CASE STUDY

University-Community Engagement and the Urban Exchange Center
Strategic planning information, ideas, and insights

Prepared by Troy (Kamau) LaRaviere

May 2004

CONTENTS

INTRODUCTION

In December 2002, after several years of planning and discussion, the University of Illinois in Urbana-Champaign, in partnership with the Urban League of Champaign County, hired a director for its newly established Urban Exchange Center (UXC). The center had several goals, but its central purpose was to promote and foster engagement between the University and the local low to moderate income community. It is important to understand that, on the university side, these goals can not belong to the Urban Exchange Center solely; that in order for them to be accomplished, they must belong to the university as a whole—they have to be the university's goals. And the purpose of the UXC is to *assist the university* in accomplishing these goals. So the university has to come together among themselves and with community members to make them happen. The UXC can facilitate that process, but the faculty, staff, students, and administration of the university must execute it.

Consequently, the Urban Exchange Center embarked on this study to seek answers to the question, "How can the university and its various units best organize and connect themselves to define and accomplish its engagement goals in a manner that respects and engages indigenous community intelligence, perspectives, goals, and insights; and what is the role of the Urban Exchange Center in the resulting organizational alignment?" Another way of putting it would be "What might a local community-university *strategic engagement plan* look like?" Planning is important in just about any venture, and establishing a university center or institute is no exception. In his book, *Beyond the Ivory Tower: Social Responsibilities of the Modern University*, Harvard University President Derek Bok says universities need to stop and think before embarking on such ventures. He continues:

Service-oriented institutions are pressured to add more and more programs of dubious value. But

their value or lack thereof *is more a result of the haste in which they were established, as opposed to the concept of the programs or institutes themselves.*[1] Properly administered, such ventures can relieve professors of many of the petty bureaucratic burdens associated with seeking and administering research grants. Much more important, institutes can serve a valuable purpose in bringing together excellent scholars from different disciplines who might otherwise languish in distressingly specialized departments. (pp. 72-73)

This study seeks to ensure that local community-university engagement has strong conceptual foundations and is "properly administered," by gathering, and analyzing material, ideas, and insights that can help the university to craft a well thought out community partnerships agenda that includes a thoughtful, well conceptualized role for the Urban Exchange Center.

OVERVIEW

The study is organized as follows: First, the background section will give a history of some of the faculty, administration, and community activities, meetings and events—and the issues and concerns that were voiced in them—that led to the creation of the Urban Exchange Center. The reader should not view this as a history of the Urban Exchange Center. Although the issues and concerns presented are all directly related to the mission of the Urban Exchange Center, they are far broader and more complex than the scope of the Center as it currently exists. They are issues that the University of Illinois and all of its various units as a whole must come together around, and take steps to address. This paper seeks to facilitate and inform such a process, should it ever be engaged.

The material for the case history included in the *Background* section comes primarily from documents: emails, memorandums, letters, proposals, flyers, reports, white papers, meeting minutes, hand written meeting notes, etc. Material from these documents will also be referenced again in the *Potential Strategic Planning Material* section of this paper.

---

[1] Emphasis mine

Second, after these events have been described, a brief history of the Urban Exchange Center's first three years will follow. Because this section will focus on my own work, the narrative voice will shift to first person perspective, as it just did here. Much of the material from this section will come from reports I submitted. I also conducted several interviews and some focus groups. The content of these interviews and focus groups—along with the reports and meeting notes—will also be referenced frequently in the Potential Strategic Planning Material section.

The third section, "Potential Strategic Planning Material," will pull out the important engagement *issues* that need to be addressed by the university and community. Since the primary purpose of this study is to inform community and university efforts to plan their engagement and partnership agendas strategically, the issues will be organized based on strategic planning terminology.

Lastly there will be a brief summary & conclusion, and a short section discussing the problems & shortcomings of the study. One shortcoming should be mentioned at the very beginning and that is that not all of the assertions in this paper (particularly the background section) have been triangulated. That is, some of the interpretations have not been taken to their human sources for verification or alternative interpretations. If the intent was for this to be a final version of the study, the lack of extensive triangulation would be an enormous shortcoming. But this study is simply an initial set of observations and interpretations to guide further investigation. For this reason, the reader should view this as a document full of potential errors of fact and/or errors in interpretation. Your job as a reader is to find those errors that you

personally can correct, or those interpretations for which you have an alternative explanation.
Your feedback will be appreciated.

STRATEGIC PLANNING

During past Urban Exchange Center related meetings, several questions and concerns
have arisen that are beyond the current scope of the center. Although they are not within the
center's current scope, they are highly related to the center in that they all involve aspects of
university engagement in local low-income communities (e.g., funding for service learning, the
need for an outreach clearinghouse, the need for engagement forums, the need for fellowships for
community based experts and activists, etc.). Accordingly, the university administration and the
local Urban League should bring together the relevant university and community stakeholders
and engage them in a strategic planning process designed to address these questions and
concerns. The Urban Exchange Center would assist the university and Urban League with this
by taking on the organizing of the strategic planning as one of its projects. A plan is only as
good as the information available at the time the plan is made. Accordingly this study seeks to
gather as much information as possible and make it available to the Strategic Planning Initiative
for University-Community Engagement, should it ever be created.

The UXC Advisory Committee could be a part of this Strategic Planning Initiative on
University-Community Engagement, but the process has to be bigger than the Urban Exchange
Center. Accordingly, the strategic planning group must be broader than the UXC advisory
committee. One group that should be involved is the UIUC Senate Committee on Public

Engagement. The current members of the Senate Committee on Continuing Education and Public Service will be changing its *Bylaws* to rename itself the Senate Committee on Public Engagement. This committee will advise the Vice Chancellor for Public Engagement and provide input on trends in public engagement including how it is supported, rewarded, recognized and organized within the university (UIUC Senate, 2004). The charges of the committee will be to:

1. Identify and consider programs, needs, concerns and interests of the faculty, staff and students pertaining to public engagement and recommend desirable changes in campus policy.
2. Examine trends in public engagement here and in higher education generally, and recommend appropriate changes in campus policy and ways to facilitate best practices with external constituencies.
3. Advise the Senate on matters of public engagement as appropriate including relevant matters brought forward by the Senate membership, faculty, staff and students, and the administration.
4. Serve in a broad advisory capacity to the Vice Chancellor for Public Engagement and Institutional Relations.

The strategic planning literature advises potential planners to conduct a "strategic analysis" or "environmental scan" to develop a common perception of the issues at hand and to identify strengths, weaknesses, opportunities and threats. This analysis is supposed to inform the strategic planning process. One of the main goals of this study is to provide such an analysis.

A significant amount of space in this study is used to review the literature and give the reader the background of the case. But the most important elements of the study are the issues that it pulls from the literature review and history. These issues are themes that must be addressed for the university and community to move forward with an engagement agenda.

A good way for both parties to move forward is through a strategic planning process, and since this study aims to be useful for university and community strategic planning processes, *the*

"issues" of this case will be framed using strategic planning terminology (Mission, Vision, Concerns/Goals, Strategies, Objectives, Responsibility, etc. See Potential Strategic Planning Material section for a definition of terms). For example "strategies" and "goals" are both elements of strategic plans. So *issues* related to methods for increasing engagement through service learning courses will be listed under "strategies," while the *issue* of increasing service learning itself will be framed as a "goal." Once all of the issues are categorized and analyzed in this section, the section itself will become a collection of "Potential Strategic Planning Material" for the community and university to use once they begin the strategic planning process. This section will also engage issues that will help the community and university define the role and function of the Urban Exchange Center within the overall engagement strategy.

Most case study evaluations contain some form of recommendations. In this study, the entire Potential Strategic Planning Materials section will serve this function.

During a meeting/interview I held with a local reverend concerning the Urban Exchange Center, he told me the following:

> If you go into the forest, there are hundreds and thousands of trees. But you cut the ones that can best help you build your structure. In the same way, as you build the center and the relationships, you pick the [issues] that can best help you build the bridges. It may take longer, but when you're done, you'll have the material you need to do the work right. (LaRaviere, July 8, 2003)

It is my hope that this study provides the university and community with useful building materials.

BACKGROUND

Due solely to time constraints, the bulk of this incarnation of the study looks at events that took place from the year 1990 onward. There are compelling reasons to look deeper into the past. University relations with marginalized communities in Champaign-Urbana have a long history that is rich in information and perspectives that would benefit any university/community engagement effort. Collecting, interpreting, and analyzing those lessons should indeed be the priority of future versions of this study.

The Urban Exchange Center—and the present university outreach environment in general —came into being as a result of numerous conversations, actions, and efforts of community and university members. Drawing on, for the most part, documents (letters, proposals, emails, white papers, meeting minutes, etc.) the pages that immediately follow will discuss these events.

In an April 18, 2000 White Paper to the U of I Chancellor and Provost entitled "The concept and description of an Exchange Center for the University of Illinois and the Champaign-Urbana Community," Len Heumann describes a Community Advocacy Depot (CAD) that existed on North First Street in the late 60s and early 1970s where "residents could bring community problems to teams of architecture and urban planning faculty and students who would design plans and working drawings for neighborhood projects, or provide data analysis addressing planning and community development questions." He also writes "The Department of Community Psychology had a day care center and community action house on University & 4th Street in the mid-1970s. It dealt with educational and social services issues." While Heumann states that the programs 'died' because of lack of funds "and the continuous strain on faculty with full-time commitments to teaching and research," community member John Lee Johnson—who staffed the CAD office—in a May 15, 2000 response to the white paper wrote

that Heumann was not there at the time and that CAD closed over the ownership and use of its intellectual property (Johnson, May 15, 2000).

Whatever the reason, these two community based (and one community controlled) institutions, which gave faculty and students an opportunity to connect with and learn from local issues and concerns, were barely a memory in 1990. It was in a May 18th letter of that year to Vice Chancellor Robert Berdahl, that Julian Rapport—a faculty member in the department of psychology—called for the development of a "Center for Community Studies and Development."

Rappaport's concept paper describes the center as a place where scholars and technical experts from numerous disciplines would work collaboratively with local residents "who hold experiential knowledge, community roles and responsibilities" and are an "untapped source of wisdom." Together they would produce generalizable knowledge and work products through the means of "scholarly communication … popular media, and specialized publications produced by the center itself." Faculty and community members would have rotating appointments to the center based on leave granted to faculty (made possible by incentives from the center) and fellowships for community members. There would also be a "small permanent staff of faculty and community residents." Among other things, the permanent staff would assist faculty and community members in developing proposals for projects that have external funding potential. The concept paper calls for the university to seek private funding to support the center.

Rapports proposed bringing existing community institutions into the fold of this new center and expanding from there. In particular, he mentions Our Gang Day Care, Oasis Graphics, and the Frances Nelson Health Center. These would be combined with other collaborative efforts that would be developed such as an "Afro-American Community Theatre,"

or an art gallery for the work of local artists. Both the community and campus would own the center and the community's attraction to the center would be based primarily on visible community services and development efforts.

Attached to Rappaport's letter to Berdahl is "A Prospectus for Indigenous Intellectual Empowerment in Higher Education," written by Al Mitchell, who was the community-based director of Oasis Graphics at the time. The Prospectus is a clear non-diplomatic statement that represents a community voice that is guarded and critical of university involvement in African American communities.

Mitchell describes two models of educational research. One is research as a university driven *industry* in which Black people serve as the industry's "grist." It involves data collection in the form of diagnostic testing, evaluation, and behavioral studies and has gone on in the Black community for decades but has done little or nothing to improve life in areas critical to the lives of Black people, such as educational performance.

> Its observational nature provides no portion of a solution to problems already clearly identified by the observed party or group. Observational behavioral studies are intrusive and dehumanizing. They reduce participants to "smart" animal status and are by nature condescending and racist. We are interested in equitable permanent solutions, not in the development of more accurate subjective diagnostic tools…. Our interest is in applied research as it relates to the problems and solutions we seek in our community…."

The second model of research; the kind that is responsive to the interests of the Black community is research as a *tool* "that is ultimately controlled by us. We are problem solvers without portfolio, not scientists. Our stock and trade is solutions … first on paper but then in the real black world in which we reside daily."

In an insightful analysis of the conflicting—if not incompatible—dynamics of university community relations Mitchell writes:

> [The university] operates out of a "climate" determined by political pressures, departmental requirements and personal interest. Our "climate" is not set by your institutional needs. It comes from our constant assessment of the real *on the ground* conditions in our communities. You will need an indigenous focus if your proposed work will have any value to us at all.

Lastly, in relationship to the value of community members to the university Mitchell writes:

> Our adult lives are replete with a record of work and struggle in practical applications at the grassroots. Together we represent a special body of knowledge peculiar to black Champaign/Urbana that is of immeasurable value to both communities. We represent "indigenous genius" not found in the academic arena, not even among black academics. You in the academic community must learn to recognize and utilize our value. We realize your institution has no structure to accomplish such recognition. We further realize this institution has done little to reach out to us, except to extract its own self-serving portion of data and/or window dressing as needed depending on its prevailing "climate." We are suggesting a new mutually beneficial relationship between this university and our communities. We are interested in a relationship that provides both you in the university setting and us in the community setting with new opportunities to learn teach and grow.

We will return to Mr. Mitchell's observations later. Berdahl's response to this particular proposal was not available for this study.

Rapport's proposal would not be the last submitted to the university administration concerning university-community engagement. Throughout the 1990s, there existed an interdisciplinary consortium of university faculty (of which Julian Rapport was a part). Over time, this consortium referred to themselves by several names including The Wellness Group, the Partnership for Family and Community Development Working Group, and possibly some other names before finally defining themselves as the *Consortium for Collaborative Community Research*. The group consisted of faculty from Sociology, Law, Student Services, Urban Planning, Education, the Krannert Art Museum, and Psychology. They came together based on a common intellectual interest in "serious collaboration with local citizens, including those who are most physically proximal to this campus." They sought to "create a mechanism that would foster collaboration among faculty, staff, students and citizens in a way that multiplies individual

initiative, takes local citizens seriously, and is consistent with the University's mission for research, scholarship, and teaching" (Rappaport, 1996).

At the same time this group was meeting, the UIUC Chancellor's Office began crafting pieces of a university-community engagement agenda. And although the faculty group would eventually take advantage of the resources offered through this university administration backed plan, this plan would eventually taken center stage while the more far-reaching aspects of the faculty group's vision were not pursued. The university plan was (and is) called Partnership Illinois. In a spring, 1995 draft of the Partnership Illinois proposal, the Office of the Chancellor describes it as

> a new initiative which will bring faculty expertise to bear on the educational, technological, economic, social, and cultural challenges facing Illinois and the broader society. It will be a rededication to our land-grant heritage and reinvigoration of our partnership with the people of Illinois. As a land-grant university, the University of Illinois is chartered to serve the citizens of the State of Illinois by doing research and transferring the value of that research to students and to the public…. The insights and knowledge that faculty gain while engaged in outreach will be imported to the classroom and laboratory, where they will inform teaching and research.

The primary means by which Partnership Illinois attempted to accomplish these goals was through seed grant initiatives, which will be discussed shortly. Meanwhile the faculty consortium was meeting with the City of Champaign's Neighborhood Services Division in the spring of 1996. They discussed a three-way partnership between the university, the city, and the school district. They explored the possibility of setting up facility in the community with neighborhood people being in charge, rather than having the university partners directing, and called the proposed center the "Local Center for Community Development." Notes from the meeting include ideas for getting funds from the city, the university development office, a church foundation, and from the federal government.

1

Later that fall, in a September 4, 1996 letter to the University community, Chancellor

Michael Aiken announced the launching of a seed grant program under the new Partnership

Illinois initiative. The letter included an attachment with grant guidelines. The guidelines

included the following.

- Endorsement from external partners will make applications more competitive
- The external partner must document the need being addressed
- Grants can't be used for faculty or community salary
- Must be new venture

Also in early September of that year, the faculty group was discussing the idea of going

to Associate Chancellor Steve Schomberg about funding for an *umbrella organization* for faculty

involved in local community development that would connect and coordinate local level

projects, house and share information, and do joint planning. Faculty felt that "we need a greater

structure if were going to engage seriously," and proposed a conference to promote existing

collaborative projects in the Champaign-Urban Black Community, commonly referred to as the

"North End."

In notes from a September 9, 1996 meeting, the faculty group begin to refer to

themselves as the Partnership for Family and Community Development Working Group. That

partnership grew out of meetings they had with the Neighborhood Services Division of the City

of Champaign and some local organizations. They were interested in developing a

university/municipal government/community partnership with some formal organizational

structure that would promote local family and community development. They felt that as

Partnership Illinois increased outreach activities, there was an increased need for a structure that

"facilitates communication, cooperation, and coordination among university actors ... and

between university actors and those they work with in the community and municipal

government"

They described their vision as "integrating intellectual work with real world activities" and they asked each other questions like "How can university people, who are committed to the mission of the university, pursue their legitimate interests in a fashion that is beneficial … to members of the local community?" and "How can 'local community' mean more than those who are already the most visible and influential" (Rappaport, 1996)? These questions reveal a serious attempt—at least intellectually—to engage community concerns like those articulated by Al Mitchell.

On November 12th, the local Urban League held a "Partnership Meeting" with unnamed U of I representatives. Among other things, the concerns covered at the meeting were: contracts and facilities access; U of I teaching candidates in community based programming; community-university forums, and graduate student community based research opportunities. Also mentioned at this meeting was an idea that would reappear later on; the development of a community based research center that focuses on the research and development of programs that have the ability to address local issues and provide university students with the opportunity to network and partner with community residents to increase awareness on the issues that plague low income and disadvantaged populations. They called it the "Community Repository."

Two days later the faculty group discussed looking at other university based models for information on how they connect with and integrate theory and practice in the local community. They focused on the University of Pennsylvania Community Partnerships Center (which is also one of the three partnership centers reviewed for this study). They were still the "Wellness" group at this time and the awareness they were gaining made them give some thought to how they wanted to describe themselves. They wanted to prepare a plan to present to Steve Schomberg, and develop a mission that the university would take seriously and expect people to

respect. They wanted to change the culture of the university and develop projects that were more "bottom-up" attempts to engage with the local community.

They spoke to a chancellor's representative about creating a structure at the chancellor level but the chancellor rejected the creation of such a structure in favor of funding faculty level initiatives through Partnership Illinois (Wellness Meeting, 1996). Still the faculty group continued to pursue the idea of coordinating existing outreach at some level. They wanted to create a place "where cross-disciplinary action can come together," and "provide a locus or capacity of people to support this work." They felt that a center could pull together resources related to a variety of the interests it supports.

Later that semester they met with the College of A.C.E.S. and Extension and submitted a proposal (written by Julian Rappaport) to the Center for Advanced Studies. The proposal resonated with other members of the group as an excellent representation of how they felt their vision and mission should be defined. Nearly all of it is reproduced below:

> We share an intellectual interest in serious collaboration with local citizens, including those who are most physically proximal to this campus. What we seek now is to create a mechanism that would foster collaboration among faculty, staff, students and citizens in a way that multiplies individual initiatives, takes local citizens seriously, and is consistent with this university's mission for research, scholarship, and teaching.
> There are several key ideas behind the Consortium, including the basic belief that community generated solutions are the best means to improve quality of life and empower citizens as problem solvers. We see teaching, research, and service as integrated rather than separate spheres of activity, and disciplinary boundaries as artificial…. Our group can be seen as both similar and different from the current campus initiative known as Partnership Illinois, an effort to connect campus individuals to "external partners." Our concerns are also with the UIUC's historically poor relationship to local resident interests (including, but no limited to, the African American community). Frankly, the campus administration has a record that is viewed by many local residents as shameful….
> This is a serious academic, research, teaching and scholarship venture wherein the phenomena of interest include understanding the process of genuine collaboration. The

1

collaboration we speak of is the sort that takes seriously the skills, abilities, and experiential knowledge of ordinary citizens who are outside the usual structures of organized influence. The teaching could be characterized as "service learning" but this has a tendency to be viewed by the academic community as voluntary work, peripheral to the serious business of knowledge development and dissemination. Consequently, although there are clear ways in which our effort fits nicely with current student interest … we resist the campus tendency to relegate such efforts to the student services, public service category that separates it from its central scholarly and intellectual base.

Our long-term vision includes the expectation that we will eventually find support for a Center or an Institute that would facilitate genuine campus-wide interactions and mutual influence among University people and local citizens.[2] This requires a good deal of groundwork, and we are hoping that the Center may be helpful in providing us with some assistance (and frankly, local recognition for the value of this effort). Toward this end we are thinking of establishing a seminar with invited participants (some regularly and some for one or more session to explore specific topics). We have in mind both faculty and key campus administrators, as well as local citizens. We may also what to combine this with visitors from communities who would participate in MillerComm type activities. We have also considered development of a conference and might be funded by a foundation, as well as a publisher who may be interested in producing one or more volumes based on our scholarly explorations. Ideally, we would evolve toward a formal (for credit) cross disciplinary graduate seminar, develop opportunities for research and scholarship, support each other in seeking research grants, and create undergraduate courses and experiences with local citizens around these activities as steps toward amore permanent Center or Institute.

We understand that such a mechanism will require a bit of a cultural change and a different way of thinking than the oft-spouted phrase to express the University's mission as "teaching, research, and service," as if these are three distinct categories. Moreover, in this field the usual "basic/applied" distinctions do not apply. One does not discover basic "principles" out of context and then apply them to worldly settings. Rather, the context for discovery is the context for activity in the world. Put most simply, the underlying epistemology/pedagogy is a seamless intertwining of teaching, research, service and scholarship in real world conditions and contexts that require us to see ourselves and or citizen/collaborators as both observers and observed. This is an entirely different model than the expert-client relationships of the past, or the teaching models that separate activity in the world from activity in the classroom. How to do this as serious scholarship and research is what we want to learn more about.

Perhaps in the near term Center for Advanced Study appointments for one or more individuals would be appropriate. Some of us would be willing to participate without release time

---

[2] Emphasis mine

1

from normal duties and we would welcome exploration of how we might be able to use available funds for the purpose of honoraria to local citizen participants, in lieu of, or in combination with "buying" some of our own time. These are simply suggestions we would like to explore with you, and we would welcome Center assistance in developing this effort in whatever ways the Center might find appropriate (Rappaport, 1996).

CAS did not respond to the proposal.

At some point that fall the faculty group produced the first draft of a proposal for *The Center for Community Collaboration and Research*. It proposed they begin by doing the following:

- A seminar with the Center for Advanced Study
- A series of speakers though MillerComm
- A Wingspan Conference
- Course development and support
- Collaborative research projects
- Underwriting technical support
- Information Clearinghouse (web based)

Among the points made in the proposal were:

- The Center must have a broader scope than simply focusing on the African-American community
- The Center would be interdisciplinary
- The Center would associated with the academic mission of the university and answer to the Vice Chancellor for Academic Affairs, the Graduate College, or another academic unit

It would have a physical facility and its personnel would consist of a director, support staff, faculty who had part of their appointments there, graduate fellows and assistantships, and community fellows (Tarr, 1996). It is not certain whether or not this draft was itself forged into a final product and submitted or if it eventually became part of a submitted proposal mentioned later in this section.

