established the nation's land-grant colleges and the first—uniquely American—*public* research universities. The landmark legislation also created new, high expectations for public access and charged public universities with actively putting knowledge into practice. Together with private universities, public research universities today generate the vast majority of the nation's study of the pure basic science vital to our knowledge base and indispensable to technological breakthroughs.

For example, a 2009 study of the University of Illinois and its medical enterprise showed a $13.1 billion impact on our state economy, including the creation of more than 150,000 jobs. Innovative research at the University of Illinois alone has led to 34 start-up companies and nearly 300 new patents over the last five years. The numbers are compelling, but they don't tell the full story of how university-based research touches lives, producing everything from bar-code scanners to tissue transplants, computer-assisted design, and, from the University of Illinois, nuclear magnetic resonance imaging.

Full text available:
http://illinois.edu/blog/view/1109/97864?ACTION=POST&displayOrder=desc&displayType=none&displayColumn=created&displayCount=1

Campus Publications

Excerpted: University of Illinois at Urbana-Strategic Plan 2013-2016 – Introduction

The landscape of public higher education is changing rapidly, more rapidly than ever before in its history. This change reflects a broader world changing faster than it ever has. Technologically, socially and economically we are seeing fundamental shifts in state, national and global expectations of research universities that demand new levels of innovation in everything that we do as an institution.

The landscape will be even more dramatically different 20–50 years from now. The challenges ahead of us during this century demand that we incorporate different models of learning, discovery, engagement and economic development into our Illinois experiences. Just as this campus was born from and shaped by the demands of the 19th century, we must adapt our educational and research operations to face the challenges of the 21st century. And this time, the issues we must address aren't just ones within our state or even the nation, but ones will impact lives around the world.

The great research universities 20-50 into the future will be those that embrace and manage change. They will be the ones where excellence is broad and deep. They will be the ones that contribute to the quality of life of the citizens around them. They will be the ones who perceive the sense of urgency in their operating environments and are agile enough to lead change instead of being managed by it.

Our faculty, staff and students are committed to being one of those universities. In fact, we believe we have a responsibility to be one of those universities. As a truly comprehensive public research university, we contribute to our community, the state, the nation and the world in ways that others

cannot. We have a unique capacity to do so and it is a capacity which must expand if we are to meet the grand challenges of our time.

Full Plan Document: http://strategicplan.illinois.edu/theplan.html

University of Illinois at Urbana-Strategic Plan 2013-2016 – Our Goals (Excerpted)
We will be the pre-eminent public research university with a Land-grant mission and a global impact. That's our aspiration. That's our goal. That's the vision our faculty, staff and students have collectively established for this university.

So, where can we differentiate? How do we move from talking about preeminence to modeling it? We believe we will do so by focusing our efforts around a framework of four fundamental goals.

> **Goal I:** Foster scholarship, discovery and innovation

> **Goal 2:** Provide transformative learning experiences

> **Goal 3:** Make a significant and visible societal impact

> **Goal 4:** Steward current and generate additional resources for strategic investment

Full Plan Document: http://strategicplan.illinois.edu/theplan.html

Other

Excerpted: Chancellor Introduction – 2014 Public Engagement at Illinois Annual Report:
The scale of the interactions with our local community, our state, our nation and our world is impressive by sheer weight of numbers. But what really stands out to me is how our research, discovery and our transformative educational opportunities remain so closely tied to helping society face the grand challenges of our generation.

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

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

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

It's no exaggeration to say that Illinois inventions, initiatives, educators, students and alumni have

touched nearly every corner of the world. Perhaps today a woman in Dallas will undergo an MRI. A student in India may post a story to YouTube. Perhaps a colleague in China will access our world-renowned library collection online. Or maybe a family will watch home movies together on a screen powered by visible LEDs. All of these have some piece of their origin in work done here at Illinois or by Illinois alumni. This is the power of a university to translate knowledge and discovery into positive and permanent impact.

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

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

B.   Institutional Identity and Culture
Required Documentation. Please complete all three (3) questions in this section.

1.a.   Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?
☐ No   ☐ Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: **500**):

The University of Illinois has adopted the definition of community engagement developed by the Council on Institutional Cooperation (CIC), which comprises each Big Ten University plus the University of Chicago. The following definition is available in the 2009 campus reaccreditation self-study: http://www.reaccreditation.illinois.edu/University_of_Illinois_Self-Study_2009.pdf

"Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

Stated more simply, the University 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. The last phrase of the previous sentence states a critically important, but often overlooked, aspect of public engagement: in successful public engagement, learning occurs in two directions, from the university to society and from society to the university.

Clearly, research to advance disciplinary knowledge and transfer of that disciplinary knowledge through formal education are central to the University's mission and objectives. For the publicly engaged university, additionally, societal issues serve as a powerful lens influencing its agenda and activities. The publicly engaged university sees itself as part of society, with responsibilities to address societal opportunities and challenges. In recent years, the importance of public engagement at this institution and at the national level has become significantly greater and is now more than ever recognized as a critically important role of the faculty in serving the needs of the state, nation and world.

1.b.   How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists. (500 word limit for each section)

Mission Statement

http://strategicplan.illinois.edu/theplan.html

The mission statement from our strategic plan clearly identifies community engagement as a central focus of the campus.

"The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of people in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development."

Vision Statement

http://strategicplan.illinois.edu/theplan.html

Our commitment to continued engagement with the community is further reinforced by the following campus vision statement found in the strategic plan.

"We will have impact locally, nationally and globally through transformational learning experiences and groundbreaking scholarship."

Campus Strategic Plan

http://strategicplan.illinois.edu/theplan.html

A land-grant institution, the University of Illinois at Urbana-Champaign has established an identity and personality that is unique to Illinois and that provides the foundation that differentiates us from our peers and that leads us to work and explore in uniquely productive ways. These areas of distinction provide the fundamental building blocks for our strategic goals. Areas of distinction identified in our strategic plan that support our status as a community-engaged institution include 1) our accessible, engaged and open scholarly community, and 2) our global impact. By cultivating open dialogue and participating in collaborative research and economic and community development with external partners, our campus directly engages with the community on a local, regional, and global level to address critical societal issues.

The following are excerpts from a list of guiding principles in the campus strategic plan. These are intended to provide a set of open and transparent guidelines for our overall strategy and clearly communicate the central role of community engagement in campus activities.

"We will collaborate and engage with faculty, staff, students, alumni and other stakeholders in our planning and implementation."

"We will celebrate our achievements visibly and proudly and empower all members of our community to speak out."

"We will build and nurture transformative, lifelong relationships with all members of our

community."

In addition, our strategic plan outlines specific goals, initiatives and metrics for the campus in support of our goal to become the pre-eminent public research university with a land-grant mission and global impact. Goal number two, to provide transformative learning experiences, directly ties community engagement to the teaching and learning missions of our campus. Specifically, this goal states that transformative learning experiences take place when new ideas are combined with great teaching in the classroom, the laboratory and in the community. This goal seeks to re-envision and reshape the Illinois student experience by ensuring that every undergraduate program includes an integrative community-based learning experience (capstone course, internship, service learning, research, study abroad, etc.), and makes additional co-curricular integrative experiences broadly available to students.

Goal number three of the campus strategic plan, to make a significant and visible societal impact, also clearly states our commitment to community engagement. Metric five of this goal, the number of public engagement activities, specifically seeks to 1) develop our students to be future leaders with strong communication skills who are engaged in their communities, 2) create structures to better coordinate major research and outreach efforts around the societal challenges defined through the campus Visioning Future Excellence initiative, 3) educate the broader public, leveraging the research and innovation of the university (e.g., U. of I. Extension, Illinois Public Media, Krannert Center for the Performing Arts, etc.), and 4) create a comprehensive public engagement strategy, an exercise which is already in process, to maximize our impact both in the shaping of public policy and in effecting positive change in the quality of the lives of our stakeholders.

Reaccreditation Documentation

Reaccreditation Self-Study
http://www.reaccreditation.illinois.edu/University_of_Illinois_Self-Study_2009.pdf

In the most recent campus self-study report for reaccreditation, emphasis on community engagement as a central focus is pervasive.

"While Illinois has carried out its land-grant mission over its entire history, in the last 10 years, the concept of public engagement, as distinct from public service or outreach, has gained currency. The University 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 successful public engagement, learning occurs in two directions, from the university to society and from society to the university."

The values statement of our reaccreditation self-study reinforces our commitment to community engagement, stating that Illinois will "provide a research environment that promotes health, justice, and prosperity locally and globally; builds partnerships with local constituencies that strengthen the community as a living and learning environment; extends beyond the boundaries of the campus and Illinois; and provides the infrastructure necessary to enable and support our educational, research, and engagement programs."

Of the six core areas of commitment outlined in our reaccreditation self-study, four clearly indicate our institutional dedication to community engagement. These include embracing and advancing our

land-grant mission by serving the state and the nation through education, research, outreach, and economic development; fostering innovative teaching, research and engagement, demanding and rewarding break-through knowledge creation and learning from our faculty and students; developing educational programs that promote innovation, cultivate justice, enhance social mobility, and improve the quality of life by responding to local, national, and global societal needs; and continuing our dedication to comprehensive excellence in the service of Illinois and the nation.

In addition, the following statement clearly communicates our vision for a student experience that incorporates community engagement elements.

"The education of our students should promote not only their intellectual development, through academic courses, but also their personal and social development, through student organizations, residential life, and community service. From the research on how college affects students and the National Survey of Student Engagement, we know that the most powerful educational experiences are those that connect learning in and outside the classroom. In recognition of this truth, our co-curricular experiences aim to prepare students for civic and professional leadership in the 21st century..."

As a core element of our land-grant mission, civic and service learning is described in the reaccreditation self-study as follows.

"The University's legacy of civic engagement and service learning originates in our founding land-grant mission and continues to the present—and it ranges in scale from the local to the international. These civic and service learning activities occur in courses and curricula that are regularly and rigorously evaluated at the department, college, and university levels. They complement the trend in federal extramural grants that link research with education and outreach. The University has many departmental outreach offices and programs that facilitate independent studies and extracurricular service projects, along with hundreds of student volunteer organizations. These activities contribute to the overarching public service commitment in the University strategic plan."

Other Documentation

2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

Mission

A land-grant institution, the mission of the University of Illinois at Urbana-Champaign has consistently been focused on enhancing the lives of people in Illinois, the nation and the world through leadership in learning, discovery, engagement and economic development. Public engagement, as distinct from public service or outreach, has increasingly become an area of focus for our campus as indicated in the 2013-2016 Strategic Plan and the Illinois Strategic Excellence Hiring Program established in 2012.

Planning

The Associate Chancellor for Corporate and International Relations, who serves as Head of the Office of Public Engagement (PE), is a member of the Chancellor's cabinet, working with the Chancellor to increase campus public engagement capacity through developing diverse programs

and initiatives that bring together campus units and community partners to advance the teaching and research mission of the university and to address critical societal issues. Specific new programming examples include the Public Engagement Portal, Public Engagement Colloquium Series, and the Chancellor's Public Engagement Student Fellows program. In addition, the Associate Chancellor leads international engagement efforts and corporate partnership development in support of community engagement strategy of the University.

Organizational Structure

The University's decentralized structure is ingrained in its culture and our extensive public engagement efforts emerge from a "bottom-up," "we get things done" approach fueled by the passion of faculty, students, staff, and administrators. Administration of community engagement activities largely continues to be managed by many dedicated college and unit engagement offices that cultivate engagement programming at the local, regional, and international level. Illinois Extension, administered in the College of Agricultural, Consumer and Environmental Science (ACES), continues to be the single largest engagement entity at the University.

At the campus administration level, PE, which includes the Office of Corporate Relations, has become a part of the Office of the Chancellor. PE staff serve to increase the community engagement and corporate relations capacity of the campus and provide administrative and funding support for community engagement programming in diverse campus units. This organizational realignment ties public engagement more closely to central administration initiatives focused on teaching, research and economic development. All public engagement activities undertaken by the campus community and supported by campus resources deliver results of the knowledge created on the campus to relevant stakeholder groups, contribute to research or teaching programs on the campus, or are closely tied to the economic development mission of the university. Such public engagement activities give us the opportunity to make our communities better places to live and work while making our research more socially relevant, our teaching more applied, and our economic development efforts more sustainable.

Personnel and Resources

Diverse campus units, including departments, schools, colleges and institutes as well as the central campus administration employ dedicated personnel and allocate financial resources, facilities, and equipment to developing, delivering, and evaluating community engagement programming that achieves the teaching, research, and engagement mission of the campus. PE employs eight staff members in direct support of campus and unit level engagement programming.

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: **500**):

In 2011, Phyllis Wise became Chancellor of the University of Illinois at Urbana-Champaign and Vice President of the University of Illinois system. Chancellor Wise has clearly articulated her support for enhancing campus community engagement capacity.

Chancellor Wise has led numerous initiatives to increase our engagement capacity. For example, the Chancellor's Public Engagement Student Fellows program, inaugurated in 2013, fosters the expansion of public engagement opportunities by Illinois students in partnership with communities, non-profit agencies, schools, and governmental bodies. The University funds projects or services that encourage students to become involved in community life by assisting in solving problems or providing a service while utilizing their education and expertise. The program gives

students an 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. Some examples include youth education, adult education, technology development, social justice, sustainability, and economic development, among many others.

In addition, Chancellor Wise led the Visioning Future Excellence at Illinois initiative, a dialogue that took place fall 2011 through spring 2013 through which nearly 3000 individuals, including faculty, academic professionals, civil service staff, graduate students, undergraduate students, alumni, community members, and corporate leaders worked to develop a shared vision for the University of Illinois at Urbana-Champaign. Through this exercise, six critical multidisciplinary themes emerged. These include economic development, education, energy and the environment, social equality and social understanding, health and wellness, and information and technology.

These themes will allow the campus to strategically focus intellectual and financial resources to face the challenges of our world, strengthen existing partnerships, and provide guidance in developing new partnerships.

In 2012, Robert Easter was appointed President of the University of Illinois system. The vision statement of the University articulates our goal to create a brilliant future for the University of Illinois in which the students, faculty and staff thrive and the citizens of Illinois, the nation and the world benefit, a future in which the University of Illinois is the recognized leader among public research universities in the areas of teaching, scholarship and service; engagement and public service; and economic development among others. During his tenure, President Easter has strongly supported the engagement mission of the University, including more than 700 engagement programs focused on diverse areas such as education, economic development and health and wellness across the State of Illinois.

C.   Institutional Commitment
Required Documentation. Please complete all sixteen (16) questions in this section.

Infrastructure
1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: **500**)

Since the 2008 classification period, the Office of Public Engagement (PE), which includes the Office of Corporate Relations, has become a part of the Office of the Chancellor. The Associate Chancellor for Corporate and International Relations leads the office and reports directly to the Chancellor. PE staff continue to increase the community engagement capacity of the campus by focusing on the following strategic areas in support of our broader campus mission.

1. Fostering a culture of public engagement;
2. Strengthening community outreach;
3. Initiating and managing special public engagement programs of national scope;

4. Representing the campus in major, national higher education organizations;
5. Supporting international engagement initiatives;
6. Administering the Campus Charitable Fund Drive; and
7. Managing the Allied Agency Program

PE continues to provide leadership, communication, and coordination for the myriad of community engagement programs that the campus delivers in a manner consistent with the University's decentralized culture and its history of independent initiatives spread across its many colleges and units. As a facilitator of the community engagement process, PE works with other campus level offices, with colleges and units across campus, and with the community to identify opportunities for collaboration, create incentives for faculty-led multidisciplinary projects, and re-design existing processes and organizational structures to advance public engagement. (http://engagement.illinois.edu)

Administrative responsibilities of units with engagement components, such as Public Affairs and University Extension, remain with those units in order to allow PE to focus on broad campus programmatic development and strategic planning.

Faculty input and oversight continue to be key vehicles which support activities of the PE. The Public Engagement committee of the campus Academic Senate provides oversight and a means to communication with the campus legislative body comprised of 200 faculty members and 50 student elected representatives.

Personnel

PE continues to maintain a small staff with 8 professional and support staff. This includes the Associate Chancellor, Director of Operations, Director of Economic Development, Assistant Director, two program coordinators, an administrative assistant, and an account technician. In addition, 12 staff in other units reporting to the Associate Chancellor provide support to PE as needed.

Funding

Units reporting to PE operate on an annual budget of approximately $3M, which is provided by the Office of the Chancellor in the form of State and Indirect Cost Recovery funds.

Funding

2.a.   As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: **500**)

In FY 2012, approximately 10% or $177M of Illinois' total $1.86B budget was devoted to extension and engagement programming, an increase of $17M since the 2008 classification period. Overall, $69M of this funding was from internal allocations. State appropriations provided through University of Illinois Extension were $27M of its $62M budget, an increase of $10.7M since the 2008 classification period.

2.b.   As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: **500**)

In FY 2012, approximately 61%, or $108M, of Illinois' total $177M community engagement expenditures were from external grants and contracts. This is an increase of 8% over the 2008 classification period. Of this amount, University of Illinois Extension received more than $20M from external contract sources, and increase of $3M since the 2008 classification period.

Illinois faculty and staff receive funding from a variety of state and national sources to support engagement. The National Science Foundation, Lumina Foundation, Grand Victoria Foundation, MacArthur Foundation, Mellon Foundation, Bill and Melinda Gates Foundation, Illinois Department of Commerce and Economic Opportunity, the US Department of Agriculture, and the Illinois Department of Children and Family Services are some of our largest sources of engagement support.

There continue to be many opportunities for industry and foundations to engage with our faculty to support engagement and to pursue collaborative funding opportunities in service-learning and co-op/internships. The Office of Corporate Relations coordinates private sector interests with our engagement efforts. In addition to the Office of Corporate Relations, many colleges, institutes, and the Research Park provide support, encouragement, and assistance for writing external contract and grant proposals focused on engagement.

2.c.   As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: **500**)

At the time of our 2008 application, the University of Illinois was in the midst of a five-year capital campaign called Brilliant Futures. This undertaking was the largest and most ambitious campaign in the history of the University of Illinois with the goal of raising $2.25 billion. Ending in December 2011, the campaign exceeded its goal by raising $2.43 billion.

The Urbana-Champaign campus exceeded its target of $1.5 billion, raising $1.61 billion of the $2.25 billion total goal. Of the $1.61 billion raised for the Urbana-Champaign campus, $93.6M has been designated for community engagement and public service initiatives.

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

The Community Preservation Clinic, a unit within the College of Law, offers a community-based, multi-faceted approach to preserving housing and communities. Projects include advocating for borrowers in foreclosure mediation, representing tenants in foreclosed properties, and developing

systemic strategies to address community blight. Fundraising efforts have resulted in gifts totaling more than $1.2M since the center opened in 2011.

2.d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: **500**)

Campus units invest financial resources externally to provide diverse outreach and engagement programs that address the needs of communities across Illinois and beyond. Program areas of focus include community-based education, health awareness initiatives and clinics, service-learning and action research, economic development, professional training, and youth programs, among others.

University of Illinois Extension

University of Illinois extension offices operate on a budget of $62M annually and support communities in all 102 Illinois counties. Program areas include healthy society, food security and safety, environmental stewardship, sustainable and profitable food production and marketing systems, and enhancing youth, family and community well-being. More than 2.5 million Illinois residents take part in Extension programs each year, including nearly 300,000 who participate in 4-H youth programs. http://extension.illinois.edu

The Expanded Food and Nutrition Education Program (EFNEP) provides information for limited-resource and high-risk audiences to address critical issues, including hunger, infant mortality, prenatal nutrition, and obesity. Twenty-two staff work cooperatively to offer the program at food pantries, commodity food distribution sites, shelters for the homeless and battered, churches, Women, Infants, and Children (WIC) sites, Head Start programs, child/parent centers, boys' and girls' clubs, the Chicago Housing Authority, public schools, park district, state agencies, and other organizations. EFNEP helps families take full advantage of the resources they have by conducting hands on presentations in general nutrition, food safety, shopping on a budget, and wellness. http://urbanext.illinois.edu/programs/efnep.cfm

The Going SOLO program provides economic development training that emphasizes a wide range of skills required for success including creative problem solving, critical thinking, communication skills, product creation, marketing strategy, production levels, and financial management. Materials have been developed for both youth and adult entrepreneurial training programs and the flexible and adaptable design can be customized for virtually any setting or audience, including classrooms and community based educational programs among others. http://web.extension.illinois.edu/goingsolo

Student Opportunities for After-School Resources Program (SOAR)

SOAR supplements the efforts of educators at local elementary schools to improve educational and social outcomes for bilingual children in grades 2-5. The program currently serves approximately 40 children and operates throughout the school year. Its primary purpose is to provide homework and reading help, along with enrichment activities, to children who are most in need of extra support to boost their academic interest and ability. Each semester over 100 university students volunteer their time. Some of the regular university tutors volunteer as a requirement for credit in a service-learning course. http://education.illinois.edu/smallurban/soar

Action Research Illinois

Action Research Illinois (ARI), a unit of the College of Fine and Applied Arts, organizes technical and capacity-building assistance for community-based organizations throughout east central Illinois by harnessing and leveraging the efforts of students, staff, and faculty from diverse units across campus. In the spirit of true partnership, community residents identify and prioritize tasks to be worked on, as well as the ends towards which campus efforts must be directed. ARI areas of focus include student learning, community information and technology, neighborhoods and planning, organizational capacity building, parks and open space, design assistance and construction, and economic development. http://eslarp.illinois.edu

Documentation and Assessment

3. Provide narratives addressing the following:
   a. How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

Campus-wide tracking and documentation of engagement programming is done on an ongoing basis by dedicated staff at the unit and campus level through the Public Engagement Portal, participant/client surveys, interviews, performance evaluations, event calendars, social media, and others. Data is used to improve existing programming and develop new programming based on community partner needs. Tracking and documentation of engagement programming has increased significantly since the 2008 classification through the development of a campus-wide Public Engagement Portal and numerous annual reports to the campus from the Office of Public Engagement (PE).

Public Engagement Portal

Launched in 2009, the Public Engagement Portal has made information on more than 16,000 university sponsored community engagement events and programs available to campus and external community members. This Portal eliminates duplication of effort on the part of those inputting information, thus allowing it to maintain its viability over time.

The Portal is designed to be the most comprehensive source for information about public engagement programs and events offered by the University of Illinois at Urbana-Champaign. Users will find descriptions and contact information for a variety of University-related programs and events that are intended for the public. Examples of entries include workshops, seminars, summer camps, and festivals among others.

Any University community member can contribute programs and events directly to the portal. Events are also pulled directly from web-based unit calendars including the University of Illinois Extension calendar and individual University of Illinois department calendars. Community members can recommend programs to be added by contacting the portal management team.

Portal entries include comprehensive information about campus sponsored engagement programs, making it possible to systematically track a broad range of initiatives across the institution. Portal entries include information about campus-community engagement programming such as title, keywords, website, calendar, social networking information, entry type, fees, registration

information, eligibility criteria, location, community partner information, impact scope, time frame, content area(s), and additional Information as needed.