On March 3rd of that spring, the faculty group met with Professor Ken Reardon of the Department of Urban and Regional Planning who had initiated an effort to get his department

and the departments of Architecture and Landscape Architecture involved in action research projects in East Saint Louis Illinois. The project became a successful model for university outreach that is driven by community needs rather than be a faculty research agenda, and it was known as the East St. Louis Action Research Project (ESLARP).

They also met with Associate Chancellor William Trent. The purpose of the meeting was to "discuss how to proceed with a package of community outreach, research, and service learning in the local area." Trent mentioned that he and the Chancellor had six to eight discussions with local North End community leaders and that local community activist, John Lee Johnson, submitted a proposal asking the university to help the community to deal with school inequity issues.

The group asked about funding for a center and Trent's response was that the "bad news" was that Schomberg said there would only be enough funds for some staff support to assist the group in maintaining momentum after Ira Harkavy's lecture. Harkavy is the director of the Center for Community Partnerships at the University of Pennsylvania and was scheduled to do a day-long workshop at UIUC. The purpose of the workshop was to "engage faculty and students in a dialogue about ways of developing service learning here on our own campus" (Faulkner, 1997).

Tom Moore and Roland Liebert—two members of the faculty group—expressed a desire for a long term commitment from the university administration "to stable support for a center to coordinate information exchange and involvement in the community," and that it be responsive "to ordinary people in the marginalized neighborhoods." Trent said they had already had lots of ideas from community leaders from their meetings. He seemed to feel that the process they had engaged in was a good enough model: Listen to community members' problems, respond by

1

assessing needs and working towards designing strategies for solutions. It is not sure whether these were Trent's thoughts or if he was speaking for the Chancellor, but it was clear from Schomberg that the Chancellor was "not ready to make a large commitment on this front." Phillip Van Es, a member of the faculty group, suggested that the extension program could sponsor the center, and Trent supported this idea. Liebert suggested that it be much broader than the traditional College of Agriculture-based extension programs with the various college units and the faculty group included (Liebert, 1997).

In subsequent meetings of the faculty group (the Consortium for Collaborative Community Research) the group discussed using multidisciplinary teams to study human problems and used the Beckman Institute as an example of this approach (Moore, 1997).

The Consortium began meeting with the Urban League of Champaign County after the Trent meeting for the purposes of developing a joint community-university proposal for the center. On June 26, 1997, the Consortium, which now included the Urban League, submitted the proposal, "*Toward a Collaborative Community Partnership in Champaign-Urbana*." The proposal was submitted to the university administration, and a separate version of it was submitted to both the Champaign and Urbana city governments. The proposal contains a detailed well thought out approach to phasing in the various stages of the development of the proposed center and is one of the most informative documents analyzed for this study, in terms of its ability to guide a university attempt to increase the quantity of its engagement efforts while simultaneously increasing their depth and quality. It is not clear what the response to this proposal was.

That next fall, in October, 1997 the Consortium submitted a proposal entitled "*The Community Exchange*." It was a scaled down version of the "Toward a Collaborative

Community Partnership" proposal that did not match the original proposal's strategic character and depth. The original proposal included principles, goals, objectives and the like, all the way down to specific actions steps that could be taken to meet the goals and objectives. It was a comprehensive vision that was designed in a systematic manner. The new Community Exchange Proposal was less detailed. It was more about what the center could be, than about how it could be created. It mentioned setting up a community-based center, a repository, action research teams, urban policy seminars, fellowships and leadership training, but the design was much less cohesive, less systematic, less organized, and less clear and concise. In short it had less of a "theory of action" than the first proposal—less of an idea of the goals they wanted to reach and the steps that need to be taken to reach them. Even so, this "Community Exchange" proposal eventually became the basis for the white paper that brought the Urban Exchange Center into being. This proposal was the first incidence of the use of the term "Exchange Center" to describe the new venture, and it explored the East Saint Louis Action Research Project as a possible model for the Exchange Center.

Associate Chancellor Steve Schomberg requested that Len Huemann of the Department of Urban and Regional Planning explore possibilities for implementing the Community Exchange Center between UIUC and the North End Community. It is not clear when Schomberg requested the evaluation from Heumann, but nearly a year after the Community Exchange Center proposal was submitted, Heumann submitted his evaluation and recommendations on October 1, 1998. That September, the Consortium for Collaborative Community Research held their last meeting (Heumann, 1998).

The following summer, in July of 1999, in a letter from Heumann to Tracy Parsons, the President and CEO of the Champaign County Urban League, Heumann informs Mr. Parsons of

the fact that establishing the Exchange Center is now the number one objective of the Partnership Illinois subcouncil on Community Vitality and Economic Development. By the fall, Paul Thurston of the Department of Educational Organization and Leadership was brought in on the planning and in April of 2000, the deans of the Colleges of Education, Fine and Applied Arts, and the Graduate School of Library and Information Sciences had come together to jointly support and submit an Exchange Center White Paper prepared by Heumann.

Among the documents examined for this study, were two community responses to the White Paper from John Lee Johnson, and William Patterson. Patterson was a U of I PhD candidate at the time, and director of the Urban League's Education Department. Both responses are highly critical of the White Paper and much can be learned from them. The White Paper underwent several edits and was eventually funded. A search was conducted that following fall, and a director hired in late December 2000.

The following sections cover work, events, and programs that this author was at the center of, and references many reports and documents I wrote myself. I will avoid the awkward task of writing about myself in the third person, or trying to avoid mentioning myself at all and plainly state the fact that I am a central character in many of these events and will acknowledge my involvement by writing in the first person.

URBAN EXCHANGE CENTER: 2001 - 2004
First Months
INTRODUCTION & IMMERSION

"Possibly the most undefined position at the university," I remembered Associate Chancellor Steve Schomberg--my new boss--saying just a few months earlier when describing

the position I had just agreed to take on--Director of the University of Illinois Urban Exchange Center. When I was hired I had just finished a master's degree in educational administration and had begun a PhD program in educational policy. I had taught sixth grade in Chicago before beginning my master's degree, but my years spent volunteering in the local community during my undergraduate and graduate studies had made me familiar with a few community institutions and agencies. I was being hired to direct the development of an office that would coordinate and promote university-community partnerships with the understanding that a faculty director whom I would work under would be hired within one year.

Schomberg's "undefined position" statement reflected the fact that I was not hired to direct an existing center, but to help the university create one. This theme runs throughout the years covered in this section. The memory of Schomberg's comment came to me as I sat on a charted bus full of university faculty members and African American community leaders. It was the Urban Exchange Center's first major program: Community Immersion Day. The date was Friday, April 27, 2001.

The program involved taking approximately 20 faculty on a tour of different sites in the Black community. We left from the Urban League, visited the Lake Terrace public housing units, an Urbana public elementary school, a Champaign public elementary school, and a local community center that's part of the Champaign Park District. At each site a supervisor, director, principal, program director, or--in the case of King school--the entire district administration, came out to give the faculty a sense of the issues and concerns faced by the participants, community members and program staff at their institution. As mentioned above, there were also community members on the bus to help faculty process the information they got from each site visited, and to give faculty further community information as they rode from site to site. The

theory behind the program was that such an experience would give faculty a better sense of the community issues, and thus a better sense of what they could connect their research and teaching to.

There was one community member missing though, a local education activist and anti-racism organizer. I had been somewhat acquainted with her for 10 years at that point, and respected her work, her ideas, her honesty, and her insight. When I sent her an email inviting her to participate in the immersion, the following was her response:

> Hey Kamau,
>
> I am really uncomfortable with this. As we discussed in our meeting several weeks ago, I understand what you and others are trying to do and that you, in fact, have misgivings as well. I know this is why you want folks like myself, Tracy, and Nate involved.
>
> I recognize that the community may benefit somehow from such an exercise and that projects I work with could even potentially benefit. Still, I find myself unable to suppress the image in my mind of a zoo tour bus with us as the animal keepers/trainers explaining their natural habitat and mating behaviors.
>
> My orientation is for Black parents and other community activists to give university educators a tour of the institutions that continue to control and otherwise shape their lives in ways that serve to maintain the status quo. Let's stop by the city buildings and get a quick analysis of municipal policies and practices that continue to favor the "haves." How about the Mellon and Burkholder buildings for a bit of the same. Or maybe meet with Black teachers at those schools to get their take on Black educators' and families' challenges working within the current structure and the supports they may identify as real answers for coping with or changing the system. Let's not leave out institutions like the Housing Authority or DCFS to get a take on federal, state and local policies and practices that contribute to keeping us as the "face" of poverty and pathology.
>
> Then, just maybe, we can have a reasonable exchange on how best to utilize university resources to help us understand and challenge (in concrete ways) institutionalized racism and classism, as well as our own internalized craziness that keeps us colluding with our own oppression.
>
> I am confident you, Tracy, and Nate share my concerns, and in many ways feel stuck between a rock and a hard place and just want something to shake loose from somewhere to make something happen…
>
> Stuck,

She brought up some issues that were worth thinking about. Her comments provided some specific illustrations of the community climate and "on the ground conditions" that Al Mitchell wrote about 10 years earlier. Would this center, the university, or any of its units be

able to advocate for community members with legitimate concerns that aren't address through traditional social services aimed at under-represented communities? Can the university assist community members in their efforts to "shake something loose" and make something happen?

Once I was hired the search committee became for me an informal advisory group with which I met two or three times. It was composed of Len Huemann from Urban and Regional Planning, Paul Thurston from Educational Organization and Leadership, Associate Chancellor Steve Schomberg, and Tracy Parsons of the Urban League of Champaign County (President and CEO).   My first meeting with them took place on December 21, 2000. Their suggestions for my first tasks were to learn as much about community and current projects as possible; interview community members; visit projects and programs, city agencies, school principals, and the East St. Louis Action Research Program. They also suggested that I interview and meet with faculty engaged in community projects, meet with the Partnership Illinois sub-councils, begin identifying advisory board members and to re-read the Exchange Center White Paper and make my own suggestion concerning its implementation.   The focus would be education: addressing the low-performance of low income students, and we would announce the establishment of the center to the community by the end of January (LaRaviere, December 21, 2000). After our first few meetings, the primary person with whom I would meet was Associate Chancellor (soon to be Vice Chancellor) Schomberg. I would also have periodic meetings with Urban League President and CEO Tracy Parsons.

On February 16, 2001 I held my first meeting with faculty members to get their feedback on the idea of an Urban Exchange Center. The meeting was with one of the Partnership Illinois sub-councils. They advised me to build trust by generating positive results from small projects, and to target issues communities want to be addressed. In terms of the center's function they felt that it could help partnerships to occur in a purposeful manner, rather than by chance; and it could establish the relationships that allow faculty to connect with one another's work, thus strengthening grant proposals. Lastly they engaged the question of whether the UXC should be a monitor of quality control (LaRaviere, February 16, 2001).

I met with a couple other university faculty/staff groups that first year, but the only staff person with whom I would have consistent communication was Steve Schomberg. In my three years of "directing" the center Schomberg has been the sole point of accountability for the program. The Urban Exchange Center is just one of several university units that report to Schomberg; most of them are much larger than the UXC. He would review my reports, and make suggestions on actions that needed to be taken. These meetings were important in shaping the direction and character of my work so I include some of the comments made by Schomberg and the other two faculty members during the first six months. Except where indicated, the comments are Schomberg's.

One the role of the Urban Exchange Center
- Place of dialogue and action
- A commons where diverse folk can come together and have a shared conversation
- The Urban Exchange Center is intended to be a partnership between the University and the community, to address the needs and problems identified among the low to moderate income residents of Champaign/Urbana
- Coordinate what the university faculty are doing in the same community so what is done in one project can be made a part of another
- The center will have three elements: technical assistance (faculty and grad students); Service Learning; Action Research

- The center should be a place where researchers should report back and data should reside in community
- It could be a place that sponsors seminars to share findings of faculty who do research in the community
- The center will establish the relationships that will allow faculty and staff to provide services in concert with one another
- It will enable faculty and staff to use one another to strengthen their proposals by shoring up weak areas with one another's strengths
- It could organize a training program with student volunteers *before* they work in community programs
- It could create a Service Learning Database
- Because you're a process, you don't need a plan. The UXC is a facilitator of projects. It has to know what's out there and let people know we may be able to find some help some place in the university

On what my tasks should be
- Research Housing and Urban Development programs and grants
- Attend conferences
- Look at local descriptive literature.
- Get faculty and staff to have their existing projects be part of the Exchange Center and do a dynamic presentation to get faculty excited about the Urban Exchange Center (Len Heumann)
- Write a mission, focus, and create a brochure describing the center
- Get familiar with the issue of low educational performance of African American students
- Find out what University Extension is doing in the African American Community in Champaign-Urbana
- Research other centers and find out characteristics of success
- Stay on the process side of connecting people
- Artworks could be component of UXC. Look at is and see how its doing in embedding itself in community
- Know what the U of I is doing
- Start working with Engineering on establishing an EPICS Service Learning program
- Brainstorm with people doing programs (with no strings attached) and report back on conversations I've had. Tell them (Paul, Tracy, Steve, and Len) my ideas and get feedback. No commitments yet. Have a conversation about what future conversation could look like. What kinds of relationships will help to move this along? (Paul Thurston)
- Organize an immersion experience that gives faculty a sense of what's out there in the local community.

It was clear from the onset that there was no plan in place for the development of the center and that my job, in part, was to produce that plan. This study is being done toward that end.

As I mentioned in the opening of this section, I organized that immersion experience and since that program I've been involved in hundreds of activities as I've gone about the work of trying to define the center and its program. During the last three years I have conducted interviews, meetings and focus groups with community and university stakeholders, sponsored programs aimed at getting feedback and promoting the collaboration concept, searched for and found university partners for community organizations and vice versa, initiated and facilitated some collaborative activities, developed relationships with community leaders and faculty members, established a pilot after-school academic enrichment program, served as a project assistant and project partner for a new university service learning course, explored the establishment of an advisory board, held a community immersion experience for faculty, co-sponsored a leadership seminar, researched and studied community partnership centers at other universities, written or assisted in writing grant proposals, and served on several community and university boards and committees.

I will describe some of the more significant aspects of my work in the pages that follow and, once again, pull out the issues that have potential to inform the strategic planning process and organize those issues in the *Potential Strategic Planning Materials* section of this study.

Surveying

BLACK COMMUNITY LEADERSHIP FOCUS GROUP

During my interviews I identified several faculty and community members to participate in a focus group on university-community engagement. On February 20, 2002 I conducted the first of three meetings with that group. The second was conducted on June 12, 2002, and the third on February 11, 2003. There were 21 participants. Nineteen were African American, one

Black Cuban American, and one Caucasian American. Fifteen were from the community and six

were staff of the university. Six were women, 15 were men. Most of the community members

were heads of non-profit organizations or local government officials. I asked them to list the

most critical developmental issues faced by the local African American community. Two

separate groups produced lists that were nearly identical (See Appendix A for a chart that shows

the issues of each group, side-by-side). The issues were educational achievement, youth

development, employment and training, affordable housing, economic development, drugs,

healthy families, university-community engagement and relations, technology, health care,

media literacy/savvy, and legal and financial savvy. The group felt that racism was an issue that

was at the heart of all or most of the difficulties the community faced in addressing these issues.

Following are a few of their comments:

> I see [racism] as being one of the tenants that would be infused in everything, because I think all
> of these issues that we're talking about happen, in part, because of the racism that happens.
>
> There's been research that has been done in different communities across the country where
> they've actually taken a Black person and a white person and actually shown where the disparities
> were and how they were treated. I'd like to see that in Champaign County, because people say
> there's not a problem.
>
> I think what [she] is talking about is that while racism permeates all of these issues, there's some
> very specific training that's useful. But the broader reason we're in this room today is because of
> institutionalized racism, and sexism, and classism and that kind of thing, which is why we have
> problems with drugs, and family functioning, and health access. It's sort of the root of all of these
> things on this list.
>
> "It's a priority, but [it didn't make the priority list because it's] engrained in all these other
> things…. It sets off something. It's the root that's causing all these concerns."

When the group met again in the summer to prioritize the list of issues according to their

importance and their suitability to being addressed through community-university partnerships,

the issue that emerged as the principal one was education, especially as it relates to the

achievement gap between African American and white students. The second most important

issue was community and economic development, followed by the digital divide, arts, and

health. The group also engaged in meaningful discussion and analysis of these issues, portions of which will be referenced is the strategic planning section of this study.

The third meeting was designed to be a report on UXC activities with some time at the end for feedback, but it promptly evolved into a session in which community members voiced their concerns about the center. They discussed the need for developing community criteria for UXC projects; the decision making process of the Center; the university and community understanding one other's commitment to the Center; and the need for more defined roles for university and community members in relationship to the center. Also they felt that the Center should be primarily a facilitator, as opposed to a direct services provider; it should serve as a clearinghouse and a catalyst; and they believed the university should be a partner as opposed to an owner. Discussion included the idea of viewing the Center as being incubated by the university and gradually moving toward being more of an inter-governmental institution supported with resources from the community, the cities of Urbana and Champaign, Champaign County, and the University of Illinois. Many of these concerns had been thought of and planned for years earlier by the Consortium for Collaborative Community Research in their proposal "Toward a Collaborative Community Partnership in Champaign-Urbana" mentioned earlier in this report.

LEADERSHIP SEMINAR

On April 11th, 2002, a few of the participants in the community meeting we had at the Urban League on February 20th, met at the Jean Lipman-Blumen Connective Leadership Seminar. We met in a subgroup to discuss local implementation of the Partnership for Advancing Leadership, which suggests that a university establish a series of partnerships with

several segments of a local community in an effort to develop leadership in those segments of that community. The aim of the partnerships is to assist the community in developing leaders with the skills and experiences to make their own problem solving efforts more effective. In an effort to examine the possibility of establishing such partnerships here in Champaign-Urbana, Dr. Lipman-Blumen posed the following questions to the attendees:

1. What are the barriers to such a partnership?
2. What are the facilitating factors?
3. What are some strategies for overcoming the barriers?
4. What are two or three next steps we can take?

I invited the several of the Black Community Focus Group participants to this seminar. As small groups were formed to answer Dr. Lipman-Blumen's questions, I organized them into a group to address them. Below are their comments.

Barriers	Strategies for overcoming barriers
• Territorialism: My program vs. your program • Lack of knowledge about what each other does • Partnering not a priority • How much genuine concern does the university have? • Knowing the correct avenue (red tape) Need direct one • Faculty seeing community as a way to get research money for their own needs, while the community gets nothing • Looking at existence and effectiveness of what's already here (80 mentoring groups). There's repetition, lack of a central focus. Resources are not connecting with one another.	• Developing relationships with the people in community programs and agencies • Lobbying the decision makers • Show mutual benefit • Do a survey of what already exists and finding out what everyone else really does
Facilitators	Next Steps
• Office of Volunteer Programs • Urban Exchange Center • Financial aid • Community Volunteer Center • Urban League • African American Cultural Program • City Governments and their programs • Churches • Chamber of Commerce	• Direct action. Pressure is going to have to be put on people who are already leaders. The chancellor is going to have to say, "this is how it's going to be." *Give the chancellor's office the vision for what the community needs.* Chancellor can say, "make sure the next person you hire..." • Community has to come together to see common interest and then take those common interests across University Avenue to the university and speak to them in a unified manner • See what other communities are doing. Each of us go outside of our own communities.

UXC ADVISORY COMMITTEE

On October 23, 2003 the first Urban Exchange Center Advisory Committee meeting was held at the Urban League of Champaign County. The stated purpose of the committee was to (1)

connect the UXC with people and resources, (2) provide constructive feedback, and (3) add direction by refining the mission and goals of the center.

Committee members felt it was important to identify a focus that takes into account, the needs of both faculty and community; to get some direction by stating clearly that "These are the priorities, these are the entities we're working with, and these are the projects were going to develop." They said there needs to be some strategic planning that establishes goals, objectives, and action plans; they said the scope (community and university) needed to be determined and that there needed to be a sense of the resource base available for addressing issues within that scope. They continued on a theme discussed in the third meeting of the Black community leadership focus group by discussing the community role in funding the center and in making it viable. It was stated that the university should strongly consider hiring a full time tenured faculty director for the center, and that the UXC should think about major alliances that can be leveraged with other university units. Members felt that supporting service learning across campus would also help to move the engagement agenda forward.

MEETINGS AND INDIVIDUAL INTERVIEWS

In addition to these meetings, I've held a number of meetings and interviews with representatives from community institutions. Below are some of the important points that came from them.

- Challenge is opposite of ESLARP where the completion of projects was priority. In Champaign-Urbana, dialogue is central to pulling this off.
- Should focus on people who are already dedicated to this kind of work, both on campus and in the community.
- There are many departmental programs and several of them fit into the Urban Exchange Center model. There needs to be a person to connect all these things. It needs to rise to the level of university support. Get the university behind existing programs and present them as a university effort.

- After getting a sense of the needs, the next step—marshalling university resources to help address community need—is a crucial one.
- Community youth programs need motivated [college] student [volunteers]. Like America Reads tutors. They're motivated because it's their job.
- There are student organizations that are interested [in volunteering regularly], but we don't have the staff to follow-up and coordinate. There are a lot of volunteers and resources, but the question is 'do you have someone to coordinate them?'
- Getting student volunteers in the community was a worthwhile thing, but many of the organizations they would be volunteering in do not have the capacity to give them a productive experience that they could learn from.
- Faculty need to see community institutions like the Boys and Girls Club the way they see the Child Development Lab and Uni High. Faculty need to look at these institutions as facilities for research opportunities *that support what we[community members] believe in*. These [community] institutions don't have the staff or the resources to accomplish what faculty could accomplish. They could get blanket research standing in certain community institutions so there would be no Institutional Review Board (IRB) issues for faculty to have to deal with in order to get involved.
- [University involvement] would complement us with quality personnel, and students would get a hands on view of the theoretical stuff they get in the classroom.
- [United Way Staff on UXC's role in connecting them to Professor Jennifer Green] It was really helpful to have someone like [the UXC director]. It would have taken us forever by ourselves to try to find a person. It was a beneficial to have an outside authority [Professor Green] to work with. Someone that just wasn't one of us telling the programs "you have to do this for us." It was a benefit that she had asked us to think about it in ways different than we had already been thinking about it.

In addition, I've received feedback and ideas from university administrators over the

years. Below is a sample of them.

- Faculty can play a role in study groups. The UXC may want to create study groups. Study groups that look at tactics for addressing engagement issues.
- Could bring faculty and graduate students from the planned Partnership Illinois database together to see who's doing what and where.
- You [LaRaviere] need to be seen more with groups other than the Urban League. Plan to meet with them. Get their ideas on the kinds of projects that you can facilitate. Needs to be broad, so people will feel like they can come to us.
- Report all the ways in which the university is engaged with the community. The Urban Exchange Center is a small part of what the University is doing. In your [LaRaviere] report. Put together an outline of what a community-university report would look like. It could contain studies of issues important to schools in Champaign-Urbana.
- The ideal is bringing the human capital to the table to enable an organization to be stronger than it is. I like the Jennifer Green/United Way "broker" model.