Monthly reports on portal activity are generated and made available to the campus and local community. Report data include information on entries such as total verified entries, total public entries, events occurring this month, entries from extension and university calendars, and entries added manually among others. In addition, these reports include portal visitor information, common keyword searches, common search terms, top content by title, and social media connections.

Office of Public Engagement Annual Reports

PE provides annual reports to the Chancellor regarding engagement programs, events, and initiatives sponsored at the campus level in support of the strategic goals for the campus Office of Public Engagement. PE also publishes an annual report, Public Engagement Highlights at Illinois. This document includes feature stories and information about special events, signature programs, Extension, and service and support programming offered by PE.

Unit Level Tracking Mechanisms

Individual units customize tracking methods to meet specific needs. University of Illinois Extension maintains a system to track its community engagement activities.

b.   Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: **500**)

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

Mechanisms for assessment reported by units in a recent campus-wide community engagement survey include but are not limited to participant feedback such as surveys and questionnaires, annual faculty reports to the department head, department advisory committee reports, granting body evaluations and reports, external evaluation team reports, participant and faculty/coordinator interviews, advisory board and committee consultation with community partners, faculty evaluation of programming, faculty annual reviews, periodic formal program reviews, and informal assessment meetings.

Partnership assessments provide broad data about the impact and effectiveness of engagement programming through diverse metrics such as the number of program applicants and participants; participant demographics, the number of resulting research collaborations and publications; program longevity, funding sources, human resource requirements, and the ability to attract new partners to a program or collaboration.

At the planning level, data on engagement can be critical to effective decision making. This

information resource is used to improve the relationship between the community and campus, identifying areas of opportunity.

For example, University of Illinois Extension uses data it collects to compile annual reports provided to various funders including the United States Department of Agriculture, federal and state legislators, state agencies and local funders. Deliberations with those constituents as to future policies and programs are based upon this information. http://extension.illinois.edu

Assessment data are shared through program and unit annual reports as well as reports to community partners, advisory boards, faculty committees, granting bodies and the annual campus community engagement survey report.

With the support of Bill and Melinda Gates Foundation, the Mortenson Center for International Library Programs is currently assessing programming of the last five years. The evaluation tools used by the Center are now being tested and the report is expected by the end of the year that will help towards development of tools for future evaluations. http://www.library.illinois.edu/mortenson

The Department of Psychology conducts routine course evaluations as well as evaluation of engagement activities delivered through the Service Learning Advocacy program, which provides in-depth learning opportunities focused on diverse issues such as youth risk for juvenile justice involvement, domestic violence, sexual assault, and other issues that impact low-income and at-risk individuals and families in the community. Evaluation is conducted through a series of student interviews focused on their experiences and how the course affects their professional development and through a series of indicators of well-being of those being served. http://www.psychology.illinois.edu

c.   What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: **500**)

An overview of the Public Engagement Portal's analytics (in number of visits and number of entries) is generated each month. Data indicates that the number of visits to the Portal site has increased by 43% in the last three years, from 2,910 visits in August of 2010 to 4,159 visits in August of 2013. The number of public entries has increased by nearly 60% in two years, up from 745 entries in August of 2011 to 1,292 entries in August of 2013.

In the 2013 campus-wide public engagement survey, 74% of units indicated that funding is specifically allocated for community engagement. In 2008, only 4% of units surveyed indicated that funding was specifically allocated for community engagement programming. Units increasingly invest financial resources to provide diverse outreach and engagement programs that address the needs of communities across Illinois and beyond. This has in part been facilitated by the establishment of numerous community engagement funding programs at the central administration level such as the Public Engagement Grant Program and the Chancellor's Public Engagement Student Fellows program, which have provided over $1.5M in funding since the last classification period.

Data from the 2013 public engagement survey indicate that the total number of for-credit service-learning courses offered by the University and enrollment in these courses has increased by over

30% in the last five years.

Results of the annual campus public engagement survey also indicate that campus units continue to cultivate new partnerships with external organizations such as public schools, non-profits, government agencies, and corporate partners throughout the world. During the most recent campus-wide survey, nearly 200 external partners with whom units collaborate on engagement programs and initiatives were identified.

Impact on students

d.   Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Impact data indicate that community engagement opportunities result in enhanced professional development and an increased sense of civic responsibility in students through gaining knowledge and skills in conducting research, understanding social and environmental issues, analyzing community and organizational needs and assets, defining problems, generating and analyzing solutions, identifying and mobilizing resources, project scoping, planning and execution, teamwork and leadership, communication, problem-solving, critical thinking, professional writing, and civic responsibility.

Many campus units collect data on student impact to assess program effectiveness. Action Research Illinois (ARI) is a public outreach program that maintains an on-going program of sustained engagement with community partners and public agencies, addressing social justice, human and environmental sustainability, and development in distressed areas and with marginalized populations through service learning and action research.

Hundreds of students have participated in service learning and action research through FAA 291 and 391 courses administered by ARI. Since Fall of 2011, 160 students completed projects with community partner Prosperity Gardens Inc., a Champaign-based nonprofit organization focused on workforce development and nutrition education in the context of a neighborhood farm.

The following are student comments collected as part of ARI program evaluation.

"Although different from my original expectations,… it has turned out to be one of the most meaningful experiences that I have had in my life … [and] has also allowed me to find new outlets for community service that I am passionate about, which will forever impact how I think and act when living in any community."

"This kind of class has restored some of my faith in academia, which has been too focused on serving itself and teaching things from textbooks only … Getting practical experience within the community is something I needed in before my senior year."

Impact on faculty

e.   Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Impact data from the 2013 annual campus public engagement survey indicate that community engagement activities produce an increase in scholarship, particularly engaged scholarship, as a result of increased service-learning course offerings across campus. Areas of impact include

increased real-world application of concepts and practices and research activity, additional professional development opportunities, enhanced networking with external partners, learning about engagement activities in other campus units through collaboration, and increased opportunities to provide benefits to the local community.

In addition, the promotion and tenure process is significantly impacted by community engagement and engaged scholarship. Academic units conduct annual reviews that intersect with the promotion and tenure process at three points. Unit emphasis on community engagement will vary but the process yields data on faculty participation in community engagement, commitment to engagement, and integration with other scholarly efforts. Although not centrally aggregated, the data provide unit administrators valuable decision-making information relative to their unit's engagement mission.

Unit administrators intentionally coordinate tenure-track hires in support of community engagement programming. For example, a primary focus of faculty involved in Action Research Illinois within the College of Find and Applied Arts is to conduct community-based research and participate in campus-wide service learning programs and develop inter-disciplinary studio courses.

Impact on community
f.   Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Impact data from the 2013 annual campus public engagement survey indicate that engagement programming benefits the community by cultivating stronger collaborations that result in increased services for minority and low-income community members through greater campus partner understanding of community perceptions and needs, enhanced flow of on-the-ground information between community partners and campus units, and an overall greater impact of unit programming in the local community.

For example, the Efficient Living Illinois Public Housing Authority Energy program, coordinated by the Building Research Council in the School of Architecture, is a partnership with the Illinois Department of Commerce and Economic Opportunity (DCEO) and investor-owned utilities. The program has awarded over $8 million to 44 public housing authorities (PHAs) in Illinois, strengthening the state economy and reducing energy costs for extremely low to low-income households.

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

The Education Justice Project (EJP) offers educational programs to men incarcerated at Danville Correctional Center, a state prison about 35 miles east of Urbana-Champaign. The target audience includes incarcerated men, their families and friends in home communities, the U of I campus, and

society as a whole. The mission is to build a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the neighborhoods from which they come, the host institution, and society as a whole.

EJP currently serves approximately 120 incarcerated students and is staffed by more than 70 campus-based instructors from 10 colleges who offer for-credit courses; tutor; teach writing, business, math, and science workshops; participate in EJP's guest lecture series, mindfulness discussion group, theatre group, and sustainability group; facilitate a peer-led English as a Second Language program; and conduct program evaluation. EJP members also conduct outreach to family members of incarcerated students through regular events in Chicago. Undergraduates are involved through an affiliated RSO.

Released students currently have a recidivism rate of under 4%, compared with the state recidivism rate of 47% (2012).

From EJP students:

"U of I and its dedicated crew of professors give me the strength to believe that I can blossom to become a great person even from within these isolated walls...It feels good to be treated like a real person, of value and worth."

"This program has taught me to believe in myself. It's way beyond becoming a productive member of society. It's about being a proactive member of society."

Impact on institution

g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Data collected through the annual campus public engagement survey indicate that units engaged with the local community developed stronger relationships with community partners resulting in learning that occurs in two directions and improved perception of the University as a partner for future service learning and community engagement programs. This provides opportunities for greater entry into the minority, low-income community; increased visibility of the University locally, nationally, and internationally; an influx of new ideas and new partners which supports innovation and relevant programming; increased institutional understanding of community perceptions and needs; enhanced flow of on-the-ground information back and forth between the community sites and units; greater impact of unit programming in the local community; and increased strength and number of partnerships between campus units.

The following additional benefits to the University were identified by campus units:
Alumni Relations

- stronger connections with alumni

Fundraising

- expanded donor base
- increased recognition
- improved community perception of the University that provides an advantage in grant proposals

Research

- expanded research capabilities and understanding of the challenges and successes of communities with which units partner
- increased academic scholarship output in the respective field of units and to the community
- enhanced intellectual culture of departments
- increased output of science that can be used immediately to improve understanding, inform decisions, and manage the state's resources

Recruitment

- improved perception of the University that can be utilized to attract new students
- enhanced real-world experiences and connections to community organizations for students including internships and field placements
- increased contact with prospective students interested in attending the University of Illinois

Teaching and Learning

- enhanced learning laboratory for research and teaching
- increased teamwork among the staff and exchange of ideas regarding different approaches to outreach activities
- expanded teaching and research opportunities to graduate students and faculty
- increased course offerings for undergraduate and graduate students

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: **500**)

Since the 2008 classification, the campus has increased professional development opportunities for faculty, staff, students, and community partners at the unit, college, and campus level. This has resulted in greater community impact through more pervasive community engagement programming, an increase in service-learning course offerings, and an increase in the number of students participating in service-learning courses and community-based research. As is the case for research and on-campus education, the primary responsibility for professional development resides at the unit level. The Office of the Provost and the Office of Public Engagement (PE) offer additional professional development opportunities in the form of campus Teaching Academies, the annual faculty retreat, lecture series, and symposia. A few examples:

- All colleges and schools sponsor teaching academies for their faculty. These include orientation programs for new and incoming faculty; research and experimentation by faculty on teaching and learning; workshops, discussions, reading groups and

seminars; and dissemination of innovations and best practices including development of courses that incorporate community-engagement elements.

- The Annual Faculty Retreat provides opportunities to build collective knowledge about teaching and learning, to share innovative ideas and approaches, and to promote partnerships within and beyond the campus community.

- The Center for Innovation in Teaching and Learning is a campus-wide service unit responsible for assisting faculty and teaching assistants to improve instruction. Professional development opportunities are available in assessment measurement and the Center offers several teaching certificates to meet professional development needs and interests. These include certificates in Foundations of Teaching, Technology-Enhanced Teaching, the Teacher Scholar Certificate, and the Citizen Scholar Certificate. The last of these is focused on teaching service-learning courses and the scholarship of engagement. In addition, the Center offers dozens of teaching workshops each semester.

- The campus-level Academic Professional Development Fund provides up to $75,000 annually to allow staff to pursue development opportunities in community engagement.

- University of Illinois Extension provides 65 face-to-face staff development opportunities, 43 webinars, and twelve professional development sessions for new employees. In-service has ranged from on-line educational strategies, technology as a delivery tool, to youth civic engagement and engaging underserved audiences. Significant opportunities for improving organizational skills and program development/outreach continue to be offered to staff.

- PE offers numerous professional development opportunities for faculty and academic staff. More than 150 faculty and staff have participated in the Public Engagement Colloquium, a lecture series established in fall 2013 that promotes sharing of best practices in public engagement among members of the Urbana-Champaign campus community and external partners. Faculty presenters are invited based on demonstration of exceptional success in developing and delivering public engagement programming that creates new knowledge, contributes to solving critical societal issues, furthers the teaching and research mission of the campus, and strengthens our ties with external partners. The annual Public Engagement Symposium provides faculty, staff, students, and community partners the opportunity to share innovative ideas and approaches to community engagement. The symposium features poster presentations and interactive displays on community engagement projects.

Faculty Roles and Rewards

5.   Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

☐ No   ☐ Yes

Describe (word limit: **500**):

Illinois Strategic Excellence Hiring Program: April 2012

The Illinois Strategic Excellence Hiring Program, a campus-wide faculty hiring initiative, is in its second year and designed to foster the recruitment of exceptional scholars who will enhance our institution's strategic goals and build on our reputation as a leading public research university. The goal of the program is to attract leading faculty (associate or full professors) who will foster multi-disciplinary research teams that can address critical societal problems. These scholars should have a record of excellence in research, in undergraduate and graduate teaching, and in public engagement. Approximately nine positions are expected to be approved annually.

6.   In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**)

Revised in 2012, campus guidelines regarding promotion and tenure are outlined in Communication No. 9 from the Office of the Provost and clearly indicate that engagement is a central focus of the process. The following are excerpts from the section on criteria for promotion and tenure.

"The three primary missions of the University are teaching, research, and service and public engagement. In any promotion review, consideration should be given to the performance of the individual in all three of these areas."

"There are certain faculty roles for which the weighting of criteria for measuring excellence in research, teaching, and service may be appropriately different, such as in some forms of outreach and public engagement. In such cases, explicit criteria for judging the quality of performance must be developed by the candidate's department head or chair at the time of appointment, and there should be ample evidence that these criteria are being met in an exemplary fashion. When teaching is a primary part of public engagement such as in continuing and executive education, the activity should be judged according to criteria adapted from the evaluation of resident instruction. When research is a primary part of public engagement such as in community development, translation of research findings to technology commercialization, school reform, and 'action-research,' the activity should be judged according to criteria adapted from the evaluation of research and scholarship discussed above, recognizing that such research may well be more applied and field-based.

Faculty members who are in positions that are primarily public engagement-oriented should be evaluated with heavy weight on the quality of performance in the activities provided.

Activities should share the following three distinguishing characteristics:

They contribute to the public welfare or the common good
They call upon the faculty member's academic or professional expertise
They directly address or respond to societal problems, issues, interests or concerns

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

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

7.   Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

☐ No   ☐ Yes

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

The Office of the Provost works closely with the Chancellor, vice chancellors, deans of academic colleges and other units, academic staff, the Academic Senate, and various committees in setting overall academic priorities for the campus. In the 2012 revision of Communication No.9 regarding promotion and tenure from the Office of the Provost, faculty scholarly work that uses community-engaged approaches is clearly defined by the following characteristics.

1. They contribute to the public welfare or the common good
2. They call upon the faculty member's academic or professional expertise
3. They directly address or respond to societal problems, issues, interests or concerns

Cases in which teaching is a primary part of public engagement, such as in continuing and executive education, and cases in which research is a primary part of public engagement, such as in community development, translation of research findings to technology commercialization, school reform, and action-research, are both included in this definition.

8.   Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
        ☐ No   ☐ Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

Campus guidelines regarding promotion and tenure provided in the 2012 revision of

Communication No. 9 from the Office of the Provost clearly indicated that engagement is a central focus of the process. The following are excerpts from section on criteria for promotion and tenure within Communication No. 9.

"The three primary missions of the University are teaching, research, and service and public engagement. In any promotion review, consideration should be given to the performance of the individual in all three of these areas."

"There are certain faculty roles for which the weighting of criteria for measuring excellence in research, teaching, and service may be appropriately different, such as in some forms of outreach and public engagement. In such cases, explicit criteria for judging the quality of performance must be developed by the candidate's department head or chair at the time of appointment, and there should be ample evidence that these criteria are being met in an exemplary fashion. When teaching is a primary part of public engagement such as in continuing and executive education, the activity should be judged according to criteria adapted from the evaluation of resident instruction. When research is a primary part of public engagement such as in community development, translation of research findings to technology commercialization, school reform, and "action-research," the activity should be judged according to criteria adapted from the evaluation of research and scholarship discussed above, recognizing that such research may well be more applied and field-based.

Faculty members who are in positions that are primarily public engagement-oriented should be evaluated with heavy weight on the quality of performance in the activities provided.

Activities should share the following three distinguishing characteristics:

> 1. They contribute to the public welfare or the common good
> 2. They call upon the faculty member's academic or professional expertise
> 3. They directly address or respond to societal problems, issues, interests or concerns

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

9.   a.   Is community engagement rewarded as one form of **teaching and learning**?

☐ No   ☐ Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

The Teaching Advancement Board (TAB), a committee within the Office of the Provost, provides awards through the Provost's Initiative for Teaching Advancement to support the development of pilot and capstone courses that integrate community engagement and are intended to become part of the core curriculum of a department or program. The TAB has provided funding support for 82 courses in 61 academic units across campus through this program.

Community engagement is rewarded as one form of teaching and learning during the promotion and tenure process. Communication No.9 on promotion and tenure from the Office of the Provost

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states that outreach and public engagement may be incorporated into teaching. In such cases, explicit criteria for judging the quality of performance must be developed by the candidate's department head or chair at the time of appointment, and there should be ample evidence that these criteria are being met in an exemplary fashion. In cases where teaching is a primary part of public engagement, the activity should be judged according to criteria adapted from the evaluation of resident instruction. In addition, the faculty handbook indicates that the quality and impact of engagement work as well as the integration of engaged scholarship in teaching are central to the tenure and promotion process.

9.b.   Is community engagement rewarded as one form of **scholarship**?

☐ No   ☐ Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

The Campus Research Board awards funding to faculty across campus through six distinct programs including Standard Research Support Awards, Seed Funding Awards, the Performing Arts & Design Program, the Humanities Released Time Program, the Scholars' Travel Fund Program, and the Funding Initiative for Multiracial Democracy. Many of the scholarly efforts supported by these programs include community engagement components. For example, The Performing Arts & Design Program provides support for released time to performing and visual arts and design faculty to conduct specific creative projects that engage community members and are often in partnership with non-profit arts organizations serving broad constituencies.

As outlined in Communication No.9 on promotion and tenure from the Office of the Provost, measuring excellence of faculty research, teaching, and service may include consideration of outreach and public engagement activities. In such cases, explicit criteria for judging the quality of performance must be developed by the candidate's department head or chair at the time of appointment, and there should be ample evidence that these criteria are being met in an exemplary fashion. "When research is a primary part of public engagement such as in community development, translation of research findings to technology commercialization, school reform, and 'action-research,' the activity should be judged according to criteria adapted from the evaluation of research and scholarship discussed above, recognizing that such research may well be more applied and field-based."

In addition, the faculty handbook indicates that the quality and impact of engagement work as well as the level of dissemination of resulting engaged scholarship, interaction with a community of scholars, and integration of engaged scholarship in teaching are central to the tenure and promotion process.

9.c.   Is community engagement rewarded as one form of **service**?
☐ No   ☐ Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

The Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process (Guide) clearly indicates that public engagement is central to the review process and that engagement-centered positions share the following three distinguishing characteristics:

1. They contribute to the public welfare or the common good.
2. They call upon faculty members, academic and/or professional expertise.
3. They directly address or respond to real-world problems, issues, interests, or concerns.

The following text from the Guide further describes the merits of community engagement as a form of service and provides specific examples.

"The diversity of external needs as well as faculty training and experience leads to many different forms of public service. To the extent that they are in keeping with all three of the previously stated characteristics, the following activities are examples of how faculty members, through their academic or professional expertise, can contribute to the public good while directly addressing real-world problems, issues, interests, or concerns:

- Provide services for the public through a University clinic, hospital, or laboratory.
- Make research understandable and usable in specific professional and applied settings such as in technology transfer activities.
- Provide public policy analysis for local state, national, or international governmental agencies.
- Test concepts and processes in real-world situations.
- Act as expert witnesses.
- Give presentations or performances for the public.
- Provide extension education.
- Conduct applied research.
- Evaluate programs, policies, or personnel for agencies.
- Engage in informational activities (seminars, conferences, or institutes) that address public-interest problems, issues, and concerns and that are aimed at either general or specialized audiences such as commodity, trade, practitioner or occupational groups.
- Participate in governmental meetings or on federal review panels.
- Engage in economic and community development activities.
- Participate in collaborative endeavors with schools, industry, or civic agencies.
- Testify before legislative or congressional committees.
- Consult with town, city, or c schools, museums, parks, and other public institutions or individuals.
- Assist neighborhood organizations.
- Conduct studies on specific problems brought to one's attention by individuals, agencies, or businesses.
- Serve as experts for the press or other media.
- Write for popular and nonacademic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences."

10.   Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses

community-engaged approaches and methods?

☑ No ☐ Yes

Which colleges/school and/or departments? List Colleges or Departments:

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: **500**):

Colleges, schools, and departments follow the promotion and tenure guidelines, including those addressing community engagement and engaged scholarship, in Provost's Communication No. 9 as outlined in question 8.

11. Is there **professional development for faculty and administrators who review candidates' dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?
☐ No ☑ Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

The Office of the Provost offers two workshop series, the *New Executive Officer Leadership Seminar Series* and the *Executive Officer Roundtable Series*, which include professional development modules on how to evaluate faculty scholarly work that uses community-engagement approaches and methods as part of the promotion and tenure process as well as part of the annual review process.

The *New Executive Officer Leadership Seminar Series* is designed to help acquaint newly appointed executive officers with university policies and procedures. It also provides a forum in which executive officers can meet with colleagues, share experiences, and gain knowledge of pertinent on-campus resources. Sessions focus on helping the executive officer better understand the overall strategy and mission of the campus and the university. Examples of modules that incorporate training on how to evaluate faculty scholarly work that uses community-engagement approaches and methods as part of the promotion and tenure process and the annual review process include *The Art and Science of Constructing Promotion and Tenure Cases* and *Developing Your Junior Faculty – The Annual Review Process* among others.

The *Executive Officer Roundtable Series* is designed for new and experienced Executive Officers who wish to engage in dialogue and discuss best practices pertaining to current issues affecting academic leaders. In-depth discussion of topics such as leadership challenges, financial and strategic planning, and faculty development are featured.

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?
☑ No ☐ Yes

Describe the process and its current status (word limit: **500**):

Current campus policies on promotion and tenure clearly identify community-engagement approaches and methods as an area of primary consideration in the promotion and tenure process. Our institution continues to refine such policies as needed in support of the three primary missions of the campus, namely teaching, research, and public engagement.

Student Roles and Recognition

13.   Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: **500**)

Illinois students continue to assume community engagement leadership roles through a myriad of existing and new programming opportunities on and off campus. Examples include participation in Illinois Leadership Center programming, student organizations, service-learning courses, and community-based research among others. The following are representative examples of leadership opportunities available to Illinois students as well as campus level awards for student community engagement activities.