The Potential Strategic Planning Materials section of this study will organize and take the insights above, gathered from what I've loosely called "surveying," and place them with the planning issues they fit with best.

Education

> When we talk about economic development and revitalization of community, equity, and all of these things, it all goes back to education. If we're not prepared to get out here and compete, to advocate for public policy, to get involved with government, we'll keep on having those same types of issues. That's the crux of this whole thing. We are not churning out of our public school systems, men and women who are prepared to get out here and advocate for themselves in a university-based environment. So what type of expertise can be offered in that area to address these issues? It starts with the educational component.
> --Comment from February 20, 2001 Black Community Leadership Focus Group

> What you're doing [Exchange Center] is important. The university can help us, especially in education. That's the number one area--education. You can do other things, but you'll get more mileage if education is the main flag you fly.
> --Reverend Charles Nash, July 8, 2003 Interview

BROWN JUBILEE RELATED EDUCATION EFFORTS

In a September 19, 2002 meeting with Associate Chancellor Williams Berry and I, Associate Chancellor Steve Schomberg asked the question, "What would it mean [for university faculty and administration] to commit ourselves to African American student achievement?" Shortly afterward I sought to answer that question.

In December of that year, I met Parkland College and Urban League consultant, Imani Bazzell and ran Schomberg's "What would it mean to commit ourselves" statement by her. My thought was to run that question by faculty and community members individually and then perhaps have a focus group where we explored that question, generated ideas and then followed up on the ones that had the most potential. She said that instead of repeating that question to faculty. We could hold "hearings" on African American student achievement and invite faculty to speak there about what they knew about the successful education of Black students. She said,

"One reason faculty are not involved is because no one has come to them with a specific challenge that allows them to be engaged." The hearings idea appeared to be such a challenge.

In January, Ms. Bazzell, UXC Graduate Assistant Shawn Williams, and Margaret LaRaviere, met for 5 hours to plan and conceptualize the hearings. Once a draft was in place, I ran it by Steve Schomberg and Tracy Parsons. Mr. Parsons thought that they should happen as soon as possible. Steve's immediate concern was with the name "hearings." He felt it could cause friction between the university and the local school districts and put them on the defensive. In reality, Ms. Bazzell wanted to *partner* with the school district in pulling off the program and had indeed partnered with them before on district wide community-school programs and events. To address Schomberg's concerns, we changed the name to the Community-School-University Inquiry into the Successful Education of African American Students, and submitted a grant proposal in response to an RFP released by the Brown vs. Board of Education Committee (See Appendix B). The RFP contained wording implying that proposals that worked with community partners would be preferable. The proposal was not funded.

In January 2004, I was a moderator for the Brown Symposium, where many grant recipients gave presentations on their projects, one of which involved Campaign 155, a high school retention and graduation initiative in which Ms. Bazzell played a major role. Strangely enough, my wife worked as a graduate assistant on this project. Imani, Vernessa Gipson, and Margaret LaRaviere presented on their work. They were the only community participants that day and they were by far the most well received presenters. Their experiences and insights illustrated the value of community participation in traditionally academic forums.

Brokering a Literacy Partnership

During the feedback potion of the 2001 Immersion program, English Professor Peter

Mortensen said that the Immersion gave him some ideas about connecting rhetoric students to

local community programs to teach the writing skills they were learning in their courses. So

when, in the Fall of 2002 I was recruiting volunteers for a literacy related aspect of the Urban

League's Campaign 155 program, I contacted Professor Mortensen. He recruited a few graduate

students and that began a relationship that would eventually lead to a potential partnership

between the Department of English, the College of Education, and the Urban League of

Champaign County. In April, 2003, I met with Mortensen about ways in which to streamline

and increase graduate and undergraduate student involvement in community literacy programs. I

subsequently arranged for staff member of the local Urban League academic achievement

program to visit Professor Mortensen's writing seminar class. The purpose of this visit was to

talk about the literacy needs of youth in "at-risk" groups in Champaign-Urbana, and to begin a

conversation about ways to structure student involvement and about considerations that have to

be made on both sides to make a community-English Department relationship work.

That next fall an RFP for a community based learning grant was released. It provided

funds to assist faculty in adding service learning components to existing undergraduate courses.

So I met with Mortensen and Phyllis A Vanlandingham of the College of Education to discuss

their desire to integrate community based tutoring with the curriculum of potential Teaching of

English majors. Before this meeting I researched writing-based service learning courses across

the United States, compiled the descriptions of the most relevant ones and forwarded those

descriptions to Mortenson and Vanlandingham to consider as they thought about what to include

in a grant proposal. I also contacted local sources for service learning course materials. Janine

Solberg of the Professional Writing program sent me her professional writing service learning

course materials. Lastly, in preparation for the meeting I asked the lead staff and primary

consultant of the Urban League's Education Department (Vernessa Gipson and Imani Bazzell) to

submit some possible ideas for what U of I undergraduate students could contribute to their

community based after-school programs through a service learning course. I forwarded their

responses on to Mortensen and Vanlandingham (Mortensen, by chance, had attended the Brown

vs. Board of Education symposium and was extremely impressed with Gipson and Bazzell). I

then arranged for their first official meeting and they came together to discuss what a community

based learning proposal between the three parties might look like.

In the end, they developed a proposal to connect the curriculum of potential Teaching of

English majors to service in literacy based community programs. The proposal was strong and is

currently a finalist for the community based learning grant (See Appendix C).

SUPPORT THE ACADEMIC SUPPORT NETWORK

Since I first interviewed her in 2001, Imani Bazzell has discussed the problem of having various

efforts scattered around that have to do with after school academic assistance programs.

> You know, they're in different churches; there are different organizations and individuals doing
> them. But they don't necessarily even know how to teach kids, or what the kids should actually be
> learning. There is a method to the madness for helping a kid with their homework or for
> understanding some basic pedagogy around teaching to read or write or do math. So one of the
> things that's needed is to somehow get a master list of who all is doing what, in an effort to
> supplement Black kid's learning. Another thing that's needed is to get some understanding of
> what is best practice around this. Because right now for instance, when teachers are saying oh
> "Johnnie needs some help," [the response is] "Oh, O.K. I know they've got something going on at
> the local church." But they haven't really assessed what's going on there. How do you know if
> they have a good program or not? That could be somebody's cousin who just cares, but caring
> isn't enough. Clearly there's a connection between the university and an effort like that. Using
> undergrads, graduate students, and professors in trying to figure out what the promising practices
> are, or "how do you teach people this fundamental stuff?" What is the fundamental stuff you want
> to teach? Certainly [this has to happen] in concert with the community people who are trying to
> do it. But that to me is a really fine collaborative effort that there's a big need for.

We've engaged in several activities aimed at addressed some of these concerns. On

November 15, 2002 the UXC co-sponsored the Urban League's Academic Support Network

Meeting. This meeting brought the Urban League's Education Department together with school counselors and the University's Upward Bound and Principle Scholars Programs, and Parkland's Talent Search program. These are the three major government funded academic assistance programs in Champaign County and two of them are housed at the University (Upward Bound and Principal's Scholars). The meeting was for the purpose of beginning an ongoing dialogue between the programs to share resources ideas, identify areas of overlap, and developed practices on the part of all involved as they relate to the academic success of African American students. The UXC provided the food and did most of the documentation for the meeting (Text and photos).[3] The UXC arranged preparatory meetings with Upward Bound and Principal's Scholars staff to introduced them to what the Urban League's Academic Support Network concept. The network continues to meet and has aided in the development of other academic support initiatives.

FACILITATING AND MANAGING A GRADUATE SERVICE LEARNING PROJECT

In the Fall of 2003 when a member of the Urban Exchange Center Advisory Committee recommended that the UXC think about major alliances that can leveraged with other university units, I began conversations with her concerning alliances that could be leveraged with her unit, the Graduate School of Library and Information Sciences.

One of the strategies suggested in the faculty group proposal, *Toward a Collaborative Community Partnership in Champaign-Urbana*, was to organize a partnership center by focusing on issues that both community and faculty members were concerned with. Faculty-community consortia could be organized around single issues like educational equity and economic development, and projects and partnerships would evolve out of the consortia. In my efforts to

---

[3] LaRaviere, T. (November 15, 2002). Urban Exchange Center Report.

explore the creation of such a consortia I engaged students, staff, and faculty of GSLIS in conversations around developing information sharing resources for local efforts to address concerns in economic development and educational equity. One the community side, I began talking with Ms. Bazzell about an Urban League effort to create an online Academic Resource Center that would contain a database of specific academic support services in Math, Language Arts (Reading and Writing) and Science. It would contain resources for parents and students to help them evaluate programs so they can make good decisions about where to turn for academic support. It would also contain academic self help resources that would allow families to get immediate academic help such as online math aids, encyclopedias, and academic software; study tips; writing aids; practice tests with answers; learning games, etc. Lastly, it would contain resources and tools for people who are concerned with addressing broader questions about excellence and equity in education. So the local equity audit information, the racial climate survey, and information about local efforts around equity and excellence in education would be integrated into this last section of the site.

I promptly connected this project with a GSLIS course in which the Urban Exchange Center managed and facilitated graduate student involvement in putting together certain aspects of this online tool for the Urban League.

I was engaged in several other education related activities and as director of the UXC, and searched the university outreach database for education related university outreach programs (See Appendix D for this material).

Community and Economic Development

Administrative Support for Economic Development

In July 2003 I focused my attention on a couple community and economic development related projects that had potential to connect with the work of the Urban Exchange Center. The first was the Community Collaboration for Economic Development (CCED), a local non-profit organization that encouraged and supported business development by individuals in underrepresented groups. CCED, when it was fully operational, had provided workshops for potential entrepreneurs and loans for a few of the participants who completed the program and decided to go into business. They had been funded, in part, by a Partnership Illinois grant. CCED had ceased to operate in 2002 due in part to internal disputes and the lack of money for support staff after the PI grant ended. In the spring of 2004, the UXC brought in a quarter-time graduate assistant to assist CCED in becoming operational once more, and I organized and facilitated several planning meetings with the remaining active board members. We also provided transitional space for CCED with an understanding that once it became fully operational, it would be housed at the Urban League. We also began the process of brokering a partnerships between CCED and the Office for the Study of Business Issues (OSBI Consulting) which is part of the MBA program in the U of I's College of Business. Lastly I searched the university for potential CCED board members. This work is ongoing at present.

BROKERING HOUSING ENGAGEMENT

The second project was the Eads Street Development Corporation (ESDC), a non profit organization that develops affordable housing. Our work with ESDC focused on finding faculty and students who could provide technical support for the organization's housing related work and to provide students with an "on the ground" learning environment. The head of the organization is Mr. John Lee Johnson. After a few attempts by myself to broker a partnership

between Mr. Johnson's organization and our department of Architecture through the new Civitas Urban Design Center, Vice-Chancellor Schomberg made a direct request to the director and she responded with a few ideas about how the students in one of her courses could get involved. A broader engagement strategy is being formulated as this project continues to develop.

In addition to the project with ESDC, the UXC also facilitated another housing related partnership between faculty and students in Architecture and Urban Planning, and the Housing Authority of Champaign County (HACC). Unlike the two years it took to develop the literacy based partnership discussed previously, this one was very straightforward and is developing relatively swiftly. I simply set up an interview with the director of the HACC, Edward Bland. I told him what my job was and asked him if there were any potential projects HACC was considering that might benefit from U of I faculty and student participation. He promptly told me that they were going to demolish a couple of their public housing sites and needed ideas and plans for the establishment of mixed income units that blended in with the surrounding community to the point were they couldn't be identified as public housing. I emailed this information to the director of the Civitas Urban Design Center. She was looking for a community partner for an NEA grant and after meeting with Mr. Bland and two HACC staff members, both parties felt that a partnership would be a good fit and will be meeting again to work out the details of the relationship.

Arts

UNIVERSITY AND COMMUNITY ARTS AGENDAS

In a March 12, 2002 meeting, Schomberg asked the rhetorical question: Does university arts agenda fit with the community's agenda? How would the arts program be structured for

meaningful engagement with low to middle income people? Once again, I set out to find some answers.

One May 30th of that year, I met with two staff of the Krannert Art Musuem. The museum had sponsored a youth program called "ArtWorks." We discusses their role with this program done in collaboration with the Urban League, Unit 4 Schools (Columbia Center) and Lakeside Terrace—a division of the local housing authority. They said that none of the community partners had contributed any funds to the program. Also, the youth participants in the program were paid and Krannert staff felt that this has a limiting effect, saying that the middle class white kids were in it for the intrinsic value of it, while the poor black kids where in it for the money. They stated that they were looking toward working with a more diverse array of students (a majority of the students in the program were Black). Krannet Art Museum staff had been in discussions with the organizer of a proposed local African American centered youth arts program in which youth would learn dance, art, poetry, writing, music, and other things that are part of an African American empowerment message. "That's not *our* vision. Nothing in the program connects with *our* vision," said the two staff members. They wanted a program that would "connect with the fine arts and have more museum oversight." They said they would place high emphasis on selecting minority participants for the program.

During a July, 2002 meeting of the planning committee of the above-mentioned weekly arts program for low-income urban youth, one committee member, who had attempted to get support for the program from Krannert said the staff felt that the program was "too focused on minorities." Other members mentioned a reception in which the new head of the Krannert Art Museum said he was very interested in connecting with the local community but that he didn't want "ghettoization" of their exhibits. The remark struck them as insulting.

Although detailed goals and objectives for the Urban Exchange Center had not been established there were several points emphasized to me during the hiring and orientation process, one of which was that the Urban Exchange Center was created to foster projects that did not fit the traditional university engagement model where faculty and staff decided what they wanted to teach or study, and then looked for community members to be studied or receive instruction. Instead, projects that came through the center would be based on faculty being brought in to address a *community* concern or request. The Krannert Art Musuem staff could not have made it any more obvious that there outreach was not going to fit this model. Also at issue is a culturally narrow view of what constitutes "fine arts," and a lack of creative thinking about how to engage the community through the fine arts, but that is an issue for another study.

Participants in the community leadership focus group and organizers of the Saturday Arts Program, voiced several *community based* arts related concerns, and among them were:

- There needs to be a way for students to volunteer time to assist the youth in local arts programs
- The university has to show some commitment to local artists but is not doing so. As one member put it, "Our art and culture influences the world but when we want to teach it, we run into cultural and political bullshit."
- Community members need to gain media literacy and begin to influence how they see themselves by influencing existing print and broadcast media as well as producing their own. "This includes everything from how to produce our own TV & Radio to how to write a good letter to the editor when they piss you off."
- "We don't have anything African American for our people to learn their own arts. How do you get the Krannert outside in the community, a black dance troop; a black theater troop. Not just for kids; I'm talking about zero through ninety-nine."

In addition, a May 4, 2002 meeting of the Afrikan-American Arts Alliance included the following ideas:

- Research possible opportunities through UI Depts. of Education and Arts Education to begin dialogue that could lead to freeing up time of faculty members who could participate in community focused arts activities.
- Create a fundable entity to serve the collective agendas and needs of local artists
- Create a resource database for local artists, schools, institutions and businesses
- Create a support network for the development of collaborative works
- To get to know who we are and what we do

It has been two years since my encounter with the two staff persons at Krannert. I do not know if the museum still holds the same perspective or even if my perception of their perspective is accurate. Furthermore, the Krannert Art Museum is just one of a multitude of university units with faculty, staff, and students whom are interested and skilled in the arts, and may have some possible interest in engaging with the local urban community around arts related issues, or engage other issues *through* the arts. Once interest is identified, there still exists the question of how to direct and channel that interest as well as how to cultivate further interest. In the fall of 2003, I would get some insight into those questions.

IMAGINING AMERICA … IMAGINING CHAMPAIGN-URBANA … CROSSROADS

On the weekend of November 8-10, 2003 the University of Illinois hosted the Imagining America Conference. Imagining America is a national network of university-community partnership participants who primarily employ the arts and humanities in their engagement activities. Their mission is to facilitate a national coalition of artists, humanities and civic groups "working at the intersection of higher education and community life." They seek to support and encourage this kind of work by getting artists and humanists to work across university-community boundaries and by connecting universities, the communities they serve, and like-minded organizations across the country.

U of I Chancellor Nancy Cantor addressed the participants and made the following points:

- The university is "off to the side" of normal society in that it can (and should) approach situations with experimental attitudes that permit a playfulness with ideas and people. To really encourage this "mixing it up," we need to be "places apart" (not constrained by the boundaries and norms of "normal society") able, for example, to tolerate conflict. In order to do this and still be relevant, universities must remain connected to the concerns of the day and the voices that are articulating those issues. So we need to face outward so that the ideas that we experiment and play with are infused with the real concerns of the citizens we serve. A diverse group of participants (within and outside) will keep us connected to various communities of stakeholders.

- For the dialogue to flourish we must suspend the norms through which we live and our habits for experiencing the world where we can listen to our inner voices and the voices of others in a safe way. A safe haven must be created—a medium for learning about ourselves and others.

- Artists can provide a medium for expression. Arts can be the medium for intercultural dialogue and intercultural communication. Inter-group and inter-cultural dialogue does fundamental work in changing America and the arts have a key role in fostering this dialogue. They provide a context for exchange that we simple must nurture.

- Programs aimed at changing imbedded practices need to be an oppositional space to conventional units on the one hand, and at the same time they need to become more imbedded in the institution by, for example, having established professors and administrators work with them.[4]

I left the conference with two major understandings:

- First, involvement of artists in community programs and projects don't have to be connected to arts issues or arts related programs. Artists can work with community members on non-arts related issues and help them to create alternative representations of the issues. For example an artist can work with a minority entrepreneurship program and develop a photo

---

[4] This last point was in my Imagining America notes, but I'm not sure if it was made by Cantor or another conference participant.

exhibit of local Black business history, or create a performance piece that highlights the difficulties and challenges minorities face when going into business.

- Second, the arts can create a safe space for dialogue between university and community members and thereby serve as a potential vehicle for fostering engagement

It was these understandings that led me to develop the idea that I eventually tagged "Crossroads." Crossroads would be a campus/community performance based dialogue. The UXC had recently moved into a storefront office space with the Civitas Urban Design Center and I discussed the program with Civitas staff since the space would be used to hold the program. They were 100% behind it and the assistant director has taken on a significant portion of the planning for the program. Crossroads would serve as an informal regular gathering place to express different ideas and perceptions about issues of public concern through performances and perhaps some unstructured post-performance dialogue over food, drinks and music. So it would involve music, theatre, poetry, and other forms of expression. I contacted faculty and graduate students in the theater department, the communications department, the African American Cultural Center, and met with faculty from the Krannert Center for the Performing Arts and the Office of Public Engagement. In addition I contacted a few community members about the idea. All were interested in participating. But several details would have to get ironed out first. One key detail is the scope of the project. While I initially imagined it as a dialogue between the university and the community that the UXC primarily deals with (the African American community), Civitas and the Office of Public Engagement want to broaden the program. At that point, my function would be to ensure participation from the African American community. My reservation about that is that the Black community might be less likely to participate regularly in an event that isn't "Black." The simple fact is that most Black people don't go to predominantly white churches, listen to "white" music, join "white" fraternities, or attend "white" dances. If the

4

program is mainstreamed, then African American participation might wane. On the other hand, if the event is predominantly Black, the assumption may be that faculty would be less likely to be regular attendees.

One of the staff members of the Office of Public Engagement has the job of following up on the Imagining America conference by coordinating "Imagining Illinois" efforts in this state. Should we make the decision to mainstream Crossroads—and it looks as if we will—the program should be a transitioned into what that office does, and the UXC's role would be to ensure participation from underrepresented groups.

Other noteworthy activities and insights

Funders: Setting and Meeting Outcome Standards

During the summer of 2002, I saw the UXC as being able to enlist university experts to teach best practice to community agencies. I was a volunteer with the United Way and it was adopting a funding approach that would require agencies to identify and measure outcomes. I wanted to use the resources of the U of I to help agencies to *meet* outcomes. For example, whereas the United Way would be helping program coordinators learn how to identify variables that can be measured to gauge reading improvement or reduction in teen delinquency, the Exchange Center would organize training for these same coordinators in *how to teach reading and design a reading program* so that when the reading progress is measured, there will more likely be an improvement. So I approached the United Way with my ideas and attended a meeting they had organized with the four major funders of social programs in Champaign-Urbana: The City of Champaign, the City of Urbana, the Champaign Country Mental Health Board, and the United Way itself. They had come together to create a common funding

application and to design a workshop to teach agencies how to evaluate their programs by identifying and measuring outcomes. I recruited Professor Jennifer Green of the Educational Psychology Department into the process and she helped to design the evaluation training and conducted the workshop herself. Nothing else came of the effort but I had begun a process that Steve Schomberg would push as the heart of what the Urban Exchange Center's function was. Identifying a community need, finding a university resource to meet the need, and connecting the two. It could just as easily be said in the reverse: Identifying a university need, finding a community resource to meet the need, and connecting the two. We would come to call it "brokering" partnerships (LaRaviere, October 20, 2002).

SUCCESS: A FORAY INTO DIRECT SERVICE

I started an after-school math enrichment program called Success using U of I tutors and connected with the University's Math, Science, and Technology Education Office for support. I attended their workshops and invited them to speak to the student tutors I recruited for the program. I recruited over 30 university students who volunteered once a week regularly in the program. A year-and-a-half later I ended the program in favor of a program to get students to volunteer at existing after school programs in local agencies, feeling that this was more in line with UXC goals and more in line with volunteer related concerns voice by several community members. A major lesson learned from doing this program is that the UXC should assist direct service providers, not become one. So I recruited volunteers into the Don Moyers Boys and Girls Club and the Urban League's Teen REACH and Nia Nation after school programs.

MISSED OPPORTUNITIES

I met with Urban League President and CEO, Tracy Parsons, several times throughout the past three years and received valuable feedback and advice from him. Looking back, I should have consulted him much more often and brought him into conversations between Schomberg and I much more frequently than I did. As a subordinate to Schomberg attempting to represent a community viewpoint, the perspective I was trying to represent was always at a disadvantage by virtue of my subordinate position. Having Mr. Parsons communicate some of these viewpoints to Schomberg directly would have given them more weight.

CONFUSION OVER SCOPE

From the beginning, there were major misunderstandings in the local community about what the Urban Exchange Center was, and they have lingered on to some degree. Some community members thought it was a place to take issues concerning employment at the university for low-income community members. Others thought it was a place to take issues concerning university contracts to minority vendors, and still others thought it was a place to take admissions issues. But, as Steve Schomberg stated, the UXC was not supposed to be about community casework. It is about connecting individuals and agencies in the community who are engaged in projects, with faculty and students in partnerships that benefit both parties (LaRaviere, October 17, 2002). It engages the university at primarily a level that connects the teaching, research, and outreach mission of the university with local community projects.

In May of 2003, during a meeting with Associate Chancellor William Berry and Steve Schomberg, both agreed that a clarification of UXC needed to happen; that—as a result of being given incorrect information herself—the Chancellor, Nancy Cantor, was telling people to come to us for concerns that it wasn't intended to address. They also said that there needed to be a

community person involved in the UXC; something to give it more accountability and direction on the community side. It would be a person who dealt with non academic community concerns. At one point, university officials thought about creating a "community ombudsman" position that would deal with those non-academic related issues, but it never came to pass.

The following is a particularly revealing exchange that highlights one community perception of the Urban Exchange Center, and illustrates the scope of the center as it is currently imagined by university administrators.

In a November 16, 2002 meeting with a local religious collective a reverend from another small Illinois town was the guest speaker. He spoke on various political issues but the local reverend who invited me to the meeting kept asking him to speak on the partnership activities that the university in his town was doing with the local community there. When he'd speak of some partnership or another, she would get very dramatic: "You mean the university students come out to your church!" she would say while gesturing toward me with a look of awe. "You mean the UNIVERSITY is partnering with these COMMUNITY organizations?!" she added. She definitely had the assumption that I had never heard of such a thing. "So they're doing all this and they're a PRIVATE school, and here we are with the University of Illinois and Parkland which are PUBLIC schools … I just wanted to hear you say that because this man [gesturing toward me] is from the university of Illinois Exchange Center."

Many, in fact ALL, of the programs that the visiting reverend mentioned are being done here at the U of I, but the local reverend had no idea. I mentioned a few of them and we came to the understanding that the problem was that the small, relatively unorganized grassroots community organizations like hers were not being serviced. "Can you help us? We want the university to help the Joe Blows" she said.

I reiterated the responsibilities of my office to the reverend, and her secretary. "So we should have a project or something specific in mind, and your job would be to find people at the university who could assist in those projects in some way," she asked. "Exactly," I responded.

Later in a meeting with Mr. Parsons, I mentioned the reverend's comments concerning university resources not making it to the more grassroots and lesser developed organizations. He felt the UXC has to be careful not to take on too much. He said, "Organizations have to at least have a potential program when they come to you--they have to be able to articulate a need."

EXPLORING LINKAGES AND POSSIBLE ALLIANCES

During the first advisory committee meeting in October 2003, committee members brought up concerns that Schomberg felt were beyond the scope of the UXC. Still, they were concerns that affected the UXC's ability to accomplish its mission. Thinking out loud he said that the university as a whole might need to examine some of the questions that committee members raised and do some planning to address them. It was then that I began the process of collecting and analyzing the information needed to plan around these issues. As part of that information gathering, I explored linkages between the goals of the Urban Exchange Center and other campus units including the Center on Democracy in a Multiracial Society, The Office of Volunteer Programs, The Civitas Urban Design Center, the Family Resiliency Initiative, the Graduate School of Library and Information Sciences and several other units. At this point, this study will take the information and insights discussed and referred to above, and frame each as an issue to be addressed within the framework of a strategic plan. I will lay out the components of a strategic plan and then insert the issues (and the insights and points related to them) underneath the appropriate strategic planning component. This end result will be, not a strategic

plan itself, but a document rich with material for a committee to consider as it works through

each element of the strategic planning process.

POTENTIAL STRATEGIC PLANNING MATERIAL

Strategic Planning Elements Used for this Study

There are many strategic planning models, but this study uses a goal based model and

hopes to engage planners in an exercise to address each of the following goal based planning

elements.

Mission Statement. States the purpose of the organization

Vision statement. Compelling statement about how the organization will operate and how
people will benefit

Values statement. The organization's core priorities or a moral statement about how people
ought to act.

Set Strategic Goals. The overall accomplishments to be achieved in order to accomplish the
mission of the organization (informed by the strategic analysis).

Concerns. Questions that need to be answered and matters that need to be addressed.

Strategies. Methods of accomplishing goals, addressing matters, and answering questions. The
methods could be the *programs* of an organization. They depend on practicality and
affordability.

Action Planning. Reaching a goal involves accomplishing a set of **objectives**. An objective is
the offspring of the marriage of a goal and a strategy.

Budget. What resources and support do we have? What is still needed? This should be
discussed throughout the process and some understanding about the total resource/support
picture should emerge at this point.

Other elements of this model that this study will not address are Timeline, and Monitoring and
Evaluation. Also, this study assumes the first element, **Strategic Analysis** (Scan the overall
environment and identify strengths, weaknesses, opportunities, and threats [SWOT]) is a part of
each planning element and not a separate element of its own. Lastly it replaces "Budget" with
"Funding/Resources" to emphasize the need to search for sources of funds rather than how to
allocate existing funds.

Mission – States the Purpose of the Organization

Points to Consider

- The effort to create something is a sign that there are needs that are not being met and the thing that you're tying to create is supposed to meet those needs. The needs that inspired the creation of the UXC are, on the university side, the need to enrich teaching/learning and research. Engagement in the issues and problems of the local community provides an opportunity for such enrichment.

- There is also a need for the university; its faculty, staff and students to *make a contribution* to improving life in local neighborhoods and provide lasting and meaningful services to local organizations.

- Meet our land-grant mission by bringing resources to bear on community identified problems and concerns and to engage in a manner that demonstrates a sense of urgency and sincerity on the part of the university.

- On the community side, there is a need to gain access to the skills and knowledge of university personnel to assist with their efforts to address the problems they identify. Also, there is a general need to extract more benefits out of university research than the community has historically received.

A potential mission statement

Our mission is to meet the land grant responsibilities of the University of Illinois, enrich teaching, learning and research, and assist faculty staff and students in meeting their individual responsibilities of making lasting and meaningful contributions to improving life in local neighborhoods. Accordingly we seek to ensure community members have access to the skills and knowledge of university personnel to assist with their efforts to address community problems. We seek to bring university resources to bear on community identified problems and

concerns and engage in a manner that demonstrates a sense of urgency and sincerity on the part of the university.

Vision – Compelling statement about how the organization will operate and how people will benefit

Points to Consider

- The university will create an environment in which the benefits of engagement activities (service learning, volunteering, action research, etc.) are well known to all students and staff. There will be frequent lectures, seminars, workshops, massmails, flyers, letters, etc., that educate faculty and students on the benefits of engagement with the local community. Student and faculty will have a clear sense of what they gain from engagement (what the community contributes to them), as well as what they contribute.
- There will be frequent public formal and informal community-university dialogues
- The university will fund engagement activities at levels that ensure its engagement goals will be met or surpassed.
- Individual students and faculty who are interested in engagement will have support in the form of information and referral services, funding, access to methods and strategies for engagement to have added value in promotion and tenure procedures.
- Community members will be engaged in all aspects of the crafting of the university's engagement agenda, and will be frequent presenters and lecturers in university courses and public programs.
- Community members will hold key positions in engagement related university units.
- University faculty and staff will be regular attendees and participants in public community meetings and programs. Faculty and students will be regular presenters at community events and often present on the research they are doing in the community.
- Community members will have access to reports from research conducted by U of I faculty and graduate students.
- The university will make provisions to ensure that low income residents are not excluded from the benefits of projects that involved university contracts.

- Projects will emphasize long term commitments that produce programs that are sustainable over the long haul.
- Community members will be able to identify improvements and changes in community life as a result of university engagement, and university personnel will be able to demonstrate an improvement in the variables used to measure the quality of teaching, learning, and research.
- The University will promote, or at least not discourage, faculty involvement in potentially contentious issues.

A POTENTIAL VISION STATEMENT

The university will create an environment in which the benefits of engagement activities (service learning, volunteering, action research, etc.) are well known to all students, staff, and faculty. There will be frequent public formal and informal community-university dialogues. There will be lectures, seminars, workshops, massmails, flyers, letters, etc., that educate faculty and students on the benefits of engagement with the local community. Students and faculty will have a clear sense of what they gain from engagement as well as what they contribute. Those who are interested in engagement will have support in the form of information and referral services, funding, and access to methods and strategies for engagement to have added value in promotion and tenure procedures.

Community members will be engaged in all aspects of the crafting of the overall engagement agenda. They will be frequent presenters and lecturers in university courses and public programs, and will hold key positions in engagement related university units.

University faculty and staff will be regular attendees and participants in public community meetings and programs, and will be regular presenters at community events--often presenting on the research they are doing in the community. In addition, community members will have access to reports from research conducted by U of I faculty and graduate students.

Projects will emphasize long term commitments that produce programs that are sustainable over the long haul. Community members will be able to identify improvements and changes in community life as a result of university engagement, and university personnel will be able to demonstrate and improvement in the variables used to measure the quality of teaching, learning, and research.

The university will make provisions to ensure that low income residents are not excluded from the benefits of projects that involved university contracts, and the university will promote, or at least not discourage, faculty involvement in potentially contentious issues.

Values

GENERAL OUTREACH POSITIONS

- Educational institutions must be an example of the lesson they teach to students concerning caring about important social problems.

- The Morrill, Smith Lever, and Hatch Acts laid the legal foundation for the service requirements for land-grant universities. These acts, and the current effort to create more democratically engaged system of higher education, appear to be analogous to the declaration of independence and the effort to gain civil rights for Black people from slavery through the civil rights movement of the 1960s. On one side, the agents of change invoke the spirit of these documents as they push for change, and on the other side people act as if the documents were just quaint, hyperbolic sentiments that were never meant to be applied fully, and have come back to cause occasional discomfort and embarrassment. Are land-grant universities going to live up to their mission and make a commitment to service to and engagement with local communities that goes beyond rhetoric and window dressing?

- Is the university interested in doing something that makes a difference or just something that just makes it look good?

- The university has a responsibility and that really means that individuals in the university do. It's so easy to talk about some amorphous collectivity or corporation like a university. It's easy for people to agree to the statement that the university needs to be engaged, but it's harder for any one person to take part of your day--especially for faculty--with uncertain personal or professional benefits.

- In a conversation with Steve Schomberg, John Lee Johnson stated the following: When you [university people] see these people [community residents] around, you have to say to yourself "Where do they live?" "Who delivers their babies?" The university is not asking "Who benefits?" One low income person for every $5000 is supposed to be employed [on construction projects], but only the developers are benefiting. There is no trickle down happening. The south First Street investment is an unlimited investment pool, so you want to

5

tie the poor to that investment. Like when they tied the poor to the clerical learning program.
A civil service director can suspend the rules/test requirement. That's an example of what the
university should be doing. You think Motorola would say "we won't hire blacks" with all
the money U of I is investing there if the U of I committed to that happening? It's through the
university's actions that the development is made possible. But that doesn't happen. The
North end occurred because we had a chancellor who helped. We got the Douglass Center
because Dodds Henry told the park district they'd better do it. When the university has
spoken and chosen to lead, the community has followed.

- I'm serving you in order to learn from you and you're accepting my service in order to teach
  me

- There's a model in Urban Planning. The East St. Louis Action Research Project. I'm sure
  the university got a lot of PhDs out of that work, but they left the community with a lot of
  tangible support and resources. They helped them lobby with their state representative and
  got ongoing funding. So it wasn't a situation where you had a good thing that went away ….
  They did marketing, housing rehab for the elderly, and then helped them write HUD grants.
  So they come in, research, find out what's needed, and then help the community obtain
  sustainable funding and resources to make sure it's ongoing. So it's maintenance is not just
  based on whether the university continues to support it. The East St. Louis Research project
  is still going on, and that's the key. It needs to be a long-term commitment. One-shot deals
  are what build bad relationships between people and ruin trust. So the key is the
  sustainability—the ongoing connection, because you can't just do something in one year—
  not something that's meaningful.

VALUING COMMUNITY INPUT AND PERSPECTIVES, AND DIVERSITY

- I'm burnt out on getting a room full of people together to decide what somebody else needs.
  Who best to speak for the people than the people themselves? I would like to see folks in
  these forums who bring the actual life experience to the table. Folks with criminal records
  who've never had any problems since their release, but who are still losing their jobs.

- The university must appreciate, and hold as legitimate, the community's perception of the
  university. We have to help staff and faculty "hear" the community. The university might
  want to consider Freire's idea of grounding reality somewhere between the "object" and the

perceptions the people have of the object. It seems to be an effective way of approaching research aimed at affecting the lives of the people being affected by the object, in that it gives a more complete sense of what the object "means."

- Research and teaching are improved by the intellectual products that result from creative tension produced by different ways of thinking, knowing, and problem solving. The fundamental lesson of diversity is that excellence and creativity are built on variety, novelty, and challenge that promote different ways of looking at things; that we don't think deeply or creatively unless we move beyond our automatic habits of mind and action; that mindlessness is encouraged by familiarity and similarity; that we must "mix it up" and cross boundaries and borders to have a vibrant intellectual community; that many of the boundaries in American life – race, ethnicity, geography; sexual orientation, disability, gender constitute the basis for a challenging mix.

- Both sides must value the experiential knowledge and indigenous genius in the community and the academically based skills and knowledge that exist within the university.

- When the UXC director met with him in May 2003 about possible connections between grants that Dr. Miron and he were submitting to the Brown vs. Board of Education committee, Professor James Anderson made some interesting points about the issues behind the kind of reciprocal partnerships that community members want. Dr. Anderson pointed out that such partnerships would open up avenues of dialogue that haven't existed, but it would require a entirely different approach to research than what faculty are currently used to. He said that community members were expressing "very legitimate criticisms," but said that faculty would have to go through a paradigm shift in order to engage in the kind of involvement that would address those criticisms. He gave the example of the 1960s and 70s activists, the Young Lords. When the Young Lords went to the people in the neighborhoods and asked them what they wanted, the response was "We want the streets to be clean. We want the garbage off the streets." But trash disposal was not the concern of the Young Lords. They considered themselves revolutionaries and felt that issues like political education or police occupation were the issues that needed to be dealt with. But the people identified garbage disposal as the issue, so the Young Lords respected that and organized themselves and community members to clean up the streets. It was through the initial work of organizing the community to keep the streets clean that they eventually began to get to

deeper causal issues and then organize themselves to address those issues. Dr. Anderson's point was to raise the question, "Are faculty willing to delay having their more immediate questions and research interests dealt with, in exchange for a more protracted--and more meaningful--kind of involvement? And are they willing to lesson their grip on the decision-making process of the research in order to come to decisions that involve a consensus between themselves and community members? These were not Dr. Anderson's words, but these are the kinds of issues that appear to me to be inherent in the thoughts he expressed. Steve Schomberg later commented that Anderson's comments were "shattering." I never asked him what he meant by this.

- People have to be able to think about and understand what's critical in the black community and really respect that. Even if it's not the thing they're working on.

VALUES RELATED TO COMMUNITY OWNERSHIP AND INFLUENCE

- Responsive equitable reciprocal engagement and research focused on solving community identified problems.
- I get that "O.K. the university is opening up its doors. It's going to provide these services to the community." But we don't want to be used as guinea pigs. How do we protect our environment from that happening?
- Dealing with root causes as well as with symptoms
- I think that there are some potential issues around ownership on the one hand--the university owns the Urban Exchange Center and that's legitimate. But on the other hand, if you want to collaborate in the real way that Kamau has tried to set this up--for it to be a real collaboration--the university still has the power to pull the plug, not just on the Urban Exchange Center as a whole but say this group says "This is something that is important to us. This is something that's valued. This is something that we think is important." And the university doesn't understand because the university isn't Black, for instance. This is a room full of Black folks and we have our own set of priorities and our own values, and our own ways of doing things. The university can't be afraid of controversy. Now, issues of importance to the black community--I'm sorry, they tend to be a little bit controversial in a white racist society, you know. We need to anticipate what it means for black folks to say, "here's something important to us" and the university sort of still has veto power. Well

"Yes, the Urban Exchange Center can work on this but it can't work on that because that's a little too controversial." We need to have that conversation of what that means to us.

- I applaud you. I think you're doing a wonderful job as a one man band. But I see you operating kind of in a fog, feeling your way through. But you need to have clarity. You want to know what your role is; what you can offer the community; what you can offer the university faculty and staff. We can sit down here and hammer out a mission and ideas for the center and you can take it back to the university and … this is not at all what we wanted this to be about. So if you have influence with the people who'll make the decision, then wonderful. But oftentimes we're put out there to perpetrate a fraud on behalf of an authority, when there's not going to be a real heart and soul commitment.

A Potential Values Statement

The University of Illinois will seek to promote and honor the following values in its overall community engagement agenda:

Engagement and Reciprocity
Applying knowledge and skills to real life problems enhances teaching, learning, and research, and can improve the social conditions that the knowledge and skills are being applied to. Access to such social conditions adds great value to the life and work of the university scholar, and access to the university adds great value to the work community activists, organizers, government officials, etc. University personnel in particular should consider the validity of the statement, "I'm serving you in order to learn from you and you're accepting my service in order to teach me."

Sincere Problem Solving
Engagement should do more than generate knowledge. It should make a tangible difference for the better in both the community and university. Parties should be upfront, honest, and realistic about what they bring to a partnership and what they expect to get out of it. Engagement should not be done for its public relations value, but as part of a larger deeper commitment to addressing community and university needs.

Sustainability and Commitment

Engagement produces the best results when it focuses on capacity building and leaves the community with tangible support and resources.   Such engagement cannot be accomplished with one-shot deals that build bad relationships and ruin trust. There needs to be a long-term commitment to building relationships and building capacity, and this kind of engagement cannot be accomplished in a year or two. Furthermore such engagement may require university personnel to put aside their own research questions and goals to simple engage with community members "where they're at," and build from there.

Individual Contributions

To say that the university has a responsibility means that individuals in the university do. It's easy for people to agree to the statement that the university and community should be engaged with one another, but it's harder for any one person to take the time to engage. The university and various community agencies should recognize and plan for this. They should make concrete steps to encourage and foster engagement activities on the part of the individuals in their organizations.

The Voice and Interests of the Least Powerful

The morality of a community is determined, in part, by how it treats and reveres it least powerful, and least fortunate. The university and community should make social and economic arrangements in a way that gives the greatest consideration to the least powerful; consistent positive efforts should be made to consider the interests of those whose voices are often unheard in decision making settings. Furthermore, there should be a recognition that issues of power imbalances are often connected to the problems and issues minority communities are trying to address, and although community members should respect the university's need to stay neutral in certain circumstances it should not keep the university from continuing to encourage faculty to connect their research, teaching, and service to such issues, and to support them when they do so.

Diversity: Encouragement and Respect of Multiple Perspectives

Research and teaching are improved by the intellectual products that result from creative tension produced by different ways of thinking, knowing, and problem solving. The fundamental lesson

of diversity is that excellence and creativity are built on variety, novelty, and challenge. We don't think deeply or creatively unless we move beyond our automatic habits of mind and action. Mindlessness is encouraged by familiarity and similarity. We must "mix it up" and cross boundaries and borders to have a vibrant intellectual community. Many of the boundaries in American life – race, ethnicity, geography; sexual orientation, disability, gender constitute the basis for a challenging mix. In particular, the university must appreciate, and hold as legitimate, the community's perception of the university. It has to encourage staff and faculty to "hear" the community. They must be encouraged to suspend their perceptions of reality in order to consider the perspectives of others. Both sides must value the experiential knowledge and indigenous genius in the community and the academically based skills and knowledge that exist within the university.

Goals

1. Expand opportunities for—and instances of—research and service by the University faculty, students and staff in community identified projects and expand opportunities for community members to access faculty and student participation in their projects and programs.

2. Make information accessible to community members.

3. Improve connections and coordination between projects aimed at solving or ameliorating long-range and difficult community problems and needs. Provide a more convenient, permanent and comprehensive laboratory for faculty-academic professional research, student training courses, workshops and service learning projects.

4. Expand Interest in, and knowledge of, community-university engagement

Strategies
(1) ONE – Expand Service Opportunities and Access
- Build Relationships. Students, staff, and faculty should be encouraged to get involved outside of specific, formal, projects (Membership in local organizations, attend community meetings and programs, volunteer time to community agencies, join or attend the meetings of concerned citizens groups, work with neighborhood organizations to address specific issues, etc.).[5] Indeed, it is this kind of sustained involvement and

---

[5] In relationships to this strategy, a staff member from the university's Center for Prevention Research and Development had this to say: "The last thing we need is another damned program. We need dialogue, leadership, where are we going, and what's the process to do that. And how can the university be engaged to facilitate, fund, and participate in that. What structures need to be developed to ensure the community's voice is consistently heard."

relationship building that leads to the development of projects with the greatest potential for success. The university may also want to broaden this strategy to include the development of issue-based community-university consortium[6]; the focus on issue/policy would increase the likelihood of projects being developed that go beyond service and connect with broader concerns of social change.[7]

- Increase Service Learning Activities that involve University students and faculty in cooperative, ongoing, semester-bridged research activities with local community leaders and municipal policy-makers and professional staff.[8] Institutionalize service learning with a graduation requirement in every degree program.
- Meet regularly with community members to determine specific needs of individual organizations and identify faculty and university units who may be able to meet them (brokering partnerships).
- Meet regularly with faculty to determine what types of practical application of their teaching and research might be useful and identify community organizations with whom they can connect.
- Leadership Training for citizens, board members and staff of North End community-based organizations in areas such as community organizing, policy analysis, computer technology, non-profit management and fund raising.

---

[6] In relation to this strategy, one community had this to say: "So somehow, as much as possible, people have to be able to think about and understand what's critical in the Black community and really respect that, even if it's not the thing that you are working on most closely. Part of the issue is the question of if the approach should be "let's pick one thing and put all the energy there until you really see a difference, so people can see what a difference really looks like." Or do you say "What are the three main things?", and make them three very different things so you can have multiple impacts. Or do you do a series of "mini" things?

[7] The University of Pennsylvania's community partnerships agenda came from long-term consultation with the community; faculty and graduate students. Students spent their entire dissertation work working with the community on coming up with what was necessary to be done. It was literally years of listening, years of working, years of study, years, of surveying. For a university like Penn with a once contentious relationship with the community, to enter the neighborhood offering assistance is not an overnight process. Years of relationship building are required in order to establish genuine ties. Listening to what local people identify as their needs only enhances the long-term possibilities for productive relationships. One cannot underestimate the significance of building trust among partners in the relative success of community partnerships. Jerry Eisman, senior faculty and Urban Institute staff person said, "the relationship-building process is essential to improving the possibility of achieving long-term, concrete community revitalization." Eisman places high value on the need for universities to dig deep roots into communities—to stick around and maintain consistency. Eisman also said that "The more broad point is the inability of foundation or government funders to pay for the hanging out time that's required. The months, and in my judgment, years it take of being at the Thursday night meetings. And so, now universities—if they care about it if their leadership cares about it—they can put up some of the resources. They can give faculty release time; they can do other things that give you the time to 'hang out.' It typically, in my judgment, works hugely better if you actually already have tenure because then you are not always trying to think, 'What's the connection between things I'm doing and next week's article'" (Maurasse, 2001). In a related note, a faculty member of the Urban and Regional Planning Department had this to say: "I'm interested in change--for the sake of changing people's lives. [The university] wants us to push programming so they can say 'look what we did.' It's a lot harder to put a process in place."

[8] David Maurrasse's 2001 book, *Beyond the Campus,* includes insights from faculty at the Center for Community Parnerships at the University of Pennsylvania. Service Learning is a major component of their engagement agenda. They feel that if something is in the core interest of the university, it's more likely to succeed. In that regard, Service Learning has been a major avenue for creating successful, long-lasting university partnerships there. One faculty observed, "Service Learning is a relatively easy way to get particular faculty members in various departments directly involved without disrupting the essence of their work. The already must teach; the center simply asks them to make the teaching relevant to the community and give students real-life learning experiences."