Student Involvement and Leadership

There are over 1100 Registered Student Organizations that provide opportunities to engage in the planning, delivery, and evaluation of community engagement. For example, Illini Fighting Hunger is a registered student organization that supports hunger relief efforts in East Central Illinois through partnerships with community agencies and implementation of hunger-fighting service projects including meal-packaging events. http://union.illinois.edu/get-involved/office-of-registered-organizations

The College of Engineering Learning in Community (LINC) program has engaged over 1600 students and 44 community organizations, providing support to local and global non-profit agencies and opportunities for Illinois students to develop engagement programming using their skills and knowledge to address critical community needs.
 http://linc.illinois.edu

The Illinois Leadership Center Ignite program helps students develop the skills necessary for effectively leading formal groups and organizations through assuming a leadership role with community organizations. Students learn about organizations and their challenges, critically examining potential solutions, planning action items, and formally presenting their suggestions to organizations. http://www.illinoisleadership.illinois.edu

The Illinois Geometry Lab (IGL) provides students with opportunities to work on visualization projects set forth by faculty members, bringing mathematics to the community through school visits and other activities. IGL outreach activities give students an early opportunity to work with local schools in developing, delivering, and evaluating hands-on activities tailored to the needs of the school. In the AY 2012-13, over 85 students participated in 15 different engagement programs

with 2000 participants. http://math.illinois.edu/igl

The Helping Revitalize Medical Education (HeRMES) program is a student-run free clinic that serves uninsured and underserved Illinois residents. The clinic is typically staffed with 4-6 students who work in conjunction with a volunteer supervising physician. Junior students perform intake duties including vital signs and medication lists while the senior students take the full history, perform a physical exam, formulate a diagnosis and treatment plan and then present it to the physician for discussion, modification and implementation. Approximately 500 people were served in other projects by HeRMES in 2013. http://www.hermesclinic.org/

Student Awards and Recognition

The Chancellor's Public Engagement Student Fellows Award
This award provides small grants for Illinois 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. Grants are made to individual students, teams of students, or student organizations. Faculty sponsors also receive funding support. http://go.illinois.edu/StudentFellows

Campus Award for Excellence in Public Engagement (CAEPE)
Each year the campus recognizes outstanding contributions in public engagement through the Campus Award for Excellence in Public Engagement (CAEPE). These include awards specifically designated for students and student teams who engage the public to address critical societal issues. http://go.illinois.edu/CAEPE

Supplemental Documentation
14.   Is community engagement noted on student transcripts?
        ☐ No   ☐ Yes

Student engagement is not explicitly noted on student transcripts. However, the Office of the Provost and the Office of the Registrar are currently in discussions regarding identifying service-learning courses in the course catalogue and on transcripts.

        If yes, is this a change from your prior classification?
        ☐ No   ☐ Yes

15.   Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?
        ☐ No   ☐ Yes

Please provide examples (word limit: **500**):

Community engagement is deeply ingrained in diversity and inclusion work sponsored by academic and administrative units across campus. The following are selected examples of representative programs and initiatives.

Students

Students in the various cultural and resource centers are responsible for developing programs that not only engage the student population on campus, but also strategically connect with community residents.

For example, the African American Cultural Center is working with the City of Champaign on a community redevelopment project. As a result of the success of this engagement initiative, the City of Champaign is enhancing the relationship to now include and partner with La Casa Cultural Latina to assist with engaging the Latina/o community in the redevelopment of Shadowood Trailer Park.

The Asian American Cultural Center's outreach to public schools through curriculum initiatives and annual cultural celebrations such as Lunar New Year and AsiaFest are consistent examples of capacity building through culture-specific programming.

Outreach to public libraries through the Spanish Story Time program, organized by the Center for Latin American and Caribbean Studies and the Urbana Free Library, is an example of how organizations are involving students in becoming more inclusive while meeting the goals of their mission from a cultural enrichment perspective. This event for children and their parents engages and serves over 5,000 local residents and consists of storytelling, live music, and art. It is presented bilingually in Spanish/English on the second Saturday of each month.

Faculty

Faculty develop community engagement partnerships with various cultural and resource centers. For example, the Department of African American Studies partners with the Bruce D. Nesbitt African American Cultural Center on a leadership development program for African American males called Mengagement. The Native American House partners with the School of Architecture on developing culturally relevant facilities. La Casa Cultural Latina collaborates with Latina/Latino Studies on a mental health awareness initiative named Latina/o Resilience: Mental Health Awareness and Resources and Latina/o Resilience Network. Faculty from English and Theatre are also involved in the effort.

16.   Is community engagement connected to efforts aimed at student retention and success?
          ☐ No   ☐ Yes

          Please provide examples (word limit: **500**):

Community engagement programming is central to student retention and success in academic units. Data demonstrating the success of engagement programming in increasing student retention and success is collected through student surveys, interviews, the Instructor and Course Evaluation System (ICES), and informal feedback.

During a recent survey of all units on campus, faculty reported that engagement programming creates a stronger connection between students and faculty, enhances learning and professional development, facilitates professional networking, guides student decisions in choosing a career path, provides opportunities to engage with mentors, increases student competitiveness in the job market, and increases overall student morale.

The following are survey responses from selected campus units demonstrating how community engagement contributes to student retention and success.

Agricultural Education Program

Having students actively involved in public schools and the community provides real-world experiences, enhances their learning, and keeps the learning experience exciting and rewarding.

This experience provides opportunities to improve their program planning abilities, teaching skills, and public speaking skills. All of these help keep students engaged so they want to remain in the program. It hones their skills and makes them more successful in the classroom. It also puts them in contact with future employers.

Department of Animal Sciences

The opportunity to engage with the community through experiential learning activities is an important element in the retention and success of our students. These external activities allow students to better understand their course learning in the context of real world challenges, to further develop their soft skills (communication, interpersonal, leadership, etc.), to gain personalized experiences that are unique for each student, and to focus their own identity as an animal scientist in the context of the broader community beyond their academic identity. Approximately 45% of students participated in community engagement during AY12-13.

College of Engineering

Our impact analysis of programs has shown that for camps offered through the College of Engineering, students serving as camp counselors described their experience with outreach as helpful as they matriculate through their program: developing an academic network with faculty and staff in engineering, meeting students from other departments, and researching career options. There is some indication that such participation increases retention to graduation.

Department of Crop Sciences

Community engagement activities are essential to the success of the department and the retention of students. These activities allow for students to meet and network with professionals in the agriculture industry which provides them with a clearer career focus and strong identity with the industry and its opportunities, thus, increasing the rate of academic retention. These initiatives result in a greater number of interested prospective students and donors and facilitate a greater number of internships and job opportunities.

Department of Physics

Involvement in Physics Van and Ask the Van are highly correlated with undergraduate student retention as Physics majors and recruitment of incoming students and students transferring from other majors. The leadership and communications skills that students gain as a result of involvement in these programs are highly valued and contribute significantly to student satisfaction and success.

II. Categories of Community Engagement

A.   Curricular Engagement

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

NOTE: The questions in this section use the term "service learning" to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of eight (8) questions in this section.

1.   As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.

   a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

As was the case during the 2008 classification period, the following campus level definition is provided in the faculty handbook, "Students relate community-based service experience to course objectives using structured reflection and learning activities in a regular academic course." In addition, funding guidelines for Provost's Initiative on Teaching Advancement (PITA) define service-learning as "courses and projects that integrate a community-based learning experience."

While there is a general definition of community-based learning at the campus level, curricular definitions are traditionally left to individual units to define and articulate as they best serve the students and faculty of that unit, a practice which has continued since the 2008 classification period.

For example, Action Research Illinois, a unit within the College of Fine and Applied Arts, provides the following definition of service-learning, "Together with residents and community organizations in severely distressed areas of Illinois, faculty, staff and students from across the University of Illinois at Urbana-Champaign endeavor to work on highly tangible and visible projects that address immediate and long-term needs."

Learning in Community, an interdisciplinary, inquiry-guided program in the College of Engineering, defines service-learning as that in which "students provide meaningful service through the conception, development, and implementation of projects in collaboration with non-profits and community partners."

   b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: **500**)

Service learning courses continue to follow the same approval process as all other courses on our campus. This requires completing a new course outline and justification form to be submitted to the Office of the Provost. Community engagement components may be outlined in the course description and justification areas of the new course outline.

Colleges require additional processes for approval of a new course, including service-learning courses. For example, the College of Liberal Arts and Sciences (LAS) requires submission of course approval forms to be reviewed and approved by the LAS Courses and Curricula Committee. After approval by this committee and fiscal review by the Dean's Cabinet, course proposals are forwarded on to the Office of the Provost and the Graduate College as appropriate.

2. Fill in the tables below using:
   a. data from the most recent academic year (2012-2013)
   b. data based on undergraduate FTE

Number of service learning courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
486	+134	3.0%	+1%

Number of departments represented by service learning courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
45	0	43.7%	0%

Number of faculty who taught service learning courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
275	-31	15.0%	0%

Number of students participating in service learning courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
6239	+1561	14.5%	+3.5%

3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: **500**)

Since the last application five years ago, the total number of for-credit service-learning courses offered by the University has increased by 38% (486 in 2012-13; 352 in 2007-08), and student enrollment increased by 33% (6,239 in 2012-13; 4,678 in 2007-08). Both the percentage of service-learning courses and the percentage of students enrolled in service-learning courses have gone up since the last application. Even though the number of tenure-track faculty campus-wide decreased by 11% in the last five years (1,836 in 2012-13; 2,064 in 2007-08), the percentage of faculty teaching service-learning courses is still the same. The numbers here suggest progress in the service-learning courses offered by the University.

Data on service-learning courses offered by campus units are gathered by the Office of Public Engagement (PE) through an annual community engagement survey. Data is updated for each academic year by campus units with assistance from PE. Service-learning courses are identified within the course descriptions in the course catalog. Data gathered on service-learning courses and community partnerships are used in reports from PE to the Chancellor and the campus community. http://www.engagement.illinois.edu

In addition to the numbers listed in the table above, there are many outreach programs offered by departments on campus where faculty are involved with community-based teaching or service to the community. For example, the School of Labor and Employee Relations has a Labor Education

program in the community that involves six faculty members. The Motorcycle Rider program in the College of Applied Health Sciences involves faculty members reaching out to over 200 community members each year. The University Police Training Institute is the state's premier provider of law enforcement training and has successfully trained thousands of police officers and correctional officers. Its delivery model is nationally recognized for innovation in adult learning. The Illinois Fire Service Institute (IFSI) serves firefighters throughout Illinois and the world. World-class instructors deliver more than 14,000 class hours to students online, on campus, and at regional training centers throughout the state. The campus also offers online courses to the global community through Coursera and EdX.

4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: **500**)

Since the 2008 classification period, similar campus-level assessment of student learning outcomes continue to be used effectively to measure overall student learning and activity and to assess outcomes in university programs such as General Education, Honors, and Discovery.

Several efforts are made to assess general education outcomes. For example, the assessment of general education is embedded within unit assessment plans and through the Instructor and Course Evaluation System, which is used across campus for course improvement, promotion and tenure review, teaching award decisions, and student registration assistance (via our "Teachers Ranked as Excellent by Their Students" list).

The annual Senior Survey administered to graduating seniors includes a section asking students to rate their entering and exiting competency levels in 23 areas of general education outcomes and an open-ended question asking what or how they gained from their general education courses. In addition, students enrolled in several large general education classes are asked to complete a survey about the value and impact of taking these types of courses.

The University of Illinois at Urbana-Champaign participated in the 2012 National Study of Student Engagement (NSSE) to assess the extent to which 5,000 first-year students and seniors engage in a variety of educationally effective engagement activities.

In addition, specific units provide public forums in which learning and program outcomes are shared with the public. For example, the College of Engineering Learning in Community (LINC) Program hosts a public showcase at the end of each semester at which student project teams present posters outlining the accomplishments of the project, value added to the community organization, and lessons learned. LINC offers interdisciplinary, inquiry-guided service-learning courses in which students provide meaningful service through the conception, development, and implementation of projects in collaboration with non-profits and community partners.