- Establish a support structure for regular gatherings of community-based leadership and facilitate connections between community programs. Establish a related position that serves as an internal advocate for community interests (this responsibility could be assumed by an existing office such as the UXC).
- Small business incubator for local entrepreneurs
- Short-term Technical Assistance to Community-Based Organizations provided by various units on campus.
- University fellows that provide local community activists and urban professionals with the opportunity to take sabbaticals on the UIUC campus to conduct in-depth research on issues of personal interest to them and the board of the center (This also fits well under the goal, "Expand Interest and Knowledge"). Establish in-residence programs that run parallel to this effort where community in-residence scholars do university-wide lectures, teach in university courses, advise students and faculty interested in university outreach, and work closely with Partnership Illinois—possibly serving as auxiliary staff.
- Community Service Internships and Sabbaticals that allow students, alumni, staff and faculty to contribute to ongoing community-building activities in North-End neighborhood organizations and agencies (placement-based community service).
- Sponsor community members attending campus seminars and workshops.
- Use communications technology and consortium to keep faculty abreast of community conditions and needs. Create issue-based information sharing and dissemination systems tailored specifically for groups of community members, students, and faculty members who share an interest in a particular area of community concern.[9]
- Create and maintain a local partnerships web page. Create a referral resource for faculty and staff who want to connect with local community organizations and programs, and for community organizations that want to connect with faculty and staff.
- Increase funding for engagement
  - Expand the community based learning grants program.
  - Consider the re-organization of the LINC program in a manner that channels the funds and staff time toward the development of service learning components for *existing discipline based* courses. Currently the program has created *new* courses using a full time faculty and staff member and about 10 graduate students. They have a set of community partners whom they have identified and organize their courses to complete projects for these partners. The courses, and the students in them, are not based in any particular discipline and the graduate students and faculty working with them usually do not have expertise in the discipline that's most related to the project the students are working on. The pedagogy behind existing courses is not affected by LINC.[10]

---

[9] Along these lines, the campus should emphasize cross-disciplinary and cross departmental work by having themes based on local concerns. University personnel might not be able to do this by organizing themselves and meeting around university-based themes. Current university efforts to organize itself in a way that encourages university community engagement have structures that may not take this principle into account. There are existing bodies that appear to be sincere about finding ways to connect but they may not be organized in a manner that would fit well with community priorities. For instance the university has a Cultural Engagement Council, but communities are not organized around "cultural engagement." They are organized around issues like education, housing, and economic development. We have to organize ourselves around issues that matter to the local community; themes like equity in education and economic development.

- - Work with existing grant issuing university units to add engagement requirements to their RFPs or reserve a set number of their grants for proposals with significant local engagement components.
- Alter the grant making process. There could be a group of "Partnership Illinois Affiliated" projects that don't necessary receive funding from Partnership Illinois. PI could do ongoing work and consulting with each project to help them to develop the project to the point where it can put together a proposal that meets Partnership Illinois' desire to fund projects that are in line with the mission, values, and goals of the university's engagement efforts. This process recognizes that community timelines and project development stages don't always coincide with the university's schedule. It also discourages hurriedly thrown together proposals for partnerships between parties that haven't built a relationship yet. This would not get rid of traditional RFPs but would establish a formal process that runs parallel to them. In addition, community criteria for research should be reflected in the grant making process. In addition to the programs identified through this parallel process, the university should also identify a small number of the seed grant recipients—possible those within "priority" areas, like education—with the most potential and commit to funding them for an extended period of time (5 – 10 years).
- The university and community could pick one to three areas of community concern and do some advanced planning around how to engage with the local community and employ the resources of the university in a manner that makes a measurable difference in each of those areas. [11]
- Establish community criteria for community-based faculty research
- Recruit students into specific community based programs and assist the programs in managing their efforts.[12]

(2) TWO – Information Accessibility

---

[10]One community member stated, "Connecting student involvement with professors puts another layer of accountability and organization in place. My experience with these LINC students ... The idea is that they're supposed to be helping us. Last semester I literally got nothing out of it but put in hours of work. Like now I have to do the research for them for a marketing plan that they're supposed to be putting together for my organization." It is doubtful that she would have had to do research for a team of *marketing* students who were supervised by a graduate student based in a *marketing or advertising* related discipline. In relations to service learning in general a professor in Urban and Regional Planning stated, "Undergraduate students are not good at organizing themselves, but when I laid it out for them, they did fairly well. Graduate students do well with a little direction. Undergrads have difficultly even with direction. I can't do the work, but I can supervise students who can do it."

[11] A community member stated the following in relation to the importance of narrowing the engagement focus to specific issues. "If you pick one area, you'll lose some people. But what's important at that point, full participation or some tangible progress? [doing stuff in many areas] leaves a lot of stuff to try to stay on top of when so many people are sort of managing their own little thing. You get into accountability issues."

[12] Several community members mentioned that when student volunteers come to their agencies, they need a good deal of direction from the staff and they need their questions answered. This takes up a lot of their staff's time. One said that "time is money" and the university needs to put resources into these agencies since their students are getting something out of it. Another community member said, "What community people need is for students to not create more work for us. Students will have the best intentions, but the work it takes for them to be able to help creates more work for the community people. There needs to be a layer somewhere that students filter through so by the time they get to me they're ready and clear about what is needed."

- Establish a community research database. Engage in archival development aimed at creating a comprehensive collection of all pertinent studies, reports, plans and designs relevant to ongoing programmatic interests of the community.[13]
- Fine tune and expand Partnership Illinois Website.
  - Create profiles of existing campus community partnerships
  - Create a service learning or community based learning database
  - Create a profile of faculty members engaged in community based research and teaching
  - Create a profile of community members engaged in community improvement and empowerment

(3) THREE – Connections and Coordination
- Hold conferences to bring together faculty working on similar community based projects.
- Form a local engagement council with one senior and one junior faculty/staff from university units with significant outreach activities in the local underrepresented community. This group could assist the university in planning for and promoting local outreach and could either be convened by the Urban Exchange Center or a staff person from Partnership Illinois. It could also spot and negotiate interdisciplinary opportunities

(4) FOUR - Expand Interest and Knowledge
- Produce regular newsletters that go to both faculty and community members. The newsletter will discuss community events and programs and will publicize university events and program. It will then highlight partnership activities and improvement efforts of local organizations and municipalities.
- Organize Urban Policy Seminars that bring nationally recognized urban professionals and scholars to the community to discuss state-of-the-art solutions to local community development problems.
- Launch a year-long engagement theme in the model of the Brown vs. Board commemoration. As with Brown, there would be grants, seminars, lectures, conferences, and additional programming like the immersion[14] experiences, faculty colloquium, and other creative methods for promoting engagement.[15]

---

[13] This recommendation came from community concerns that faculty were doing their research and leaving without reporting or leaving any product in the community. I might be easy to collect Research Briefs for instance, since all anonymity issues are dealt with before the briefs are published. But if possible for a subject, school, or organization to be identified, then the university can't release information. Also, whatever's in a journal would be okay to disseminate. We could create a database with results from research in communities "like" Champaign-Urbana.

[14] Leonard Heumann of Urban and Regional Planning said that he would consider the immersion successful if it generates interest from 1 or 2 (of over 20) faculty. He also said that seed grants would help as follow-up to the program.

[15] Maurrasse's, *Beyond the Campus* details how San Francisco State University hired Tom Erlich, a leading national voice for service learning. He came to SFSU and helped to promote service learning there. He held a faculty colloquium on service learning. SFSU Urban Institute staff member Jerry Eisman recalled "We needed to find funding to offer faculty opportunities to grow courses in service learning. We got the offer through Tom's work with the chancellor. We got the money to fund over three years. About twenty-five new courses each year were added to the curriculum that did service learning."

Nearly all of these goals and strategies where identified by analyzing the *Background* and *Urban Exchange Center: 2001 – 2004* sections of this report. Members of a strategic planning committee may be able to identify additional goals and strategies through their own reading of those sections and through an examination of the primary documents that were used to write them. For example, the notes from the "Toward a Collaborative Community Partnership," proposal in Appendix E contain a wealth of useful material for any group or individual attempting to identify goals and strategies for university-community engagement.

Action Planning (Objectives)

Action planning will be reserved for administration and staff once the goals and strategies have been determined through an actual strategic planning process. The action plan will consist of several sets of objectives that need to be carried out in order to accomplishing the engagement goals.

Concerns

ROLE OF THE URBAN EXCHANGE CENTER

During the third Black Community Leadership Focus Group meeting, one community leader and activist voiced the following concern:

> I think that it's really important that the university understand how valuable you [UXC Director] are to the community and to the process, and that you need a stronger process in place, and that you need the university to define its role a little more clearly so you're able to work as effectively as you want to work with the community. I get the sense that to some extent your hands are still tied in a way that makes you uncomfortable--that makes the process a little uncomfortable. And I think that it's just critical that we get a little more definition here. People are ready and willing to make the Urban Exchange Center something meaningful in the community; community folks are here to make that happen. But we're still trying to figure out what does it mean [laughter]. How far can I take this? What is it that we can really accomplish with this? People want to accomplish

a lot, and we still don't seem to know how to quite do it in this context. It has nothing to do with what you are or are not doing. The issue is that you're just one person.

This person's concern highlights probably the most key issue to be addressed as the university plans for how the Urban Exchange Center will fit into the larger university engagement agenda. That issue is *scope*. To put it another way, once the university establishes an engagement mission, vision, values, and sets engagement goals, what role will the UXC take on in ensuring that those goals are met? Each one of the values, goals and strategies listed previously (and the mission and vision themselves) came from the many documents, focus groups, white papers, interviews, and staff meetings in which possible responsibilities for the Urban Exchange Center were discussed. But the question is, once the university adopts the goals and strategies it deems worthwhile, what role will the UXC take on in accomplishing and carrying them out?

Should it take on the role of serving as a central coordinating unit that houses a local research archive, and through which all local community based teaching and research must go? Or should it be less expansive in scope and emphasize making connections one by one as its director builds relationships with faculty and community members? Which aspects of the university's engagement strategies will be taken on by the UXC and which would be better served being coordinated at the Partnership Illinois level or through other units of the university that carry out some engagement related activity?

At this point it might be helpful to make a programmatic distinction between two areas of engagement related work. For the purposes of this study, they'll be referred to as "soft" and "hard" engagement activities.[16]

---

[16] These terms are not found in any of the literature examined for this study but I have developed and employed them here in my search to find a way to talk about the roles of various university units with greater clarity and understanding. This distinction might also be useful when thinking about potential members of advisory and

"Soft" engagement activities refer to activities like partnership promotion and funding, relationship building, planning, coordination, information dissemination, and providing space to house information, programs, and projects.

"Hard" engagement activities refer to the actual work that goes on in a partnership or service activity. For instance, the following would all be considered "hard" partnership activities:

- University library science faculty and students doing research for a community after-school program database
- Architecture faculty and students drawing plans for a local affordable housing organization
- Afro-American history faculty and students working with a local Black community to research the history of Black Champaign and develop a local Afro-American History website
- MBA students working with local minority entrepreneurs to assist them in the development of marketing plans
- Student volunteers working in an after-school academic support program

So the "soft" engagement activities are taken on to facilitate and develop opportunities for "hard" engagement, which is faculty and students working directly with community members and using their knowledge and skills to address community identified problems.

The UXC is a program of Partnership Illinois. Partnership Illinois (PI) is the campus' primary vehicle for *soft* engagement activities and programs. Although the activities of Partnership Illinois often lead to hard engagement—and indeed are intended to do so—the activities themselves constitute soft engagement. Indeed one large hole in this study is that it has not examined the goals, structure, staffing, funding, etc. of Partnership Illinois—and the Office of Public Engagement as a whole—in order to get a sense of what role it could play in carrying out a strategic engagement plan, or what changes might need to get made in order to pursue the strategic engagement goals and objectives.

---

planning committees.

In might be possible, for instance, to conceive of Partnership Illinois as being the central soft engagement unit of the university and the Urban Exchange Center as being a unit of Partnership Illinois that focuses on ensuring that the "interests of the least powerful," are taken into account and addressed in PI plans and activities.

For example, if PI were to take on the role of intensive promotion and development of service learning courses, the UXC would work to ensure that a number of service learning courses were developed in partnership with underrepresented communities, and that they addressed community concerns both in terms of the issue the partnership was designed to address and also in terms of the structure and power dynamics of the partnership itself.

Any activities engaged in by Partnership Illinois or the Urban Exchange Center would be *soft* engagement activities. The presence of a central unit is important for soft engagement activities such as promoting, expanding, and coordinating community-university partnerships, and PI could be that unit. But in order for PI and the UXC to play these roles effectively, each has to be connected to the various university units that do *hard* engagement activities, for these units provide the "meat" of university-community engagement.

STRUCTURE: INSTITUTIONAL ALIGNMENT - UNIVERSITY

> Well I think one of the challenges is to think about, not just what the university currently has to offer as it is structured--you go to political science for this, and you can go to social work for that. Part of the thing we need to do is challenge the university to re-conceptualize how it does business, and to look at interdisciplinary approaches to things. So if you're talking about drug prevention--that requires an interdisciplinary approach; that's a couple different departments or research interests. Can you get the university departments to sit down with other disciplines and work on a common project. Because it's not going to be just the school of social work because it has to do with legal issues about what parents rights are, and is also connected with health issues. So I'm less interested in how the university is currently organized as I am in meeting our needs, which means sitting down with university folks to talk about what it means to bring different elements together on single projects….

According to Maurasse (2001), identifying key areas around which various departments can be useful is a great facilitating factor in advancing university-community engagement. The partnership offices he looked at contact faculty directly and demonstrate to them how their knowledge and expertise can be of use in the community, and how they can make their ideas real.

So in returning to the advisory committee's suggestion of leveraging strategic internal partnerships with other university units, such partnerships should be thought about in two categories. First, university units that already serve *soft* engagement functions should be identified and examined. Second, university units that could serve *hard* engagement functions should be identified and examined. The first group would assist Partnership Illinois/Urban Exchange Center in its efforts to promote and fund partnerships, build relationships between potential community and university partners, coordinate existing partnership activities, collect and disseminate information, and provide space to house information, programs, and projects. These university units should be identified and examined with community priorities, and the mission, vision, values, goals, and strategies for university engagement in mind.

Following are a few examples identified for this study. Neither has been examined in great detail, but the comments provided can serve as a starting point for a more detailed look at each unit.

Civitas

Civitas is the outreach arm of the departments of Urban and Regional Planning, Architecture and Landscape Architecture. As an outreach arm it is a source of soft engagement

related activities, but with its direct connection to those three academic units (all of its faculty and student staff are in one of those units), it is also a source for hard engagement. The UXC and Partnership Illinois have already connected two community organizations to faculty in those departments through Civitas for hard engagement projects, and the UXC director, the Civitas student director, and another Partnership Illinois staff member have engaged in planning around Crossroads, a soft engagement initiative mentioned earlier in this study. The UXC and Civitas currently share a storefront space that could be used to house soft engagement programs and events and possibly some hard engagement projects.

Graduate School of Library and Information Sciences and Prairienet (GSLIS/Prairienet)

Since GSLIS's advances the preservation of, and access to, critical information, the students and staff there have the potential to assist in advancing soft engagement goals like the creation of a service learning database, the establishment of a community research database, and the creation of issue-based information sharing and dissemination systems for faculty and community members. In addition GSLIS has a number of outreach focused programs such as Prairienet and the Community Inquiry Labs which it will be combining to create a Center for Community Informatics. Numerous opportunities for hard engagement exist within the school. In fact, as mentioned in previous pages, the UXC brokered and managed a partnership between GSLIS and the Urban League of Champaign County to create a database driven website of local educational support services. The faculty and students there can develop websites, assist in developing and employing information sharing technologies that would assist campus and community members in [hard] projects as well as assist them in finding ways to come together, dialogue and address issues cooperatively [soft projects].

Office for the Study of Business Issues (OSBI Consulting)

OSBI is a university ran consulting company. They provide consulting for everyone from Fortune 500 companies to non-profit organizations. For for-profit entities they'll charge up to $5,000. Sometimes there's no charge for non-profits and university units. Projects are taken up based on student interest. They have a relationship with the Graduate School of Library and Information Science (GSLIS). GSLIS participants ensure that the student project teams get access to the right types of information and databases. It is a good possibility that they can work with some local non-profits at no cost on hard engagement projects related to community and economic development. They can develop business models, marketing strategies and plans, or even help an organization to optimize its own internal structure and processes.

The Bruce Nesbitt African American Cultural Program (AACP)

The director of AACP has said the program has been an unofficial "exchange center" for many years, focusing on connecting students with the community. It director is from the local community and has expressed interest in supporting Urban Exchange Center soft engagement activities by providing staff resources to support community outreach[17] and grant searches. AACP also distributes a regular web based calendar of events to campus and community members. The director has also expressed a desire to assist the university in hard engagement activities related to facilitating student volunteering.[18]

The Afro-American Studies and Research Program

---

[17] The director has connections with the leadership of most local organizations and is currently serving on the Champaign Unit Four School Board.
[18] AACP has significant relationships with most African American Student Organizations.

The program's vision is for statewide public engagement. They want to do training for African American grassroots organizations that will increase their skill levels. They have done film series in local Black communities, summer institutes with teachers in order to infuse Black history into the curriculum, and Black history programs and study groups for community youth.

Law Clinic

The university law clinic works with non-profit organizations and assists them through the process of registering as a non-profit, and it helps indigent clients with legal/financial matters. It includes a litigation clinic in which students represent clients in litigation matters, and a transactional clinic in which students represent clients in business transactions. It also handles criminal appeals in the Illinois Appellate Defender Clinic. The law clinic is a good resource for hard engagement activities that respond to the legal needs of local non-profit organizations.

LINC

To reiterate and add to the comments and suggestions made in the strategies sections, the directors and the graduate teaching assistants of LINC should work to facilitate connections between their existing community partners and existing courses in various academic departments. When students engage in service learning it should be grounded in their academic program. This would also increase the likelihood that students would have access to a faculty member with expertise in the primary discipline associated with the project. As is stands currently, the student's experience is not based in their own academic program. However, LINC does engage its students in a team building and project management curriculum that is probably not present in most academically based service learning courses. The LINC staff could assist the

university to meet several soft engagement goals, while the courses developed through the program would be stable sources of hard engagement activity.

Center on Democracy in a Multiracial Society

Along with the Office of Equal Opportunity and Access, the African American Cultural Program, and the Afro-American Studies and Research Program, the Center on Democracy in a Multiracial Society is a unit that appears to be well fit for ensuring that the university listens and responds to the interests of underrepresented populations. The directors want the Center to have an engaged community component. The center has a grant competition that awards monies to faculty and graduate students for research related to multiracial democracy. They've held conference on sports, immigration, and on the relationship between schools & prisons. In addition the UXC has a small office space on the third floor of the center for its graduate assistant.

The Center on Democracy Mission Statement says that its research and scholarly activities examine both political institutions and the implications of living and working together in a multiracial democracy. It values the educative possibilities of everyday life, the role of access and curriculum issues in public education, the impact of media and technology on questions of equality, and the impact of the knowledge production process itself on the quality of life in multiracial societies. The center seeks to create dialogue between its scholars and community leaders, and all of the center's activities are intended to create links between scholarly work and relevant social action.

If its outreach (conferences workshops, lectures, etc.) and fellowships were planned to strategically support an overall university engagement agenda, the Center could be great source

for soft engagement activities that promote, build relationships, facilitate planning, and even provide funding for community-university engagement.

Family Resiliency Initiative

Based in the Department of Human and Community Development, this initiative has received $11.5 million for a new facility and an endowed chair position.   They want to use the new facility to provide information to families and people who work with families. It will offer courses to graduate students to learn through the work that takes place in this building. The language in their white paper is at times, identical to the language in the Urban Exchange Center white paper. Although, their focus is on Family Resiliency, they see this focus as being effected by factors such as neighborhood, schools, an other agencies and institutions in the larger community and will therefore include these institutions in the scope of what they hope to address. With its far reaching goals and emphasis on bringing scholars from across campus together to develop multidisciplinary partnerships with community members, Partnership Illinois and the Urban Exchange Center must keep this initiative in its primary field of vision as it explores the possibility of leveraging alliances with other campus units.[19]

University Extension

Phillip Van Es, a member of the faculty group whose work contributed to the development of the Urban Exchange Center, once suggested that the extension program could sponsor the center. Attached to every land grant is an Extension.   As a land grant, by law

---

[19] We must also keep in mind that many leaders in underserved communities are wary of the university getting involved in the families of local residents.

universities have to provide services to the people of the state. Extension works in every county in Illinois and is the primary outreach arm of the university. They work with groups and communities to do community and economic development, nutrition and wellness programs, needs assessments, survey design and analysis, strategic planning, leadership development, and entrepreneurial skills workshops—all at no cost. Extension can be a valuable resource for both hard and soft engagement related activities.

This list is by no means exhaustive but below are a few other units that should be examined for their potential to contribute to university engagement. A more thorough and advanced list might analyze nearly every unit and college in the university for their potential to contribute to both soft and hard engagement.

- The Business Administration department's Business Innovation and Entrepreneurship program
- Office of Equal Opportunity and Access
- East St. Louis Action Research Project
- La Casa Cultural Latina
- Latina/Latino Studies Program
- Center for Prevention Research and Development (CPRD)
- Office of Volunteer Programs
- Center for Advanced Study
- MillerComm
- Continuing Education
- Cultural Engagement Council

These units will not only be potential sources for the promotion of engagement, but they will also be the *targets* of efforts to promote engagement. It is important to note that there are very few "experts" here at U of I in the field of community engagement. Just because faculty

have elevated knowledge and skills in a particular academic discipline does not mean that they can successfully navigate the web of political, interpersonal, social, class, racial and economic issues that abound in community-university engagement work. The university needs to identify potential faculty and community members skilled in these finer elements of university-community engagement and enlist them in any efforts to promote engagement among the various departments and units.

Other points related to the role and responsibilities of the UXC:

- A role the UXC or another PI staff might play between these units could be to be a part of them all; to be the go-between not only between them and the community, but between them and themselves, as a way of facilitating connections.

- Faculty and the Urban Institute at San Francisco State University believe that race and ethnicity were major factors in developing successful community partnerships there. They felt that their students of color are often a necessary bridge between the university and the neighborhoods they serve. The Urban Exchange Center could work to ensure that faculty, staff, and students of color are represented in community engagement projects.

- Most urban university partnership centers have a specific focus (technology, arts, engineering, education, structural development, etc.) UXC could emphasize the development of partnerships in areas of priority for underrepresented groups.

- The name of the Urban Exchange Center should be changed to something that reflects its mission with greater clarity.

INSTITUTIONAL ALIGNMENT – COMMUNITY

> We have a tendency as Black folks to come and sit around a table and talk about who calls the shots. And I'm telling you if it's my money then I'm going to call the shots. So the thing is that we have people [city and county government representatives] sitting around the table who have the ability to put some money into this. So if you want the Urban Exchange Center to be responsive and responsible to the community, then you have to form a true partnership. Part of that partnership is putting some money into it. If you want to have a real agreement where you

have some authority and some veto power, then someone is going to have belly up to the table like the university has and put some money into it.

--Participant, Third Black Community Focus Group Meeting

Depending on how the objectives of the Urban Exchange Center are ultimately defined, the university and community might begin to identify potential sources of community based support for the Urban Exchange Center beyond its current partnership with the Urban League of Champaign County. The attached proposal (Appendix E) to the cities of Champaign and Urbana, "*Toward a Collaborative Community Partnership in Champaign-Urbana,*" represents one way of thinking about community based support.

PERSONNEL AND RESPONSIBILITIES

The details of the personnel and responsibilities of an Urban Exchange Center staff would be difficult to list without a plan that details the responsibilities and roles of the center itself. But there are some minimum personnel requirements that can be stated based on what is known already. Those personnel requirements are an active engaged board, a faculty member with engagement expertise, a professional community based staff person, and a secretary.

An Active Engaged Board

In January, 2004, I was considering the establishment of a consortium that would be a focal point for local public engagement around a general issue like economic development or closing the achievement gap, and provide a medium through which faculty and community members could come together, share ideas, and collaborate. When I approached a faculty member with the idea, she responded, "We had that already and the university ignored us." That faculty member was a part of the Consortium for Collaborative Community Research and she

was referring to the fact that when they were active, then Chancellor Michael Aiken, refused to meet with them himself and did not offer much support for their proposals. And when the Urban Exchange Center was finally funded, the group was given no role in shaping the center.

To not engage that group in the creation and birth of the center may have handicapped the center from the onset. In that group the university had faculty members who had organized themselves and were committed to moving the university-community engagement agenda forward. They had a vision and had submitted several proposals for how to realize that vision (See Appendix E).

> What we seek now is to create a mechanism that would foster collaboration among faculty, staff, students and citizens in a way that multiplies individual initiatives, takes local citizens seriously, and is consistent with this university's mission for research, scholarship, and teaching…. We are hoping that the Center may be helpful in providing us with some assistance… How to do this as serious scholarship and research is what we want to learn more about (Rappaport, 1996).

In one of the chancellor's responses to the group he mentioned that he could give them some funds for a staff person to assist them in "maintaining momentum" after the Ira Harkavy community partnerships lecture and workshop (Liebert, 1997). The Urban Exchange Center could have been a continuation of that kind of support for that group. The group—along with other faculty and community members selected by the Chancellor and Urban League CEO, could have served as an in-place Board of Directors to give the center's new director a healthy measure of supervision, direction, and accountability as well as a jump start on the work of moving the local partnership agenda forward. The director's role could have been akin to a CEO who works to bring about the vision and carry out the decisions of the board as a whole. It is unfortunate that so much time has passed since people were actively meeting across disciplines to plan and organize around this issue.

Although the Urban Exchange Center currently has an Advisory Committee, what it needs is a Board of Directors composed of faculty and community members who (1) are involved *in some form of community engagement* (soft or hard), and (2) *have a strong interest in moving a community engagement agenda forward*. Not all members of the current advisory group fit those criteria.[20] For example, one current member whom was included on the advisory committee by virtue of a position he held within the university told me that he sees his job as scholarship and dissemination of knowledge through teaching, and publishing. Applying that knowledge is the job of someone else. His priority was to have faculty in his program realize their potential as scholars and teachers. Once they're tenured, he would be open to finding other ways of including them in community university relations. In the "publish or perish" world of university promotion and tenure, his perspective is certainly understandable, but it is not the kind of perspective that's going to help move a university partnership agenda forward. The UXC doesn't need a board based on any consideration other than their ability and desire to move a partnership agenda forward.

Faculty member with engagement specialty

> It seems difficult to launch an initiative of this magnitude and importance with halftime resources. Unless we really delimit what the Exchange Center is, we have to think about a full time faculty directorship.
>
> --Member, Urban Exchange Center Advisory Committee

Jerry Eisman is both a senior faculty member and a staff person of San Francisco State University's community partnerships center, which it calls the Urban Institute. He serves as the institute's liaison to faculty. Concerning that role, he stated: "I really believe that if you've got a

---

[20] This may be due to the fact that no hard criteria had been developed at the time the advisory group was selected.

senior faculty member in your service learning office, somebody who has been active in a lot of different ways, it makes a heck of a lot of difference. My predecessor in the office was a staff person [but not a faculty member]. And she was quite bright, but had few contacts [within the university]. The dynamics change completely for me to be there. Because, you know, there's a lot of work that we do in the hall or at the lunch table. And I've been on the strategic planning committee for the university. I was on several faculty committees, including right now I'm on the faculty affairs committee. Without being in a faculty position, how do you get into the DNA of the institution?" (Maurrasse, 2001, p. 91). In addition, each program of SFSU's Urban Institute has its own faculty director.

In order for a university partnership agenda to move forward, it will have to be led by a faculty member who has at least a 75% appointment with either Partnership Illinois, or the Urban Exchange Center. The faculty member should also have a serious professional interest in moving an engagement agenda forward. Like members of the faculty group, their research interest should involve "understanding the process of genuine collaboration" itself (Rappaport, 1996). This faculty member should have excellent facilitation skills and be able to translate general ideas concerning goals and direction into clear concrete conceptualizations, visions and plans for action. A successful grant-writing record would also be necessary.

Professional community focused staff person

The center will not work without an experienced competent and sufficiently compensated staff person. She is going to have to be visible, and she's going to have to be at everybody's party and church gathering. She's going to have to let everyone know who she is and what she does and then be able to bring everyone together. This staff person should be a member of the local community and have a good working knowledge of the key agencies and organizations.

This person's title might be "co-director" or "community-director."

Professional Secretary/Assistant Director

The secretary/assistant director will assist both the faculty and community directors and share job responsibilities to some extent. He will staff the community based office, assist in coordinating engagement projects associated with the center, assist in grant-writing and correspondence, arrange meetings, serve on engagement related committees, and serve as support staff to a variety of engagement projects and programs.

Funding

> Not being clear about what resources we have to work with makes putting together strategic plans and assessing projects very difficult.
>
> --Member, Urban Exchange Center Advisory Committee

Upon visiting the Partnership Illinois Awards and Grants web page at http://www.peir.uiuc.edu/pe/awardsandgrants.html one will discover that the university is no longer offering seed grants due to budget constraints, but has been able to offer modest funds for the development of community based learning courses. At the three universities examined for this study (Xavier, University of Pennsylvania, and San Francisco State) each institution has invested millions of dollars of university funds into their partnership centers in addition to acquiring millions more from grants and donor gifts.

In order to move a partnership agenda forward, it would seem that the University of Illinois will have to make its engagement agenda a priority in its development office as well. Funding for hard engagement can be obtained from grant proposals, but soft-engagement funds

may have to come from university funds or from some of the major foundations and government agencies such as Wingspan, Kellogg, or HUD's COPC program.

Any engagement planning should conduct an exhaustive search for possible funding sources and put a lot of staff time and energy into preparing competitive grants as well as searching for donors interested in giving directly to Partnership Illinois.

Another source of support for engagement activities can be tapped by leveraging opportunities inside existing university units. Below is a partially completed simplified chart that lists possible expenses of the Urban Exchange Center and units that can offset the expenses by simply connecting with them since they already have the responsibility or aim of carrying out the activity related to the expense.

Expense	Cost	Leveraging Opportunities Inside UIUC	Net Cost
Director			
Support Staff		University Extension	
Faculty Appt/Fellow		Center on Democracy	
Graduate Students		College of ???	
Community Fellows		Center on Democracy	
Facility		Share space with Civitas and Center on Dem.	
Seminars		Center for Advanced Study	
Travel/Professional Development			
Conferences			
Speakers			
Supplies/Meals			
Speaker Series		Center on Democracy in a Multiracial Society	
Meetings			
Course Development			
Public Info Materials			
Training			
Technical Support			
Web Information Clearinghouse		Graduate School of Library and Information Sciences/Prairienet	

This is very general leveraging chart. Each sub-committee of an engagement planning community could explore additional leveraging opportunities specific to their planning area.

PROBLEMS/SHORTCOMINGS

Many of the events described in the background section have not been triangulated enough to be certain of their accuracy and the history does not look in detail at any events preceding 1990. The analysis is not as systematized as it could have been; that is the strategic planning insights collected through the preparation of this study could have been organized in a more thorough and useful manner. But for now, it is sufficient for getting the kind of feedback necessary to better inform university strategic planning efforts around the issue of engagement with the local community. Furthermore it is a university-centered analysis and needs to take a more thorough look at local municipal government and at community agencies. I will recruit people to read and reflect on what I have abstracted so far and use their feedback to produce a more complete version of this study.

SUMMARY AND CONCLUSION

This study attempts to provide the background and history of the Urban Exchange Center in an effort to collect information, ideas, and insights for use in strategic planning around university-community engagement. To make the study useful for such a planning process the issues of the study are organized and discussed as potential elements of a strategic plan (Mission, Values, Vision, Goals, Strategies, Action Planning, Concerns, and Funding). A plan can only be as good as the information and ideas used to produce it. It is my hope that this study provides the university and community with information and ideas that help it to produce a solid, viable strategic plan for university-community engagement. As stated previously, engagement has to be a goal of the university as a whole—the administration and most, if not all, of its various units —in order for this to work. Nearly every time I would meet with groups of faculty and staff,

they would make the comment: "I don't envy you; you have very difficult task ahead of you."

Accomplishing an engagement agenda will not be possible until faculty, staff, students, and

community members begin saying, "*We* have a very difficult task ahead of *us*."

APPENDIX A - Black Community Meeting & Focus Group – February 20, 2002 – Development Issues

Group One's List	Group Two's List
Education *Public Schools *Kids, schools run by white women; #1 mentor is a 21-year-old white female while #1 mentees are black youth *Break the trend of dysfunction and labeling within the schools	Education (very broad)
Youth development *Nurture the children early and cultivate them toward Higher education and community outreach	Youth development/recreation/access to quality structured activities
Employment Opportunities for all ages	Employment and training
Good quality, affordable housing Tax shelters to prevent tax increases Revitalization of the community improvement, quality homes Impact of new construction next to old existing homes.	Low cost quality housing
Quality of Economic Development & Equitable City Planning Target areas for economic development – low interest loans HUD loans. City grants.	Business development
Drugs	Drugs
Breakdown of black families (family stress) *High % of foster in our community – we are giving are children up for adoption	Family functioning
Knowledge transfer (Research, data, statistics) body of knowledge from the university to the community in order to build community capacity Human and financial resources – UIUC as broker, not just a provider	Leadership development/community organizing Fundraising/organizational sustainability issues
Digital divide	Use of technology
Health care and access	Health education/access/lifestyle change
Media & communication, print	Communications issues/access to media literacy issues; need for a community-based arts movement
Predatory Lenders (long and short term loans)	Legal services/legal savvy issues

Acknowledgement of community programs by UIUC	Spiritual grounding/development/balance issues that we see the need to have infused in everything
R A C I S M	

Appendix B

Proposal for The Successful Education of African American Students:
A Collaborative Community-School-University Inquiry, Strategic Planning, and Action Initiative

Purpose and Objective

The aim of this initiative is to harness the experiences, expertise, knowledge, and

intellect of school teachers & administrators, parents & community members, and

University of Illinois faculty & graduate students, and focus that talent on the

development of theories of action and strategic plans that will provide further direction

for parents, community members, teachers, school administrators, students, and others

in their attempts to improve the achievement of African American students in

Champaign and Urbana. The culminating event of this initiative will be the Brown

Jubilee Community-School-University Partnership Seminar.

This will be a community centered program, and it is the idea of a local

community group: African Americans for Accountability in Education (AACE).[21]

Activities or Methods for Conducting Project & Products or Outcomes

This new initiative will unfold in several phases. Phases one and two correspond

to the heading "Activities or Methods" and phases three, four, and five correspond to the

"Products or Outcomes," heading. The phases are described below.

Phase One - Data Gathering - March through May, 2003
- University experts, community stakeholders, and the school personnel will prepare

---

[21] The leadership of AACE has a history of producing well organized cooperative programs with the Champaign and Urbana school systems.   For example, they played an active role in the planning and implementation of National African American Parent Involvement Day 2003, a community-based initiative designed to (1) Coordinate a one-day program in 27 local schools for parents and community members who visited that day, and (2) Recommit parents, teachers, students, school administrators, and community members to the achievement of all students and to specific actions they can take to support the achievement of African American students. A major part of this groundbreaking program involved signing a written pledge. Among the people signing the pledges were former acting superintendent of Champaign Schools, Carole Stack, and current superintendent, Arthur Culver. This description is included to illustrate this particular community group's ability to engage in meaningful and cooperative efforts with the local schools.

written and oral input for phase two.
- Each presenter's input will address one of four well-defined categories related to Black Student Achievement.

The suggested categories and subcategories are as follows:

Climate	Academic Achievement	Attendance, Dropouts and Graduation	Placement
• Staffing, Hiring, and Recruiting • Diversity Training • Community/Parent Involvement	• English • Science • Math • Social Studies • Enrichment Programs	• Academic Counseling • Student Support Services • Disciplinary Actions	• The Tracking Issue • Gifted and Talented Participation • Special Education Assignments • Alternative Placements

Phase Two - Cooperative School-Community Inquiry - May, 2003
- The schools and community will hold a series of inquiries on Black Student Achievement in which the input developed in phase one will be presented publicly.
- Audience members will have an opportunity to ask questions or share insights at the end of each session.
- To accommodate the schedules of working community members, the sessions will be held in the evening, and will be broadcast over a local cable channel.
- The support of the local municipalities will be sought, which should enable us to hold the hearings in the chambers of one of the local city councils.

Phase Three - Development of Strategic Plan - May through August, 2003
- The oral testimony will be recorded and transcribed, and both the inquiry transcriptions and written input will be summarized and used to produce position papers that will include strategic plans for proceeding in each of the issue areas addressed in the hearings.
- These plans will--to the extent possible--address the roles of students, community members, teachers, administrators, parents, the university, the school board, etc. in reaching the desired outcomes for the issues they address. In other words, it will detail how each group can respond and be a part of the solution.
- These summary reports, position papers and strategic plans will be developed by graduate students, in consultation with community members, and under the supervision of faculty.

Phase Four - Implementation - August, 2003 through (continuous)
- Each of the stakeholders will meet with one another, and with program initiative directors, to decide on steps to take to implement relevant aspects of the strategic plan.
- These steps will be evaluated, and adjusted as necessary, and the progress of implementation will be discussed and recorded.

- This phase of the initiative will involve distribution of summary reports and holding a seminar to report back to the larger communities (school, community, and university) on the entire process: the data gathering, the hearings, the strategic plans, and the progress of implementation.

Target Audience(s) and Expected Impact

This initiative will create a coalition aimed at working on African American student achievement from multiple angles: community, school, and university.   The coalition will be built around research knowledge and will connect the university's knowledge base with school and community practice.

Proposed collaborations

This project is in the very early stages of development. The community partner to date is African Americans for Accountability in Education.   Input, cooperation, and sponsorship from both the Urbana and Champaign School Districts, other community organizations, and colleges and units of the University of Illinois will be sought. Professor Louis Miron has a related project getting underway, and the leadership of both his group and this one have agreed to work cooperatively to build synergy between the projects. In fact, Dr. Miron's community partner (*Urban League - Campaign 155*) has a history of working cooperatively with AACE, the community partner for this project. The beginnings of a faculty advisory group has been assembled; the group includes Yoon Pak (EPS), Louis Miron (EPS), Thom Moore (Community Psychology), Julian Rappaport (Community Psychology), and Susan Noffke (Curriculum and Instruction). In addition, the support of the following faculty members will be sought:

Mark Aber	Michele Crockett	Richard Hunter	Tom Schwandt
James Anderson	Susan Fowler	Robert Jimenez	Robert Stake

Arlette Willis	Georgia Garcia	Helen Neville	Sharon Tettegah
Steven Aragon	Jennifer Greene	Larry Parker	William Trent
Eurydice Bauer	Rochelle Gutierrez	Wanda Pillow	
Nicholas Burbules	Violet Harris	Katherine Ryan	

Budget

The Project Supervisor will be Imani Bazzell. Ms. Bazzell is a coordinator of several
community projects and initiatives. There is also a need for a project coordinator, who
could devote most of his or her time to the duties of coordinating the hearings. The
funds being sought are for contracting a project coordinator and for contracting with Ms.
Bazzell to work on the project, and supervise the work of the Project Coordinator. Other
support will be sought from Partnership Illinois and community groups.

Contracted Work (Brown)		Miscellaneous (Other Sources)	
Project Supervisor	$4,995.00	Hearing Folders	$300.00
Project Coordinator	$14,580.00	Hearing Publicity	$300.00
		Food and supplies for hearing and all meetings	$1000.00
	$19,575.00		$1600.00

Significance to the Brown v. Board of Education decision and 50 year commemoration

Our understanding is that the Brown vs. Board of Education commemoration is
designed to deal with the kinds of issues that lay at the foundation of this entire project.
The issues of school segregation, within school segregation, school choice, racially
identifiable schools, access to gifted and talented programs, overrepresentation in
special education programs, the teaching force, etc., are all connected to the Brown
decision and will be addressed within the framework of this initiative. As University of
Illinois education professor, James Anderson stated in an interview related to this
project, "Champaign is still working out the Brown decision …. This will be a good
opportunity to look at where this community is in terms of fulfilling the promise of Brown,

and where it goes from here."

Appendix C

COMMUNITY-BASED LEARNING GRANTS
APPLICATION COVER SHEET
ATTACHMENT A
AY2004-2005

Name: Peter Mortensen_____Phone: 333-1006_____

Course Title: Community/University Partnership for African American Academic Achievement_____

Department/Unit/College: English_____

Campus Address: 208 English Building, MC-718_____ E-mail: pmortens@uiuc.edu_____

COURSES TO BE REVISED OR DEVELOPED:

☐   NEW COURSE
    Expected title and course level (100, 200, 300, 400): _____
    Anticipated date course will be offered_____

☒   REVISED COURSES
    Course number and title: English 381, Theory and Practice of Written Communication, and
    English 199, Undergraduate Open Seminar_____

Amount Requested: $14,966_____(Maximum of $15,000)

250 WORD ABSTRACT (address review criteria): attach as separate document

APPROVAL:
Priority Ranking:
Department # ____ of ___   School #____of___   College #____of ___

_____   Date: _____
Applicant

_____   Date: _____
Department/Unit Head

_____   Date: _____
Dean/Director of School

_____   Date: _____
Dean

Deadline: Monday, March 1, 2004

Community/University Partnership for African American Academic Achievement

Abstract

There is an urgent need to prepare future secondary-level English teachers for the culturally diverse student bodies that await them in the school districts where the best chances for post-certification employment lie. By participating in the courses affiliated with this project, prospective and declared Teaching of English (TOE) majors will learn about teaching writing in secondary school settings much more diverse than most have previously experienced. In the process, they will contribute significantly to an after-school tutoring program designed to improve African American students' achievement in English at Champaign Central High School. This project represents a critical intervention into a difficult problem: last year, it was disclosed that the English grades of African American at Central limited their post-graduation educational and vocational opportunities—and, indeed, barred some from graduation. Central students reportedly struggled with academic writing more than any other aspect of the English curriculum, in part because the curriculum failed (I, of course, agree with this characterization. But "failed" is not a good word for university administrative types—anything that's critical of the district usually sounds alarms with them. At least that's my experience) to stress the fundamental role of literate expression in the Black intellectual tradition. Partners in this project include the Urban League of Champaign County, the chair of the English Department at Champaign Centennial High School, two professors in the UIUC Department of English, and an English graduate student associated with the Center for Writing Studies (CWS). The AY2004-05 work of the UIUC partners will lay the groundwork for a sustained tutorial (is "tutorial" the best term to describe what's going to happen?) effort coordinated by a CWS graduate student. In subsequent years, that coordination will be guided by results of a two-part project review in Summer 2005. Part 1 will involve measurement of TOE majors' inclination to seek teaching positions working with culturally diverse and/or historically underserved high school students in Illinois. Part 2 will entail assessment of Central students' attitudes toward the tutorial support they received, as well as a study of their retention and graduation rates.

Narrative Description

Proposal

Funding is requested to develop course work that would increase LAS Teaching of English (TOE) majors' readiness—once graduated and certified—to serve the needs of the state's diverse high school population. Completion of this work will engage TOE majors in an intellectually rich community partnership intended to benefit African American students enrolled in English classes at Champaign Central High School. An existing required TOE course will be enhanced by practice responding to the writing of underserved students at Champaign Centennial High School. Insights gained from this project could be applied to expansion of the outreach program to cover other core subjects and to involve area schools beyond the two mentioned here.

Needs

Campus. Each year, some 60 LAS English majors signal their desire to become secondary-level teachers in their chosen subject by applying for admission to additional

undergraduate study in the College of Education. Admission is competitive; for example, this year only about 40 students will be chosen to become TOE majors. All applicants must show evidence that they have volunteered in a community setting where they have tutored or otherwise supported the educational advancement of high school students. It benefits applicants, historically predominantly white, to have been involved in a serious, sustained volunteer effort, especially one that enables them to encounter a student population whose cultural and socioeconomic diversity surpasses what they may have experienced during their own high school years. Unfortunately, it has been difficult to coordinate local volunteer placements for all those needing them. Many applicants end up completing their volunteer work at home in suburban communities where they are seldom challenged to question familiar curricula and pedagogies.

After formal admission to the Teaching of English major, students complete English 381, Theory and Practice of Written Communication. Those enrolled are introduced to the history and theory of written composition and are given opportunities to practice responding to student writing. One drawback of the course is that high school student performance must be regarded in the abstract; access to high school teachers, students, and—crucially—student writing is limited at best. As a result, TOE majors generally leave English 381 without the fullest possible sense of how to incorporate writing effectively into what remains a literature-oriented secondary English curriculum. Nor do they learn all they might about adapting various teaching approaches to the expressed needs of the many different student populations a newly certified English teacher ought to be prepared to serve.

Community. For years, the Urban League of Champaign County has worked on multiple fronts to improve student achievement in local public schools. The league sponsors a range of initiatives that enhance the schools' academic offerings with intellectually rich after-school and Saturday programming. This programming, designed principally for African American students who are underserved by the schools, is necessarily ambitious and requires many hands (not to say hearts and minds) to be successful.

Urban League officials have identified a pressing need for support of programming that bridges a gap between the English curriculum at Champaign Central High School and the needs of African American students enrolled there, particularly those nearing graduation. For the desired programming to become a reality, several things must happen: a reliable source of volunteer tutors must be identified; tutors must receive appropriate training; tutors' placements and tutoring schedules must be coordinated; and—not least—an appropriate tutorial curriculum must be developed. All of this work must be done carefully, respectfully, and with due regard for the community context in which it is to be carried out.