5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Student Research

Illinois continues to be a leader in providing undergraduate research opportunities, including community-engaged research, affording students opportunities to apply critical thinking skills in addressing societal needs outside the classroom. The Office of Undergraduate Research reports that 46% of undergraduate students participated in research during AY 2012, an increase of 6% from the 2008 reporting period. http://provost.illinois.edu/our

For example, graduate and undergraduate students in the School of Architecture partner with community and government organizations to address complex environmental problems, providing innovative design solutions and moving partner projects toward reality. Examples of recent applied research partnerships include the Rockford Housing Authority, Rockford, Illinois; Friends of the Parks, Chicago, Illinois; Student Sustainable Farm, University of Illinois, Champaign, Il; STeP UP, São Tomé and Príncipe, West Africa; Olivette Park Neighborhood Association, East St. Louis, Illinois; and the Orpheum Children's Science Museum, Champaign, Illinois. http://www.arch.illinois.edu/degrees/solutions-society

The College of Engineering chapter of Engineers Without Borders, an international nonprofit organization committed to advancing the quality of life in impoverished countries via socioeconomically and ecologically sustainable engineering projects, maintains active research and applied projects in Adu Achi, Nigeria; Nitisaw, Cameroon; and Socorro, Guatemala. All three involve bringing sustainable, healthy water to communities there. https://illinois.collegiatelink.net/organization/engineerswithoutbordersuiucchapter

Student Leadership Courses

The University of Illinois at Urbana-Champaign is an internationally-acclaimed provider of quality leadership education, research, and practical opportunities for student development. Illinois graduates are recognized as engaged citizen-leaders in their communities and organizations and positively impact their families, organizations, and the world. Illinois students demonstrate through their campus and global involvement that leadership, organizational contribution, social justice, and citizenship are necessary elements of a productive 21st century society. http://www.illinoisleadership.illinois.edu

The Illinois Leadership Center contributes to the University of Illinois by providing exemplary leadership education and enriching the Illinois experience for all students in the following ways:

- Offering curricular and co-curricular experiences that serve as a learning laboratory which integrates a student's academic classroom learning with experiential education opportunities.
- Providing interdisciplinary initiatives and services that support students from all academic disciplines and demographic populations, as well as assisting academic units by providing opportunities for quality developmental and enrichment experiences for their students.

- Providing comprehensive leadership education through I-programs, workshops and courses.
- Connecting with civic and private organizations through I-programs and an extensive volunteer network.
- Coordinating campus wide interdisciplinary and undergraduate leadership research initiatives.

Through collaborations with academic units and campus faculty, the Leadership Center has identified a number of campus courses which provide a specific focus on a particular leadership skill or aspect in the curriculum. For example, Applied Health Sciences (AHS) 365 provides leadership opportunities and community-based learning experiences to students in both the Department of Kinesiology and Community Health and the College of Applied Health Sciences. The primary objectives are to (a) encourage undergraduate students to become engaged in their community, (b) facilitate the development of leadership skills to enable students to serve as primary leaders/assistants in other community-based courses in the department, (c) provide students with "real world" experiences that will give them confidence to assume significant positions in the health-related fields upon graduation, (d) expose students to the interdisciplinary nature of the college, (d) encourage team-based learning, and (e) support students in the development of a project portfolio that highlights their experiences in the community and encourages reflection about what they learned.

Internships/Co-ops

In the 2012 National Survey of Student Engagement (NSSE), 84% of Illinois seniors reported that they were involved in an internship-like experience or were planning to do one. This represents an increase of 11% since the 2008 classification period.

At Illinois, field placements through internship programs provide students with opportunities to apply professional knowledge and skills while cooperatively addressing critical societal issues with community partners.

The Illinois Placement Plan is a block internship placement program within the School of Social Work. Through internships with community organizations, Illinois students gain rich learning experiences through immersion in a full-time internship.

The School of Social Work Field Education Team works with students throughout the internship process to help place them in an organization appropriate to their learning needs and interests, and provides support and encouragement for the duration of the internship experience. Students spend a minimum of 32 hours per week at their internship and participate in a concurrent, integrative seminar class under the tutelage of faculty who are specifically devoted to field education. This level of involvement and depth of experience provides students with the confidence, skills, and perspective necessary for professional to success.

In addition to availability of diverse internship and co-op placements, Illinois students receive transitional support in order to assist them in having a greater impact on the community and developing to their full potential as a professional. For example, undergraduate Engineering students with a career-related internship or co-op during the summer may take Engineering 451: Success in the Workplace. This online course, offered during the summer and providing 2 hours of credit, is a guided experiential learning course designed to prepare students for a successful

transition from campus to the workplace. Lecture topics covered include basic business concepts and insights related to interpersonal and communication skills. Students complete a project that leads to professional skills development.

Study Abroad

The Study Abroad office offers over 400 programs in more than 60 countries with a variety of classes offered in each of those programs. A program may be an exchange with a partner university in which the student is free to matriculate into any class, or it may be a faculty led 2 week program in which the professor teaches one course over a two week period, or the program may be offered through a provider agency in which all students in the program take the same 4 classes of an established/fixed curriculum.

In 2012-13, the Study Abroad Office (http://www.studyabroad.illinois.edu) offered a total of 56 service learning courses through 22 programs. This represents 20% of all of the classes available through Study Abroad. For example, students in business, engineering, and industrial design spend the fall semester understanding subsistence marketplaces through immersion in this context and through emersion of business principles. The final weeks of the semester are spent on designing market research to be conducted during a field trip.   The class travels to India over winter break to conduct market research on this target group. Students observe households in urban and rural subsistence contexts, as well as retail and wholesale outlets. They interview low-literate, low-income individuals in urban and rural settings regarding product ideas for group projects. Students also visit educational institutions, non-profit organizations, and corporations engaged in the development of innovative programs and technologies for subsistence contexts. The field trip geared to visiting the environment of the urban and rural poor requires considerable planning and rehearsal, and is a transformative learning experience for the students. Spring semester is spent converting concepts to workable prototypes, and developing manufacturing, marketing and business plans. http://studyabroad.business.illinois.edu/programs/faculty-led

Other

6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Core Course

The University continues to invest in community-based learning opportunities, instrumental tools that, if designed well and strategically implemented, will not only better enable departments to train future practitioners and researchers about the reality of issues and state-of-the-art practice strategies but will also help them to be responsive to the needs of the communities in which they are embedded.

For example, Architecture 576 is a community-engagement course that provides opportunities for students to employ their professional skills, expand the community engagement capacity of the campus, and address issues of importance to the local community. A section of Architecture 576 led by Professor Kevin Erickson recently developed the PRODUCE pavilion project, creating a physical, visible artifact in the heart of an underserved local neighborhood. The project ties into ongoing research being conducted at the School of Architecture's Advanced Fabrication Laboratory.

Working with a non-profit community partner, Prosperity Gardens Inc., the ARCH 576 class established guidelines for a 225 square foot pavilion that serves as a farm stand for their community garden, an outdoor classroom, and an icon for the community. The pedagogical framework was built off an existing interdisciplinary seminar taught over the past three years by Professor Erickson, drawing students from the Art & Design and Theater Departments to leverage these local infrastructures and create a new service-learning component. Previous seminars focused on the relationship between design and manufacturing and how their complex, collective criteria shape our objects, inform our forms, our physical space and contemporary human experience. Each seminar operates through a series of lectures, discussions and workshops where students utilize the latest digital design and fabrication tools to construct full-scale prototypes, attempting to bridge the gap between representation and production.

General Education

From its founding as a land-grant institution, the University of Illinois has maintained requirements recognizing the Morrill Act's distinct but complementary goals of specialized and General Education. These educational aims remain vital today, with specialized professional education intended to prepare students for their chosen careers and to increase their knowledge and understanding of the wider range of historical, philosophical, scientific, political, ethical, and aesthetic concerns and other dimensions of thought and human experience. Specialized and General Education are complementary educational aims that generate the basic framework for undergraduate education at the University of Illinois at Urbana-Champaign.

Section 2.7 of the Guidelines for General Education Courses dictates that departments are responsible for developing appropriate instructional formats for courses proposed for General Education. The course format should not only be appropriate to the discipline and course content, but also should be consistent with the aims of General Education. In most instances the goals of General Education as set forth in these guidelines will not be met by instruction in mass lectures without discussion or laboratory sections. In many instances, community engagement is integrated into the curriculum of general education courses. For instance, AGED 360, a general education course offered through the Agricultural Education program, explores current and emerging leadership theories and their practical application in real-world settings through collaboration with external partners, providing opportunities for self-assessment and personal leadership development.
http://www.provost.illinois.edu/programs/gened/index.html

First Year Experience Courses

Established in 1994, the Discovery Program for first-year Illinois students enhances their education through greater interaction with faculty in small classes. These interactive courses also enable faculty to share their research in a particular area with students. In many instances, discovery courses incorporate a community engagement component.

For example, Urban and Regional Planning 199: Researching Historically Black Neighborhoods course provides students with the opportunity to make a difference in the local community. Students learn basic research skills, meet neighborhood activists, and contribute to documenting the history of the North First Street area. While this course focuses on one place, students also learn about their own neighborhood as well as broader issues that shape neighborhoods such as migration, segregation, community activism, revitalization, gentrification, and more. Students participate in seminar style discussions, complete short assignments about how to research neighborhood history, and visit places such as the Urbana Free Library and Champaign County

Historical Archives to use online sources such as digitized newspapers through the University's Map Library. Discussions include the meaning of different types of primary and secondary data (oral history, photographs, newspaper articles, government documents, etc.).
http://www.provost.illinois.edu/programs/discovery/index.html

Capstone (Senior Level Project)

Development of capstone courses that integrate community engagement continues to be encouraged by the campus central administration and supported through the Office of the Provost. The Teaching Advancement Board, a committee within the Office of the Provost, provides funding for development of pilot and capstone courses that are intended to become part of the core curriculum of a department or program. A key focus of this committee is to support development of courses that incorporate community-engagement. The Teaching Advancement Board has provided funding support for 82 courses in 61 academic units across campus.

For example, Kinesiology 365: Civic Engagement in Wellness is a capstone course that was initially supported by a Civic Commitment Grant from the Office of the Provost. The purpose of this capstone course is to provide an opportunity for students from different units in the College of Applied Health Sciences and across campus to participate in the development and implementation of community-based wellness projects that have an interdisciplinary focus. The course is designed to present students with an innovative environment in which they (a) solve problems and address challenges that increase wellness and quality of life for older adults living in Champaign-Urbana, (b) develop a commitment to volunteerism, (c) participate in team-based learning, (d) acquire skills related to engaging with the media, (e) showcase different aspects of their project in a professional portfolio, (f) formally present their project in different venues and critically reflect on their experiences, (g) learn how to resolve group conflicts, (h) be confronted with the real possibility that a project could fail, and (i) encounter a real-world learning environment in which they are responsible for making decisions independently of course instructors.