For African American students at the high school, the ideal outcome is four-fold:

- a recognition that critical reading and persuasive writing can have real and positive life consequences;

- a recognition that a central theme in African American history—as well as contemporary Black culture—is the belief that literacy is intellectually liberating and politically empowering;

- a recognition that individual achievement in reading and writing honors and advances African American culture in all its complexity; and

- a recognition that students therefore have the capacity—and thus the responsibility—to become intellectuals who are capable of making meaningful contributions through writing to a distinguished tradition of Black thought and advocacy for social justice.

Success in attaining these outcomes may be measured by examining retention and graduation rates, engagement in learning, efficacy of identity, and postsecondary or vocational planning (see section on assessment, below, for details).

Opportunities

The campus and community needs described above create two related opportunities. First, prospective TOE majors could be positioned as early as Fall 2004 to tutor Central High School students after school as they complete assigned writing for their regular classes. Second, in collaboration with members of the community, declared Teaching of English majors could develop an Urban League-sponsored after-school or Saturday writing curriculum that would augment instruction received at the high school. Once an appropriate writing curriculum is developed—ideally, by Spring 2004—declared and prospective Teaching of English majors could work together to deliver it within a framework established by the Urban League.

Project Details

Courses. Two courses will be involved in this project: English 199, Undergraduate Open Seminar (to be used in two ways), and English 381, Theory and Practice of Written Communication.

- *Tutoring.* Prospective Teaching of English majors who volunteer for tutoring will enroll in English 199 (1 credit hour; Fall 2004 for students applying to major in Spring 2005, and Spring 2005 for students applying to major in Spring 2006). The instructor of record will be Professor Peter Mortensen, who will supervise delivery of tutor training and management of tutorial placements by an English Department graduate student affiliated with the Center for Writing Studies (CWS). Mortensen and the CWS graduate student will coordinate their efforts closely with Urban League officials—Vernessa Gipson and Imani Bazzell or their designee(s).

- *Tutorial Curriculum Development.* Declared English majors will have an opportunity to develop a tutorial curriculum in two related courses:

  All students enrolled in Professor Catherine Prendergast's English 381 (3 credit hours; Fall 2004) will study the existing secondary-level writing curriculum in Champaign Unit 4 Schools by reading and responding to papers written in classes taught by Scott Filkins, Chair of the English Department at Champaign Centennial High School. Students in Filkins' lower-level classes will revise papers based on English 381 students' advice, and revised papers will be returned to Prendergast's students so they can assess how their advice was received. Filkins will visit English

381 class prior to the paper exchange to answer questions about the assignment so students are fully briefed on the purpose and context of the writing task. These exchanges—in which both the high school and university students remain anonymous —will be facilitated by the same CWS graduate student who will manage the tutor training and tutorial placement for prospective Teaching of English majors (described above).

Simultaneously, one hour of English 199 credit will be available to students (a maximum of 12) who wish to translate what they are learning in English 381 into a tutorial curriculum suitable for use in an after-school program developed in cooperation with the Urban League. The instructor of record will be Professor Peter Mortensen, who will collaborate with the aforementioned CWS graduate student to facilitate weekly meetings during which curricular materials will be prepared for use by tutors in Spring 2005 and thereafter. Mortensen and the CWS graduate student will consult frequently with Urban League officials—Vernessa Gipson and Imani Bazzell or their designee(s)—to ensure that the tutorial curriculum under development meets the needs of its intended audience.

It is reasonable to believe that 20 prospective Teaching of English majors can be accommodated each semester in the tutoring dimension of this project. In English 381 (Fall 2004), all 24 students enrolled will participate in the paper exchange with Champaign Centennial high school students; up to a dozen will work on tutorial curriculum development in the context of English 199.

Budget Narrative. The primary outlay for this project is a graduate assistantship for an English Department graduate student affiliated with the Center for Writing Studies. Given the job responsibilities described above, a one-third time appointment in Fall 2004 and Spring 2005 is appropriate. Compensation is estimated at $8,716, which reflects a 3 percent increase over GA pay in the current academic year. The GA will receive an additional $200 lump sum payment in early Summer 2005 for assisting in the evaluation of the project's first-year outcomes.

For their consulting on the development of the tutorial curriculum during Fall 2004, Vernessa Gipson and Imani Bazzell will each receive lump sum payments of $1,500. For his part in planning and coordinating the review of high school writers' work by students in English 381, Scott Filkins will be given a lump sum payment of $750. For her involvement in preparing English 381 to include the review of Filkins' students' papers, Catherine Prendergast will receive summer salary in the amount of $1,000. And for his part in preparing to coordinate the project, Peter Mortensen will also receive $1,000 in summer salary.

Material expenses include two items: $200 for the purchase of books and magazines relevant to developing a tutorial curriculum tailored to the interests of African American adolescents, and $100 for photocopying Champaign Centennial students' papers as described above.

See Appendix B for a formal budget request.

Impact and Assessment. This project has the potential to open TOE majors' minds to post-certification employment outside the realm of suburban Chicago, from which many TOE majors hail. It also has the potential to augment efforts by the Urban League to improve the academic achievement of African American students at Champaign Central High School. If successful, then, the project will contribute—admittedly in modest ways—toward breaking down school staffing patterns and curricular structures that continue to deepen social and economic rifts in communities throughout Illinois. Success will be gauged according to results of a two-part project review in Summer 2005. Part 1 will involve measurement of TOE majors' inclination to seek teaching positions working with culturally diverse and/or historically underserved high school students in Illinois. Part 2 will entail assessment of Central students' attitudes toward the tutorial support they received, as well as a study of the retention and graduation rates. A report that describes the year's activities and incorporates assessment results will be shared with all stakeholders.

Sustainability. If the project is funded and successful in AY2004-05, a request to extend funding into AY2005-06 will be made. During that year, an effort will be undertaken to integrate oversight responsibilities for the project into the portfolio of an academic staff member whom the Department of English may hire to administer its writing programs. To be clear: creation of such an academic staff position has been discussed, but it has not yet been requested, and it is believed that funding for such a position is dependent upon improvement in the campus' overall fiscal health.

Additional Support. Additional funding for this project is not being sought at this time. However, there exists the potential to expand the project to include other subject areas (including mathematics and science) and other schools, and with this potential comes national funding opportunities not available to the project as currently defined.

GRANT BUDGET REQUEST
ATTACHMENT B
AY2004-2005

EXPENSES	% Time	Dates	Amount
Personnel[22]			
Faculty		Summer 2004	$2,000
Academic Professional(s)			
Graduate Assistant(s)	33% Lump sum	Fall 2004/Spring 2005 Early Summer, 2005	$8,716 $200
Support Staff			
Student Employee(s)			
External Personnel/Consultants		Summer 2004/Fall 2004/ Spring 2005	$3,750
TOTAL PERSONNEL			
Supplies, Postage, Duplicating	Photocopying student papers and tutorial readings	Fall 2004/Spring 2005	$100
Materials	Books and magazines to be used in developing tutorial curriculum	Fall 2004	$200
Travel			
Telecommunications			
Equipment (identify items greater than $500)			
Other Expenses (specify):			
TOTAL EXPENSES			$14,966
INCOME			
Course Grant Request	$14,966		
Contribution from External Partner			
Other Sources of Income			
TOTAL INCOME	$14,966		

---

[22] Charges for overhead or benefits should not be included.

Appendix D – Education Outreach

Speech and Hearing sciences was working to replicate a successful model of early childhood language enrichment developed at an inner-city Chicago Head Start center
Contact: Ruth Watkins

The Office of Math, Science, and Technology Education serves as a model-builder for innovative, standards-based, technology-intensive mathematics and science instruction at the K-16 levels. They also conduct summer math workshops that target entering high school freshmen who have not done well in math before.
Contact: George Reese

Academic Challenge is a series of competitive tests in seven subjects designed to motivate high school students to higher achievement in the fields of math and science. Students compete in teams or as individuals in regional, sectional, and state finals competition in the following subjects: English, mathematics, physics, biology, chemistry, computer science, and engineering graphics. Students compete at the regional and sectional levels, with the opportunity to advance to state finals, which are held on the UIUC campus.
Contact: Toni Pitts
Department: Engineering Administration
E-mail: wyse@uiuc.edu
Phone: 800-843-5410

ACS National Chemistry Week
URL: http://www.scs.uiuc.edu/%7Eacs/index.html
Four - six UI Chemistry students travel to third and fourth grade classrooms within a 30-mile radius of UIUC to do a themed 40 min - 1 hr lesson plan. The lesson plans consist of 2 - 3 experiments and 2 - 3 demonstrations. The UIUC outreach team brings all supplies for the project. The worksheets for the experiments are setup to generally follow the scientific method. Each UI student works with 4 - 6 elementary students to guide the experiments and complete the worksheets. UIUC students travel in both Fall and Spring Semesters. No less than 2 weeks are needed to find a team to accommodate your classroom(s).
UI Contact: Angela M. Cannon
Department: Chemistry
E-mail: amcannon@uiuc.edu
Phone: 217-265-0671

Aerospace Illinois Space Grant Consortium
URL: http://www.aae.uiuc.edu/
Description: This consortium is part of the network of the NASA National Space Grant College and Fellowship Program, committed to maintaining U.S. preeminence in aeronautics, space science, and technology. Specifically in the areas of aerospace engineering and science, Aerospace Illinois programs work to improve undergraduate teaching and research; support graduate research; provide outreach to K-12 students and the general public; and foster increased cooperation between educational institutions, industry, and government. Aerospace Illinois Space Grant Consortium is headquartered in the Department of Aeronautical and Astronautical

Engineering and is made up of four member institutions (UIUC, The University of Chicago, Illinois Institute of Technology, and Northwestern University) and five affiliate institutions (Southern Illinois University, Western Illinois University, University of Illinois at Chicago, The Boeing Company-St. Louis, and Argonne National Laboratory).
UI Contact: Diane Jeffers
Department: Aeronautical and Astronautical Engineering
E-mail: dejeffer@uiuc.edu
Phone: 217-244-8048

America Reads/America Counts
The America Reads/America Counts Program currently works in both the Champaign and Urbana communities in partnership with the Champaign and Urbana school districts. Tutoring sites include: two early childhood centers, seventeen elementary schools, four middle schools, one alternative middle school, one adult education center, the Gerber School, and three after-school sites (Shadowwood La Comunidad Unida (C-U Project), Orchard Downs, and the Don Moyer Boys and Girls Club). The America Reads/America Counts Program hires undergraduate, Federal Work-Study students to tutor children (pre-k through 6th grade) in reading, and children (pre-k through the 8th grade) in math. During the 2002-2003 academic year, 630 tutors worked with the program. Graduate students are hired as Graduate Coordinators to oversee the work of the tutors at a tutoring site. During the 2003 academic year, there were 28 Graduate Coordinators.
UI Contact: Allison Walter

Aviation Educational Opportunities
URL: http://www.aviation.uiuc.edu/
Description: This program consists of short courses and lectures about aviation for grade school and high school students. Weekend educational seminars aimed at increasing knowledge for advanced certification or recertification are used to educate various aviation groups. Flight Instructor Refresher Clinics enable instructors to obtain biennial recertification.
UI Contact: Lou Echols-Chambers
Department: Speech and Hearing Science
E-mail: lec@uiuc.edu
Phone: 217-333-2230

BOAST Academy
URL: http://www.life.uiuc.edu/hughes/boast/
Description: The BOAST Academy is an after-school program based at Kenwood Elementary School. The mission of the Bouchet Outreach and Achievement in Science and Technology (BOAST) Academy is to provide educational enrichment and support to at-risk children in grades K-5 to help them reach their highest academic potential and develop valuable citizenship skills. This highly successful academic remedial and enrichment program provides the academic support that enables at-risk children to acquire the skills they need to be successful in school. Equipped with the necessary academic skills, these children are more likely to remain in school through high school and post-secondary programs. In addition, quality programs like the BOAST Academy provide at-risk children with experiences that help them become more knowledgeable about the world around them. In the words of Kennwood principal, Les Huddle, "BOAST offers

students an opportunity for quality after-school assistance with homework. It also offers them exposure to different educational experiences than the school can provide." University students play a crucial role at BOAST. They are employed as student tutors, working at least twice a week in the after- school program, plus helping plan daily enrichment and weekly hands-on lessons, and helping chaperone monthly educational field trips. They also help with BOAST presentations for community and workshop audiences. Staff and volunteers help with the same duties once a week.
UI Contact: Bobbi Trist
Department: School of Integrative Biology
E-mail: btrist@uiuc.edu
Phone: 217-351-9298

Bugscope
URL: http://bugscope.beckman.uiuc.edu/
Description: The Bugscope project is an educational outreach program for K-12 classrooms. The project provides a resource to classrooms so that they may remotely operate a scanning electron microscope to image "bugs" at high magnification. The microscope is remotely controlled in real time from a classroom computer over the Internet using a Web browser. The microscope is located at the Beckman Institute at the University of Illinois at Urbana-Champaign. The primary goal of the Bugscope project is to demonstrate that relatively low cost, sustainable access to a scanning electron microscope can be made available to K-12 classrooms.
UI Contact: Daniel E Weber
Department: Beckman Institute
E-mail: d-weber@uiuc.edu
Phone: 217-244-0170

Child Development Laboratory
URL: http://cdl.uiuc.edu
Description: The Child Development Laboratory in the Department of Human and Community Development serves as a teaching and research center and also provides a model preschool facility for families in the local area. Approximately 100 children attend full- or half-day classes. Staff provides professional development to local area teachers and the lab supports course work associated with Parkland College and Eastern Illinois University.
UI Contact: Brent A. McBride
Department: Human and Community Development
E-mail: brentmcb@uiuc.edu
Phone: 217-333-0971

Engaging Children's Minds: The Project Approach
URL: http://www.conferences.uiuc.edu/conferences
Description: The Project Approach to early childhood education involves young children in investigations of significant events and phenomena in their own environments in ways that strengthen their intellectual dispositions and provide contexts for applying their developing social, literacy, and numeracy skills. The summer institutes are designed to introduce participants to the three phases of the Project Approach and to demonstrate how these phases can be implemented in the classroom. In the Engaging Children's Minds summer institutes, educators

acquire a thorough understanding of the Project Approach, and learn how to incorporate it into their own curriculum plans through a simulation of project work in a class for pre-primary and primary school children. The institutes are specially designed for classroom teachers and for those responsible for early childhood pre-service and in-service teacher education, as well as other teacher education faculty.
UI Contact: David J. Ward
Department: Conferences and Institutes
E-mail: djward@uiuc.edu
Phone: 217-244-7656

Exploring Your Options
URL: http://www.engr.uiuc.edu/wyse
Description: Exploring Your Options is a weeklong residential program that introduces high school freshmen, sophomores, and juniors to the field of engineering. EYO is held on the campus of the University of Illinois at Urbana-Champaign. Participants will interact with engineering students and faculty members, plan and build a project, and engage in hands-on activities prepared by departments within the College of Engineering. The 2003 scheduled program dates are June 15-21, July 6-12, and July 27-August 2.
UI Contact: Toni Pitts
Department: College of Engineering
E-mail: wyse@uiuc.edu
Phone: 800-843-5410

First Books
URL: http://www.will.uiuc.edu
Description: Through the First Books program, WILL-TV distributes free books to 400 underprivileged families every month in cooperation with area literacy programs in Champaign-Urbana, Springfield, Danville, and Decatur. The station provides outreach workshops for participating families and trains partner agencies to conduct monthly, ongoing activities.
UI Contact: Kate Dobrovolny
Department: WILL-TV
E-mail: kdobrov@uiuc.edu
Phone: 217-333-1070

Float'n Illini
URL: http://www.aae.uiuc.edu/floatn
Description: The Float'n Illini, a group of college of Engineering students from several departments, has an educational outreach program to fuel interest and knowledge of space among people of all ages and to promote achievement through academic excellence. Various forms of media are used. Teams present lessons to local k-8 students, high school students, and adults (professors, community members, university students)
UI Contact: Melonee Wise
Department: Aeronautical and Astronautical Engineering
E-mail: mmwise@uiuc.edu
Phone: 217-333-1209

High School Apprentice Program in Agriculture and Veterinary Medicine
Description: This six-week career exploration and academic enrichment experience is designed for underrepresented ethnic/racial groups and disadvantaged high school sophomores and juniors interested in professional and research opportunities in the animal health field. Working under the guidance of research scientists and veterinarians in the College of Veterinary Medicine, and through seminars and clinical experiences, participants are given instruction in mathematics, microcomputer applications, and communications. The program is co-sponsored by the College of Agricultural, Consumer, and Environmental Sciences.
UI Contact: Jesse Thompson
Department: ACES Administration
Phone: 217-333-3380

Illinois High School Theatre Festival
URL: http://www.illinoistheatrefest.org
Description: This annual festival involves about 3,400 high school students and their sponsors who attend plays and theatre-related workshops. The site alternates between UIUC and Illinois State University.
UI Contact: James Zagar
Department: Theatre
E-mail: zager@uiuc.edu
Phone: 217-333-1819

Illinois Summer Youth Music
Description: ISYM is a performance and educationally centered music camp for young musicians in grades 6-12. Band, chorus, orchestra, and jazz ensembles are complemented by specialty camps in flute, percussion, piano, musical theatre, and trombone. Seven and eight day sessions are available.
UI Contact: Nancy Boaz
Department: Public Engagement in Music
E-mail: nboaz@uiuc.edu
Phone: 217-333-1580

Krannert Art Museum Children and Youth Program
URL: http://www.kam.uiuc.edu
Description: Krannert Art Museum offers a variety of programs that reach over 9,000 children and teens each year. Efforts include tour guide courses, family festivals at the museum, traveling exhibits, and an Education Resource Center that offers a free loan collection of instructional materials on art and artists.
UI Contact: Ann Rasmus
Department: Krannert Art Museum
E-mail: asrasmus@uiuc.edu
Phone: 217-265-6228

Krannert Center Youth Series
URL: http://KrannertCenter.com/youth

Description: The Krannert Center Youth Series (KCYS) presents about eight programs each year for school children to attend with their teachers and classmates. These events consist of resident productions of theatre and opera, as well as professional artists who specialize in performances for young audiences. Krannert Center's goal for its Youth Series is the presentation of quality performances for young people. Some programs may be entertaining musical events, while others are stories and plays that have historical or social messages relevant to children and the subjects they are studying in school.
UI Contact: Roxana Conner
Department: Krannert Center for the Performing Arts
E-mail: bevel@uiuc.edu or youthseries@kcpa.uiuc.edu
Phone: 217-333-9727

Physics Van
URL: http://van.hep.uiuc.edu/
Description: The UIUC Physics Van is a traveling science show for children. By performing and explaining exciting physics demonstrations, we show our audiences that science is fun and worthwhile for people who wonder about why world acts the way it does. We challenge kids' mental picture of what kind of people scientists are. We show them that as long as you want to learn and have fun, there is a world of physics waiting to be discovered. The Van travels to elementary schools in Champaign-Urbana, IL and towns in the surrounding area.
UI Contact: Mats Selen
Department: Physics
E-mail: mats@uiuc.edu
Phone: (217)333-4174

Principal's Scholars Program (PSP) Fall Workshops
Description: The College of Veterinary Medicine is a participant in the PSP Fall Workshops for 10th, 11th, and 12th graders. This is a series of six meetings on Saturday mornings exploring careers. The Veterinary Medicine workshops explore the basic science foundation of clinical veterinary medicine and at the same time expose the students to various career paths in veterinary medicine. The PSP groups from Urbana-Champaign and Chicago are linked by videoconferencing via the Internet. Some examples of topics include: the biology of skin and skin wound healing as an introduction to surgery, the problem of Foot-and-Mouth Disease as an introduction to the problems of equine colic, and the biology of synovial joints as an introduction to animal lameness and arthritis.
UI Contact: Dr. Gerald Pijanowski
Department: veterinary Medicine Administration
E-mail: jpijanowski@cvm.uiuc.edu
Phone: 217-333-1192

Reading Rainbow Young Author and Illustrator Contest
URL: http://www.will.uiuc.edu
Description: WILL-TV encourages self-expression and creativity by sponsoring the annual Reading Rainbow Young Author and Illustrator Contest for students K-3. All participants are invited to a celebration in the WILL-TV studio. Many entries are featured on WILL-TVs "Spotlight on Kids" series of video spots.

UI Contact: Kate Dobrovolny
Department: WILL
E-mail: kdobrov@uiuc.edu
Phone: 217-333-1070

Summer Aviation Workshop for Jr. and Sr. High School Students
URL: http://www.aviation.uiuc.edu/
Description: This workshop offered by the Chanute Aerospace Museum in conjunction with the Institute of Aviation explores the fields of aviation and aeronautics. Students in grades 7 through 12 are eligible to attend. Classroom topics include aviation history and careers, elements of flight, aircraft systems and operations, and instruments and navigation. Participants tour the Chanute Air and Space Museum, the airport, including the control tower, firehouse, and aircraft maintenance shops.
UI Contact: Sybil Phillips
Department: Institute of Aviation
E-mail: sybilp@uiuc.edu
Phone: 217-244-8646

WILL-TV Tours and Speakers
URL: http://www.will.uiuc.edu
Description: WILL offers tours of its facilities to area school children (aged 8 years and older) and groups. Members of the WILL radio, television, online and educational outreach staff are available to speak to interested groups.
UI Contact: Kimberlie Kranich
Department: WILL-TV
E-mail: kranich@uiuc.edu
Phone: 217-333-1070

Appendix E – Notes from Proposal: "Toward a Collaborative Community Partnership in Champaign-Urbana"

Opening Statement
"Despite a history throughout the United States of university based community research that often looks more like periodic "expeditions" into foreign territory than like persistent collaboration, and despite community skepticism about the intentions of such research, there are many university people who have developed positive personal and programmatic relationships with local communities. The same tacit understandings and trust that are so often achieved in conventional service research oriented toward industry or government can be and is being equally well developed between some university people and ordinary citizens, including with disempowered, disengaged, or alienated segments of communities." Some UIUC faculty and staff and learned how to develop mutually beneficial relationships and the university should "make systematic use of this acquired experience"

Principles
- Community generated solutions that emerge from collaboration are the best way to improve the quality of life of all citizens and to empower people to identify and solve problems.
- Teaching research, and service are integrated functions that enrich one another and should be liked to community life, not separated into differently valued spheres of activity.
- Integrity of process in crucial; commitment should be generated on the basis of mutual trust, and follow-through should respect and maintain that trust.
- Interdisciplinary and cross-cultural interaction, communication, solutions, and actions are optimal. Diversity of interests in group decision making minimizes unacceptable or self-serving outcomes. Artificial barriers that isolate people into groups are counterproductive.
- Listening for other's conceptions of problems, strategies, and solutions, and working with other to improve understanding and effectiveness, are always better than telling others what we think their problems, strategies, and solutions ought to be.

Goals
- Identify people willing to work toward enhancing the role of these principles in community work, research, public service, and learning, and work with them to develop and advance community building and development efforts in distressed urban and rural communities
- Serve as a clearinghouse for community requests for university assistance, assisting in identifying and securing resources to respond to such requests.
- Aid researchers, professional, students, and community leaders in devising, trying out, and evaluating participatory approaches to organization and community problem solving.
- Contribute to the emerging body of knowledge relating to interdisciplinary and collaborative approaches to organizational and community problem solving.
- Contribute to the emerging body of knowledge relating to interdisciplinary and collaborative approaches to organizational and community problem solving and development.
- Document and archive innovative approaches to, and evaluations of, organizational and community building, development, and problem solving.
- Establish an electronic journal to explore emerging theory, methods, and practice related to these issues, and that provides linkage between researchers, practitioners, and citizens.