The course begins with a series of six lectures from prominent members of the community who address the six dimensions of wellness. Subsequently, staff from the campus Leadership Center is invited to discuss components of leadership and how to successfully work in teams with other students. After participating in classes focusing on team development, entry into a community-based setting, interacting with organizational CEOs, and project sustainability, teams of students are assigned to design and implement health and wellness-related projects in the community. One example of a project was titled "Bridge Night: Where Wii Come Together" where older adults from the Champaign Park District were coupled with university students for purposes of cross-generational participation in traditional games such as Bridge and Pinochle and more recent and technology-based games such as Wii. In another project, "Never Stop Exploring Urbana-Champaign," students organized a series of wellness-oriented field trips for older adults from the Champaign County Adult Day Care Center that ventured to Curtis Apple Orchard, Illini Union, Arboretum, Meadowbrook Park, Krannert Art Museum, and Memorial Stadium.

http://provost.illinois.edu/committees/tab/index.html

In the Majors

As a land grant institution, engagement with the community is deeply ingrained in the curriculum of diverse units on the Illinois campus. For example, in the School of Dance teaching/learning laboratory, dance majors actively engage in teaching community members through the Children's Dance Program and Teens Dance, a partnership with University High School in Urbana. Community

members interact with School of Dance choreographers and dancers through the Osher Lifelong Learning Institute Lectures, "Viewing Dance: Enriching the Audience Experience." Faculty and students promote the healing powers of dance in the Krannert Center program, Dance for People with Parkinson's, which provides opportunities for individuals with Parkinson's to explore gentle movement in a safe, welcoming environment with uplifting, familiar music. This 70-minute monthly class assists with the preservation and improvement of balance, flexibility, and strength.

Graduate Studies

Since 2009, the Graduate College has provided funding for interdisciplinary activities through the Focal Point Initiative. This is an initiative to stimulate intellectual communities of faculty and graduate students around significant issues and problems of the 21st century and to encourage experimental thinking, creative risk taking, and collaborative leadership. Focal Point is designed to engage faculty and inspire graduate students to advance knowledge in areas of critical need, whether in global health and engineering, economic and social issues, humanities and arts, or the challenges of communicating in an increasingly complex world. The Graduate College especially encourages proposals for:

- collaborative research communities addressing issues of domestic under-represented minorities in graduate education, aligning with the campus's diversity initiatives, such as Illinois EDGE (Enhancing Diversity, Guiding Excellence). Such projects may also propose collaborations with domestic institutions to strengthen diversity in graduate education.

- project teams who collaborate with international institutions or NGOs to establish new partnerships for graduate education in the pursuit of innovative topics with international/global impact.

http://www.grad.illinois.edu/focal-point-feature

The Graduate School of Library and Information Science (GLIS) offers several service learning courses each semester. In LIS 451, Introduction to Network Information Systems and LIS 490ST, Community Informatics Studio, students engage in meaningful projects that have a significant impact on the community by setting up community technology centers in nonprofit organizations in the local community and low-income areas such as East St. Louis.

The College of Fine and Applied Arts provides funding for graduate assistants serving as project coordinators and community liaisons to targeted neighborhoods in Champaign-Urbana and the region. These students oversee logistics of service learning courses in which undergraduate students enroll as part of Action Research Illinois.

http://www.eslarp.illinois.edu/view/the-people-of-ari.aspx

The College of Engineering Learning in Community (LINC) program provides service learning and professional development opportunities for graduate students through Engineering 598: Applied Project Management. Project managers facilitate regularly scheduled ENG 315 sessions for service learning projects, evaluate students' work, serve as the primary liaison with the partner, and manage community engagement projects. Graduate students learn about service-learning course structure and philosophy and are trained in classroom teaching skills and project management.

http://linc.illinois.edu

Other

7.	How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)

Support for the scholarship of teaching and learning is provided through diverse sources on our campus. These include but are not limited to departmental and college-level support as well as numerous grant and award programs such as the Public Engagement Grant program, the Chancellor's Public Engagement Student Fellows program, and the Provost's Initiative for Teaching Advancement. Outputs of the scholarship of teaching and learning include but are not limited to published articles, conference presentations, course studies, and workshops.

The Illinois Public Engagement Project (i-PEP in the Department of Kinesiology and Community Health is an excellent example of both workshop development and a course study. This project increases the number of meaningful courses, leadership opportunities, and public engagement experiences that are available to students at the University of Illinois. The program includes a toolkit, series of workshops, and individual training and evaluation sessions for Illinois faculty interested in developing and implementing a successful, sustainable, and affordable classes grounded in the principles of service learning.

Participants attend three workshops that (a) provide examples of existing community-based classes, (b) give exposure to student projects completed in the community, and (c) provide significant information about how to design successful classes and obtain campus resources. As part of a research study, participants were interviewed on two occasions to gauge their success and obtain their insights about the barriers and facilitators of developing and implementing a public engagement course in their respective departments. Findings of an associated research study indicated that the workshops are perceived to be highly successful, particularly in relation to providing examples, sharing ideas, providing encouragement, and validating feelings.

Faculty and academic staff consistently present research related the scholarship of teaching and learning at national conferences and meetings. Martin Wolski, a Senior Research Scientist with the Graduate School of Library and Information Science, gave two presentations at the 2013 Engaged Scholarship Consortium meeting at Texas Tech University. These included 1) Information and Communication Technologies for Community Development: Engaged Scholarship Approaches and 2) Boundary-Spanning & Border-Crossing: Connecting Religion & Technology in Service-Learning.

Illinois faculty members consistently publish research and papers on the scholarship of teaching and learning. The following is a representative example.

Dearborn, Lynne M. and Harwood, Stacy A., "Teaching Students about Complexity: Reflections about

an Interdisciplinary Community Service Learning Studio in East St Louis, Illinois," Journal of Urbanism Vol. 4:2 (July 2011): 129-153.

Montague, R.A., Larkee, B. & Wolske, M. 2009, "Service Learning from Three Perspectives: Administrative, Faculty, and Student" in Service Learning: Montague, R.A., Larkee, B. & Wolske, M. 2009, "Service Learning from Three Perspectives: Administrative, Faculty, and Student" in Service Learning: Linking Library Education and Practice, eds. L. Roy, K. Jensen & A.H. Meyers, American Library Association, Chicago.

Lawson, Laura, Lisa Spanierman, V.Paul Poteat, Amanda Beer. "Is it Professional or Personal? Engagement, Race, and Reflection in the East St. Louis Community-based Design Studio." In Erasing Boundaries – Supporting Communities. Edited by Cheryl Doble, Paula Horrigan, and Tom Angotti. (Oakland, CA: New Village Press, 2011).

8.   Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Support of curricular engagement, including funding, professional development opportunities, and student engagement with community partners, has increased since the 2008 classification period. The Provost's Initiative for Teaching Advancement grant program was the sole central administration funding source for curricular engagement at the time of the last classification. Currently, two additional central administration funding sources are available to support curricular engagement. These include the Public Engagement Grant program, which has provided $1.5M in funding to campus sponsored community engagement programs, many of which include curricular engagement components, and the Chancellor's Public Engagement Student Fellows program, which provides up to $25K in funding annually for student-led community engagement projects, many of which are delivered as part of a course.

The recently established Center for Innovation in Teaching and Learning provides professional development opportunities for faculty interested in offering courses that incorporate community engagement. For example, the Citizen Scholar Certificate, a program supported by campus academic units and the Graduate College, is designed to encourage instructors to explore and participate in the scholarship of engagement. It provides opportunities for instructors to contribute to a community of practice that supports service-learning pedagogy and civic engagement at the University of Illinois. Faculty who complete this program are required to teach at least one semester using service-learning pedagogy at the University of Illinois; submit a sample of original work using service-learning pedagogy that has been assessed by students or community participants; explore service-learning pedagogy through readings, teaching development workshops, or a seminar series and reflect on lessons learned; participate in and reflect on engaged service or outreach research; and contribute to a community of practice that supports service-learning pedagogy and civic engagement at the University of Illinois.

The School of Social Work Community Learning Lab (CLL), recently established with support from the campus Office of Public Engagement, was formed to create and cultivate relationships between the community and University of Illinois courses in ways that are mutually beneficial in the areas of growth, education, and sustainability.

While addressing the areas of research, development, and service, the goals of the CLL are to partner with agencies to produce outcomes that will enable them to enrich the services they provide, show the impact of their services, and maintain sustainability; to provide students with valuable hands on experience and an opportunity to walk away with a sense of accomplishment from their contributions at a community level; and to enable instructors to enhance their curriculums and serve vulnerable populations by overseeing the projects.

The future trajectory of curricular engagement on our campus is clearly communicated in the 2013-2016 strategic plan, which directly states that providing students with transformative learning experiences through integrative community-based learning experiences (capstone course, internship, service learning, research, study abroad, etc.) is a priority.

B.   Outreach and Partnerships

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

There are a total of eight (8) questions in this section.

Outreach

1.   What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

The University of Illinois at Urbana-Champaign continues to support a myriad of outreach programs through academic units and Cooperative Extension. The following are representative examples.

Extension

- University of Illinois extension offices support community leaders and organizations in all 102 Illinois counties through five program areas including healthy society; food security and safety; environmental stewardship; sustainable and profitable food production and marketing systems; and enhancing youth, family and community well-being. More than 2.5 million Illinois residents take part in Extension programs each year, including nearly 300,000 who participate in 4-H youth programs.

Professional Training

- The state-wide Labor Education program, serves 2,000 members with female leadership conferences, summer schools, hazardous materials health education, and National Labor College partnership.

- Ignite, through the Illinois Leadership Center, focuses on partnering with community organizations in teaching students leadership skills in community building, project planning, and solving issues in local communities.

- The Mortenson Center for International Library Programs is a leader in public engagement for professional librarians. More than 700 library and information specialists from 90 nations have participated in innovative professional development programs.

- The University Police Training Institute is the state's premier provider of law enforcement training and has successfully trained thousands of police officers and correctional officers. Its delivery model is nationally recognized for innovation in adult learning.

- The Illinois Fire Service Institute (IFSI) serves firefighters throughout Illinois and the world. World-class instructors deliver more than 14,000 class hours to students online, on campus, and at regional training centers throughout the state.

Community and Adult Education

- The Fred and Donna Giertz Education Center loans a collection of 5,186 art and cultural materials for preschool - adult students, benefiting 138,540 learners.

- Visionaries Educating Youths and the Adults and Single Parent Scholarship Foundation are community collaborations providing tutoring to at-risk African American youth. The Volunteer Illini Project provides student tutor/mentor partnerships at 10 local pre to high schools.

- The Osher Lifelong Learning Institute has increased its offerings from 21 to 40 non-credit courses, serving more than 1,000 student of all ages.

Evaluation Support

- The External Evaluation of the Advanced Reading Development Demonstration Project is a collaboration between the College of Education, Chicago Public Schools and Chicago Universities, building capacity of partner schools.

- The Office of Community College Research and Leadership provides research, evaluation, leadership, and service to community college leaders and assists in improving the quality of vocational-technical education in the Illinois community college system.

- The Center for Culturally Responsive Evaluation and Assessment addresses the growing need for policy-relevant studies that take seriously the influences of cultural norms, practices, and expectations in the design, implementation, and evaluation of social and educational interventions. The Center also provides

professional development in evaluation principles and methods, as well as data-driven and evidence-based decision making to schools, school districts, and social service agencies.

2.	What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: **500**):

Co-Curricular Student Services

Established in 1942, the Illini Union Board is comprised of student ambassadors who plan a variety of events and programs through the student union. This organization continues to promote the co-curricular education of students, promoting holistic growth – both individually and collectively – and a greater understanding and appreciation of the diversity of people, ideas, and beliefs present in the university and global communities. The Illini Union Board works to enhance classroom education, meet the needs of the campus community, and prepare students to be contributing and humane citizens.

Library Services

The University Library provides a myriad of services to the community. The following are selected examples of programs and events.

- American Music Month, an annual event celebrating America's diverse musical and cultural heritage, is coordinated through the Sousa Archives and Center for American Music and offers the public lectures, exhibitions, and public programs.
- The Rare Book & Manuscript Library sponsors The No. 44 Society, a community book collectors club.
- The Library collaborates with the Osher Lifelong Learning Institute (OLLI) to help people 50 and over sustain lifelong learning goals.
- The Mortenson Center provides professional development and educational programs for library and information specialists from around the world.
- The Preservation Working Group hosts programs that provide librarian expertise in conservation and preservation.

Student Employment

America Reads/America Counts Program Tutors

This program offers tutoring positions. America Reads focuses on helping children in pre-K through the 6th grade read independently and well. America Counts tutors work with children in pre-K through the 8th grade to help improve mathematical and problem-solving skills.

Recruitment takes place at the beginning of each semester. Those who are eligible for at least $1,000 in Federal Work Study funds for the academic year receive E-Mails letting them know that they can participate in this program for their FWS employment.

OSFA and the College of Education work in cooperation with the Urbana and Champaign school districts to identify, train, and place all America Reads/America Counts tutors. There are also tutoring partnerships with the Don Moyer Boys and Girls Club, the Regional Office of Education, and Orchard Downs.

Graduate students interested in working with the America Reads/America Counts Program may apply for hourly positions as Graduate Coordinators (GCs) to help coordinate the tutors and to serve as a liaison between a specific school/site location, the school district office, and OSFA.

Off-campus Community Service Program
This program places students in employment positions that not only enhance the student's learning, but benefit the community. Most Community Service positions are in off-campus settings that serve the community at large.

Opportunities are available to work with community service agencies such as the Community Day Care School, Marilyn Queller Child Care Center, Crisis Nursery, YMCA, or YWCA performing a variety of tasks, ranging from child care to administrative assistance.

Partnerships
3.   Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

- **Download the Partnership Grid template** (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

4.   In comparing the "partnership grid" from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

Colleges and units continue to pursue mutually beneficial collaborations with external partners in order to achieve the teaching, research, and public engagement mission of the campus and to address grand challenges faced by our society. As demonstrated in the selected partnerships highlighted in this document, the quality level of partnerships has remained very high, resulting in positive outcomes for the campus and for external partners.

Moving forward, campus partnerships will continue to be guided by the campus strategic plan, which states that the university 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 addition, future partnerships will be guided by outcomes of the Visioning Future Excellence at Illinois initiative, a dialogue that took place Fall 2011 through Spring 2013. Nearly 3,000 individuals, including faculty, academic professionals, civil service staff, graduate students, undergraduate students, alumni, community members, and corporate leaders worked to develop a shared vision for the University of Illinois at Urbana-Champaign. Through this exercise, six critical multidisciplinary themes emerged. These include economic development, education, energy and the environment, social equality and social understanding, health and wellness, and information and technology.

These themes will allow the campus to strategically focus intellectual and financial resources to face the challenges of our world, strengthen existing partnerships, and provide guidance in developing new partnerships.

5.   What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: **500**)

At the institutional level, the campus has taken steps to increase the input of academic units and community partners in overall campus planning related to community engagement. The 2013-2016 campus strategic plan clearly identifies community engagement as a priority. The following excerpts from a list of guiding principles in the strategic plan are intended to provide a set of open and transparent guidelines for overall strategy and clearly communicate the central role of community engagement in campus activities.

- We will collaborate and engage with faculty, staff, students, alumni and other stakeholders in our planning and implementation.
- We will celebrate our achievements visibly and proudly and empower all members of our community to speak out.
- We will build and nurture transformative, lifelong relationships with all members of our community.

In addition, the recently completed campus Visioning Future Excellence at Illinois initiative identified areas of strategic focus important to faculty, staff, students, alumni, community members, and corporate leaders.

The campus Office of Public Engagement (PE) has developed a number of new programs to support partnership building, maintenance, and evaluation. The Public Engagement Colloquium is a series of annual presentations through which engaged faculty, staff, students and community partners share best practices in public engagement.

The Chancellor's Public Engagement Student Fellows program enables students and student organizations to increase and sustain the University's public engagement capabilities through partnerships with community organizations such as non-profit agencies, schools, and governments. With guidance from PE and faculty sponsors, students expand their learning environment through community-related projects, scholarly work, creative endeavors, course development and other activities within the broad framework of public engagement.

The Office of Public Engagement Grant Program has provided more than $1.5 million in support for 113 engagement programs developed by faculty and staff in a variety of campus units. With financial and administrative support from PE, these programs address critical issues in agriculture, community development, education, economic development, entrepreneurship, social justice, and sustainability, among others.

The annual Public Engagement Symposium provides the campus and the community an opportunity to learn and share information about scholarly and creative community engagement

efforts. Community members and campus faculty, staff and students develop and install posters and interactive exhibits highlighting engagement activities in the areas of business and innovation; environment and sustainability; science, technology and education; service learning, youth and family; and community outreach among others.

6.   How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: **500**)

Partnerships are typically assessed at the unit level. Mechanisms for assessment reported by units in a recent campus-wide community engagement survey include but are not limited to participant feedback such as surveys and questionnaires, annual faculty reports to the department head, department advisory committee reports, granting body evaluations and reports, external evaluation team reports, participant and faculty/coordinator interviews, advisory board and committee consultation with community partners, faculty evaluation of programming, faculty annual reviews, periodic formal program reviews and informal assessment meetings.

Partnership assessments provide broad data about the impact and effectiveness of engagement programming through diverse metrics such as the number of program applicants and participants; participant demographics, the number of resulting research collaborations and publications; program longevity, funding sources, human resource requirements, and the ability to attract new partners to a program or collaboration.

Assessment data are shared through program and unit annual reports as well as reports to community partners, advisory boards, faculty committees, granting bodies and the annual campus community engagement survey report.

7.   How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)

Faculty continue to collaborate with community partners to produce co-created knowledge in a myriad of forms such as training materials and curricula, published articles in refereed journals, technical reports, research presentations at national and international meetings, film Series, and exhibitions. The following are selected examples.

Curriculum Development
Krannert Art Museum – Week at the Museum is a collaboration between the Center for Education in Small Urban Communities, Krannert Art Museum, Champaign Unit 4 School District, and Urbana Unit 116 School district that has resulted in development of a highly successful arts-infused curriculum delivering innovative interdisciplinary content to over 1000 local elementary students annually since 2011.

Technical Reports
The Illinois Sustainable Technology Center (ISTC) collaborates with Champaign County Regional Planning Commission on projects to improve household hazardous waste collections and disposal.

Technical and research reports produced from ISTC collaborations are published and accessible to the public for free electronically on the ISTC website or in hard copy.

Training Materials

Scientific Animations Without Borders (SAWBO) is taking advantage of unprecedented access to cell phones in the developing world as a means to speak to a much broader audience than traditional developmental aid approaches for a fraction of the cost. The initiative produces animated educational videos in multiple languages on more than a dozen topics related to health, agriculture, sustainability and entrepreneurship. Videos all feature scientifically validated techniques, some of which originated from field educators, growers or entrepreneurs in developing countries.

Publications

Illinois faculty regularly publish peer-reviewed research on community-based teaching and learning initiatives that have resulted from campus-community collaborations. The following are selected examples.

- Dearborn, Lynne. "Action Research: Investigating, Reflecting, and Applying Service-Learning Experience in Professional Practice," Erasing Boundaries – Supporting Communities, edited by Cheryl Doble, Paula Horrigan and Tom Angotti (Oakland, CA: New Village Press, 2011).

- Allen, N. E., Lehrner, A., Mattison, E., *Miles, T. & *Russell, A. (2007). Promoting systems change in the health care response to domestic violence. *Journal of Community Psychology, 35* (1), 103 - 120.

- Kral, M.J., Salusky, I., *Inuksuk, P., *Angutimarik, L., *Tulugardjuk, N. *Tungajuq*: Stress and resilience among Inuit youth in Nunavut, Canada. *Transcultural Psychiatry*

Research Presentations

Collaborations between the Office for Mathematics, Science, and Technology Education (MSTE) and mathematics teachers in Champaign led to several recent research presentations by teachers and MSTE staff at the October 2013 Annual Conference of the Illinois Council of Teachers of Mathematics (ICTM).

- Electronic Collaboration and Common Assessments Across Multiple Schools by Ramirez, J., Hooper, J., and McKelvey, M.
- Uncovering the Truth Underlying our Teaching Practices by Reese, G., Deal, J., and Knicl, L.

Public Policy

Faculty leading the Center for One Health Illinois convened two summits that brought together human medicine, veterinary medicine, health regulatory agencies, and public health leaders to address common areas of health concern, such as surveillance for diseases that pass between humans and animals. They also developed and led outbreak simulation exercises, with resulting reports and recommendations, in partnership with the accredited zoos and aquaria in the state of Illinois and beyond.

8.   Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

A land grant institution, the University of Illinois has a long record of commitment to public engagement and to the discovery and application of knowledge. Its faculty, staff and students will continue to collaborate with external audiences and partners to address the needs and opportunities of society. Through these partnerships, critical societal issues will continue to be embedded in the research and educational missions of the University.

Since the last classification period, numerous campus level programs have been developed in support of engagement programming by the central Office of Public Engagement. Examples include the Public Engagement Grant program, the Chancellor's Public Engagement Student Fellows program, and the Public Engagement Colloquium. As a result of these programs, community engagement activities on our campus have increased in quantity and quality. In addition, these programs have resulted in increased documentation and evaluation of engagement programming. http://engagement.illinois.edu

In addition, the total number of for-credit service-learning courses offered by the University and student enrollment in these courses has increased by over 30% in the last five years.

Engaged scholarship and service are embedded in the mission and vision statements of the university, the 2013-2016 campus strategic plan, and the 2012 revision of promotion and tenure guidelines.

III. Wrap-Up

1.   (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)

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

Each year Krannert Center's Creative Intersections team works diligently to create over one hundred meaningful engagement interactions between visiting artists and the University and surrounding communities. The annual, week long residency of the Mark Morris Dance Group is a primary example. Based in Brooklyn, NY, the Mark Morris Dance Group is one of the world's leading dance companies, performing across the U.S. and at major international festivals. For the past fourteen years, the Mark Morris Dance Group has brought the joy of

dance to central Illinois through performances, master classes, workshops, lectures, seminars, and creative movement explorations. This special collaboration includes a professional development program for Dance at Illinois students, Dance for People with Parkinson's monthly classes, and interactions with dancers of all abilities through community partners such as the Champaign Park District ballet, the Cunningham Children's Home, local public schools, and the Champaign Public Library.

Through the Krannert Center Youth Series, school audiences across central Illinois have access to performing arts of the highest caliber. Each year, 5,000-7,000 students in central Illinois experience the arts at Krannert Center. This series of daytime performances open to public, private, and home school students, preschool through high school, brings artists from around the world and spanning every genre to our young arts patrons.

The Downtown Champaign Chamber Music Festival (DoCha) is a collaborative effort among University of Illinois faculty, students, community members and friends under the artistic coordination of a world renowned violinist and School of Music Professor Stefan Milenkovich to experiment with new and fun ways to present chamber music through an annual weekend of free concerts at diverse venues in Champaign, IL.

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

With 1,500 acres of beautiful scenery, the Allerton Park and Retreat Center is a destination for all community members. Its Music in Nature series offers free monthly music events, featuring a diverse mix of music types in a unique natural setting.

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

2.   (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)

The faculty and staff charged with drafting the University of Illinois submission for re-classification appreciated the opportunity to prepare and submit this packet of information and were pleased to be able to create documentation as to the depth and breadth of the University's involvement with the community. Though the need for limitations on length is understandable, there was a degree of frustration in only being able to detail a portion of those activities in which the campus engages with the local, national, and global community.

In future re-classification cycles, perhaps submitting universities could be allowed to add an appendix, where additional activities could be briefly described, or the word limits could be increased slightly.

Request for Permission to use Application for Research

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.
    ☐ No ☐ Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.
    ☐ No ☐ Yes