- Provide forums and workshops for local leaders and leading scholars to explore problems, experiences, insights, and remedies related to community building issues of concern to them.

According to the memo to Chancellor Aiken, these principles and goals came out of a small group of faculty and community leaders who had been meeting for a year. They explored how to develop and maintain a "mutually productive community/university partnership in research, learning, and public service." They shared their basic approaches to community collaboration and partnership in research and learning and discovered substantial convergence "arising out of previously independent lines of work."

University Proposal
Proposal lays out progress of developing a collaborative vision, long and short term plans for a program, and requests for university commitments

Requests from Cairo, Champiagn, and Rockford community members to faculty and administrators at U of I for technical assistance highlights the "need of an institutional mechanism within the university to receive and respond to local requests for University assistance. In recent years, many of our peer institutions have created public service centers or institutes to coordinate and support faculty involvement in ongoing research and technical assistance efforts in distressed urban and rural communities."
Key to the centers success would be a "diverse commitments of financial support."
They joined in a partnership with the Urban League after the Harkavy lecture to develop the proposals attached in the memo.
Kamau: chancellors' meetings with community members took place without key faculty members there. There should possible be a new series of dialogues sponsored by the chancellor, but with CCCR and other faculty present.
Strategy involves getting (1) university support, (2) community commitment, and (3) fanning out for external support once the first two are cemented.
"The interest around campus is widespread; it can be and must be coalesced in some form, and that requires more institutional commitment."

First, Establish institutional commitment by:
1. Seeding more meaningful research and service. PI funded and other federally, state, foundation, and locally funded locally based UIUC research and service activities reveal a broad interest and commitment. This interest should be fine tuned and connected to an existing national conversation around meeting the community on its terms in order to develop more meaningful collaborations.
2. Building intra-institutional linkage and cooperation
   Problem. All the activities already initiated at UIUC are scattered, mostly unknown to each other, largely unknown even to the community. Problems and lesson are not shared; interconnections between potential dovetailing work are missed; opportunities to communicate results and make them more meaningful and useful are lost; projects reduce to episodic expeditions with little cumulative or lasting impact. Sharing or building of any common vision simply does not happen. When the community comes knocking, asking for help, no one quite knows where to send them, who to look for, or who on campus could possibly be interested, and capable. To address this we should:

A: do a "<u>systematic survey</u> of ongoing community/university partnerships providing research and technical assistance on social, economic and environmental problems confronting Illinois poorest urban and rural communities, with a special focus on the local area.

B: Develop a <u>computer mediated communication system</u> – a home page for and listserve of those who are identified in this survey. Link these through Prairienet to the larger community. Build issue-focused networks within this system (The proposal to the cities will provide some support for providing technical assistant to the community in the use of the system).

C: Organize a year-long seminar through the Center for Advanced Studies involving students, faculty, administrators, civic leaders, and key resident whoa re currently engaged in these community/university partnerships to isolate the principles of good practice and institutional support required to advance these efforts.

D: Sponsor a two or three-part <u>MillerComm Lecture Series</u> to examine the intellectual foundations, methodological challenges, pedagogical dimensions, practical requirements, and ethical conundrums of collaborative community problem solving involving ordinary people's organizations with limited power and resources and large research institutions with substantial reservoirs of each.

E: <u>Provide a facility</u> (old home or store front) near campus to house the coordination of these communication-enhancing efforts. This facility would also accommodate meetings and provide some limited technical or communications assistance for some aspects of other community/university research and learning activities that may be attracted to such a facility.

F: <u>Organize an Office</u> for Collaborative Community Research, potentially as a successor to CCCR, as coordinator of these efforts under the direction of a board comprised of both university and community members.

Proposal calls for a half-time faculty member and ¼ time graduate assistant.
Funding for facility should be "split between the university and community"
Expects substantial contributed time that, however, should not substitute for hard funds needed to make it happen.
3.   Establishing a nurturing level of institutional commitment. "To achieve the level of visibility, credibility, and effectiveness tht a community/university partnership program needs to be viable in the long term, the university should in due course provide substantial financial support for a facility, equipment, and personnel adequate to provide an infrastructure that can nurture new programs to inception and facilitate continuity, dissemination, and impact for ongoing work."

Second, Build a Collaborative Program with Community Support. This would involve asking the two city governments to fund:
1.   A Community Research Repository for maintaining local and national research reports, findings, and related resources on models, experiments, and other community building studies. It would be accessible to both community members and university personnel.
2.   A Community University Forum to provide linkages on problem identification and matching people with problems (through the encouragement of viable collaborative research and service learning programs). The forum could also enlist the wider community in clarifying the mission and elaborating the program of the new Office for Collaborative Community Research.

Third, Project Elaboration through External Support
Need a core developmental projects beyond the previously outlined foundation work. Could be identified through a community/university leadership retreat following the seminars and lecture series (CAS/Millercomm). The members could also come from the Forum. The conference could be sponsored by the Johnson Foundation and held at its Wignspread Conference Center near Racine, Wisconsin. The Johnson Foundation is dedicated wot promoting innovation in education and community service-learning.

Other possible projects are identified in the proposal to the cities.

Signees,
Tracy Parsons, President ULCC
William Patterson, Director of Education, ULCC

Mark Aber, Department of Psychology
Chuck Cowger, School of Social Work
Cynthea Geerdes, College of Law
Tony Halter, School of Social Work
Roland Liebert, Department of Sociology
Ben Mueller, Department of Human And Community Development
Thom Moore, Psychological Services Clinic
Julian Rappaport, Department of Psychology
Ken Reardon, Department of Urban and Regional Planning
Jean Rhodes, Department of Psychology
James Rounds, College of Education
Tome Shields, Office of Student Volunteer Programs
Nina Tarr, College of Law
John Van Es, Extension and Human and Community Development

(Huemann and Thurston were not on this committee)

Community Proposal
Establish a collaborative community/university resource center by drawing the partnership Illinois projects, service learning projects, and other outreach projects, together into a resource pool and information network. It seems that the Collaborative community/unvierstiy resource center would house and coordinate the network and resource pool.
Existing government, agency, and other local group community based projects aimed at improving community life also have limitations in their interconnectedness, their organizational and technical base, and follow-through potential. With similar limitations for university based projects. They have limited impact and their products fail to get much circulation and use. (Goal) Even more problematic is the fact that many times there is no attempt or intent to produce anything beyond a research report, reducing the community participant to research subjects, and giving rise the to often repeated statement that community members are being treated like guinea pigs.

More mutually beneficial projects have been more likely in cases where the community partner is a stakeholder who has considerable education and technical skill, or other resources, and who can thereby engage the university partner in a dialogue through which problems, goals, and strategies are developed. But ion the case of neighborhoods or stakeholders whose human and social capital are less formally recognized, or less institutionalized or less powerful by conventional criteria, the tendency is for the university analysts to do all the dialoguing among themselves and to prescribe solutions that may or may not connect. It is this latter form of university/community relationship that the new focus on collaborative partnerships services most to transform into more responsive and productive vehicles for having an impact on the quality of community life. (goal and scope)

Aging physical structures, population growth, differential educational practices, juvenile justice practices, environmental problems, income disparities, and other realities have given rise to concerns voiced from many sectors of the local community.

The lack of a useful level of integration amongst the cities' organizations and leaders makes it difficult to mobilize resources to produce meaningful change, or the mobilize consensus about anything – whether it be a plan, the interpretation of the value or impact of a project, or the cause of a problem or even the identification of what a problem is. "The advantage of a collaborative community research center is that it concentrates and focuses the organization skills and other human and social resources of the university and community around one common and general set of processes. It is, in fact, the processes of the center – how it integrate these elements of community organizational life – that should constitute its basic functions and form (mission/goal)." Gives people a chance to dialogue, debate, and find common ground from which to move forward.

- The Center would be jointly supported by the University and the community.
- It would be directed by a board comprised jointly of community laeaders and university personnel who are active in this arena of research, public serviced, and service learning.
- The center would need long term strong financial commitments from the university and community. This support would make it possible get outside support from private donors, state and federal sources.

Two programs
Re-states repository idea
- adding that it "originated with the Urban League as a way of resolving the problems with fragmented unconnected research, and community access to university research findings.
- Also mentions that participants in CD Block Grants and Forum participants would be clients and resources for the repository. There director would seek out content and form ideas from other campuses and institutions.
- "It would also hose a capacity for linking inquiries about an issue to researchers at the university who have worked on that or related issues. This capacity would come in many forms, one of which is maintaining a university/community human resource inventory in a web-based information system accessible through Prarienet" (strategy-consortia). It would be staffed by someone from the community.

- (planning: is it worth it? What would the categories by, or how would it be organized? What exists already? Can it be integrated with something that currently exist? Can the staff of that program add this? What would it take?)

Second, restates the forum idea
- adds that it would include workshops on community building related to specific issues, in addition to the two aspects mentioned earlier. It also says that it would be a vehicle for leadership development through direct engagement in building programs and activities.
- Might approach community members through inventories of organizational and group structure in an area.
- The forum would provide a planning dynamic for the center.

References

Books and Articles

Baum, H. S. (2000). Fantasies and realities in university-community partnerships. Journal of Planning Education and Research, 20, 234-246.

Bok, D. (1982). Beyond the Ivory Tower. Harvard University Press: Cambridge.

Bonnen, J. T. (1998). The land grant idea and the evolving outreach university.

Boyte, H. and E. Hollander (1998). Wingspread Declaration on Renewing the Civic Mission of the American Research University. Wingspread Conference, Racine, Wisconsin, Campus Compact News.

Campbell, J. R. (1995). A historical perspective of the land-grant university system. Reclaiming a Lost Heritage: Land-Grant and Other Higher Education Initiatives for the Twenty-first Century. Ames, Iowa State University.

Collins, P. H. (1991). Toward an afrocentric feminist epistemology. In P. H. Collins, Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (pp. 201-220). New York: Routledge.

Donovan, B. M. (2000). Service-learning as a strategy for advancing the contemporary university and the discipline of history. In Donovan, Bill M., & Harkavy, Ira (Eds.), Connecting Past and Present: Concepts and Models for Service-Learning in History (pp. 19-34). Washington, D.C.: American Association of Higher Education.

Free Management Library. (n.d.). Strategic Planning in non-profit or for-profit organizations. Retrieved May 6, 2004 from http://www.mapnp.org/library/plan_dec/str_plan/str_plan.htm

Freire, P. (1988). Creating alternative research methods: Learning to do it by doing it. In S. Kemmis & R. McTaggart (Eds.), The Action Research Reader (pp. 269-274). Victoria, Australia: Deakin University. (Reprinted from Creating Knowledge: A Monopoly? pp. 29-37, by B. Hall, A. Gillete, & R. Tandon, Eds., 1982, New Delhi: Society for Participatory Research in Asia)

Gibran, K. (2001). A Spiritual Treasury. New York: Oneworld.

Gonzalez, K. P., Padilla, Raymond V. (1999). Faculty Commitment and Engagement in Organizational Reform. ASHE Annual Meeting Paper. (Report ED 437 869): Association for the Study of Higher Education.

Hanrahan, Mary. Academic growth through action research: a doctoral student's narrative. In B. Atweh, S. Kemmis & P. Weeks (Eds.), Action Research in Practice: Partnerships for Social Justice in Education (pp. 302-325). New York: Routledge.

Hodgkinson, Harold, L. (1957). Action research: a critique. Journal of Educational Sociology, 31, 137-48. In The Action Research Reader(1982). Victoria, Australia: Deakin University.

Lewin, K. (1946). Action research and minority problems. Journal of social issues,2, 34-46. Reprinted in The Action Research Reader, Third edition, substantially revised.. Victoria, Australia: Deakin University.

Magner, D. K. (1997). Carnegie report calls for new standards to rate teaching, service, and research. The Chronicle of Higher Education.

Maurrasse, David J. (2001). Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities. New York: Routledge

McKibbin, C., Cooper, T., Blanche, J., Dougall, P., Granzien, P., & Greer-Richardson, B. (1998). Bridges and broken fingernails. In B. Atweh, S. Kemmis, & P. Weeks (Ed.), Action Research in Practice: Partnerships for Social Justice in Education (pp. 86-113). New York: Routledge

Mitchell, A. (Fall, 1992). Black Futures. Ground-Level Critique.

Noffke, S. (1994). Action Research: towards the next generation. Educational Action Research, 2, 9-21.

Planning your action research project. Based on Kemmis, S., & McTaggart, R. (1998). The Action Research Planner. Geelong, Australia: Deakin University.

(1999). Returning to our roots: the engaged institution, Kellogg Commission on the Future of State and Land-Grant Universities.

Sanford, N. (1970). Whatever happened to action research? Journal of Social Issues, 26, 3-23. Reprinted in The Action Research Reader, Third edition, substantially revised.. Victoria, Australia: Deakin University.

Stevenson, R.B., Noffke, S., Flores, E., & Granger, S. (1995). Teaching action research: a case study. In S. Noffke & R. Stevenson (Eds.), Educational Action Research: Becoming Practically Critical (pp. 60-73). New York: Teachers College Press.

Zeni, J. (1998). A guide to ethical issues and action research. Educational Action Research, 6(1), 9-19.

Zinn, H. (1969). The Use of Scholarship. The Zinn Reader. H. Zinn. New York, Seven Stories.

Documents

Afrikan-American Arts Alliance. (Saturday, May 4, 2002). MINUTES OF MEETING: AFRIKAN-AMERICAN ARTISTS ALLIANCE.

Banks, N. (July 3, 2002). African American Cultural Program Proposal to the Urban Exchange Center.

Cantor, N. (April 10, 2002). Diversity and Excellence Go Together: Chancellor's Conference Opening

Cantor, N. (November 10, 2003). Keynote Address: Imagining America Conference.

Faulkner, Larry. (March 7, 1997). Letter to Thom Moore about Service Learning Workshop on March 31, 1997.

Heumann, Len (October 1, 1998). The Community Exchange Center: A memo to Steve Schomberg.

Johnson, John L. (May 15, 2000). Letter to Tracy Parson, CEO of the Champaign County Urban League.

LaRaviere, T. (December 21, 2000). Notes from Meeting with Len, Steve, Tracy, and Paul.

LaRaviere, T. (January 16, 2001) Notes from Meeting with Len Heumann, Shubha, and Brian.

LaRaviere, T. (January 18, 2001). Notes from meeting with Steve Schomberg.

LaRaviere, T. (February 1, 2001). Notes from meeting with Steve Schomberg.

LaRaviere, T. (February 16, 2001). Notes from UXC PI Subcouncil Meeting.

LaRaviere, T. (March 01, 2001). Notes from meeting with Steve Schomberg.

LaRaviere, T. (March 14, 2001). Interview with Imani Bazzell.

LaRaviere, T. (Spring, 2001). Notes from meeting with Leonard Heumann.

LaRaviere, T. (Spring, 2001). Notes from meeting with Paul Thurston.

LaRaviere, T. (May 15, 2001). Notes from meeting with Steve Schomberg

LaRaviere, T. (May 30, 2001). Exchange Center Progress Report.

LaRaviere, T. (August 28, 2001). Notes from meeting with Robin Orr of University Extension Services.

LaRaviere, T. (October 19, 2001). Interview with City of Urban Human Relations Officer, Vacellia Clark.

LaRaviere, T. (October 21, 2001). Steve Schomberg, Kris Campbell, Len Heumann, Chris Silver, & Tracy Parsons.

LaRaviere, T. (October 24, 2001). Notes from Language Wellness meeting with Ruth Watkins and Cynthia Johnson.

LaRaviere, T. (December 12, 2001). Notes from meeting with Carole Hays of the UIUC Center for Prevention Research and Development (CPRD).

LaRaviere, T. (January 22, 2002). Notes from Interview with George Reese of UIUC MSTE.

LaRaviere, T. (January 23, 2002). Notes from EPICS meeting with UIUC Engineering staff.

LaRaviere, T. (January 28, 2002). Notes from meeting with Susan Fowler, Dean – College of Education.

LaRaviere, T. (February 2002). Interview with Don Moyer Boys and Girls Club Executive Director, Andre Arrington.

LaRaviere, T. (February 5, 2002). Notes from College of Education Department Executive Meeting.

LaRaviere, T. (February 12, 2002). Notes from Michelle Perry, Chair of the Department of Educational Psychology.

LaRaviere, T. (February 18, 2002). Interview with Talks Mentoring founder, Reverend Harold Davis.

LaRaviere, T. (February 18, 2002). Interview with Nigel Austin of University Extension Services.

LaRaviere, T. (February 20, 2002). Note from First Black Community Leadership Focus Group.

LaRaviere, T.. (March 12, 2002). Notes from UIUC College of Fine and Applied Arts Administrative Council meeting.

LaRaviere, T. (Spring, 2002). Note from meeting with Student Services Staff.

LaRaviere, T. (April 11, 2002). Notes from the Community Dialogue on the Partnership for Advancing Leadership.

LaRaviere, T. (April 11, 2002). Notes from conversation with Robin Orr of University Extension Services.

LaRaviere, T. (May 20, 2002). Notes from meeting with Tony Clements.

LaRaviere, T. (May 22, 2002). Notes from meeting with Steve Schomberg.

LaRaviere, T. (June 12, 2002). Note from Second Black Community Leadership Focus Group.

LaRaviere, T. (March 12, 2002). Notes from meeting with Steve Schomberg.

LaRaviere, T. (May 9, 2002). Notes from meeting with Nathaniel Banks, Director of the UIUC African American Cultural Program.

LaRaviere, T. (May 30, 2002). Notes from meeting with Krannert Art Museum Staff.

LaRaviere, T. (July 17, 2002). Notes from Saturday Arts Program Planning Committee Meeting. Group.

LaRaviere, T. (June 3, 2002). Notes from evaluation meeting with Steve Schomberg and Tracy Parsons.

LaRaviere, T. (July 16th, 2002). Notes from meeting with Boys and Girls Club Executive Director, Andre Arrington.

LaRaviere, T. (July 17th, 2002). Notes from meeting with Lizanne Destephano, COE Research Bureau

LaRaviere, T. (July 18th, 2002). Notes from a United Way community forum.

LaRaviere, T. (September 19, 2002). Notes from meeting with Associate Chancellors Steve Schomberg and Bill Berry.

LaRaviere, T. (October 2, 2002). Notes from meeting with Tracy Parsons.

LaRaviere, T. (October 17, 2002). Notes from meeting with Steve Schomberg.

LaRaviere, T. (October 20, 2002). Notes from meeting with Steve Schomberg.

LaRaviere, T. (November 2002). Urban Exchange Center Report.

LaRaviere, T. (November 2002). Interview with Staff of the United Way of Champaign County.

LaRaviere, T. (November 13, 2002). Interview with U of I Professor, Jennifer Green.

LaRaviere, T. (November 15, 2002). Urban Exchange Center Report.

LaRaviere, T. (December 18, 2002). Urban Exchange Center Report.

LaRaviere, T. (January 09, 2003). Interview with Stacy Harwood, faculty in Urban and Regional Planning.

LaRaviere, T. (January 10, 2003). Notes from meeting with Jennifer Chung.

LaRaviere, T. (January 17, 2003). Urban Exchange Center Report.

LaRaviere, T. (January 24, 2003). Interview with William Patterson.

LaRaviere, T. (January 27, 2003). Urban Exchange Center Report.

LaRaviere, T. (February 11, 2003). Note from Third Black Community Leadership Focus Group.

LaRaviere, T. (February 12, 2003). Notes from meeting with Professor Louis Mirón of the College of Education.

LaRaviere, T. (February 21, 2003). Urban Exchange Center Report.

LaRaviere, T. (February 27, 2003). Notes from meeting with Steve Schomberg.

LaRaviere, T. (April 17, 2003). – Urban Exchange Center Report.

LaRaviere, T. (April 25, 2003). Notes from meeting with Urban League Education Director, Vernessa Gipson and consultant, Imani Bazzell.

LaRaviere, T. (May, 2003). Notes from Rayco Terry's visit to Peter Mortensen's English Course.

LaRaviere, T. (May 2, 2003). Notes from meeting with Professors James Anderson and Louis Mirón.

LaRaviere, T. (May 16, 2003). Notes of meeting with Bill Berry and Steve Schomberg.

LaRaviere, T. (May 29, 2003). Notes from meeting with Sundiata Cha-Jua, Director of the Afro-American Studies and Research Program.

LaRaviere, T. (June 3, 2003). Notes from meeting with Pedro Cuban, Director of Latino/Latina Studies.

LaRaviere, T. (June 17, 2003). Notes of meeting with Center on Democracy in a Multiracial Society.

LaRaviere, T. (Tuesday, July 8, 2003). Notes of meeting with Reverend Charles Nash.

LaRaviere, T. (July 23, 2003). Urban Exchange Center Report.

LaRaviere, T. (September 9, 2003). Urban Exchange Center Report.

LaRaviere, T. (September 23, 2003). Urban Exchange Center Report.

LaRaviere, T. (October 23, 2003). Notes of Advisory Committee Meeting.

LaRaviere, T. (November 4, 2003). Notes of meeting with Steve Schomberg.

LaRaviere, T. (November 7, 2003). Notes from Meeting with Steve Lanesskog of the Office for the Study of Business Issues.

LaRaviere, T. (November 8-10, 2003). Notes from Imagining America Conference.

LaRaviere, T. (November 25, 2003). Urban Exchange Center Report.

LaRaviere, T. (December 2003). Notes from informal talk with John Lee Johnson and Steve Schomberg.

LaRaviere, T. (December 9, 2003). Notes on meeting with Kathy Guthrie, Directors of the Office of Volunteer Programs.

LaRaviere, T. (December 11, 2003). Urban Exchange Center Report.

LaRaviere, T. (December 18, 2003). Notes from meeting with Laurie Kramer of the UIUC Family Resiliency Initiative.

LaRaviere, T. (January 21, 2004). Urban Exchange Center Report.

LaRaviere, T. (January 21, 2004). Notes from meeting with Steve Schomberg.

LaRaviere, T. (February 5, 2004). Urban Exchange Center Report.

LaRaviere, T. (Febrero 14, 2004). Notes from meeting with Housing Authority of Champaign County Executive Directory, Edward Bland.

LaRaviere, T. (February 27, 2004). Notes from conversation with Mark Aber, Thom Moore, and Julian Rappaport.

LaRaviere, T. (March 1, 2003). Urban Exchange Center Report.

Liebert, Roland (March 3, 1997). "The Trent Nine." Letter to the Consortium for Collaborative Community Research.

Mitchell, Al. undated attachment to Rappaport, Julian (May 18, 1990). "Center for Community Studies and Development." Letter to Robert Berdahl, UIUC Vice Chancellor for Academic Affairs.

Moore, Thom. (April 17, 1997). Meeting with CCCR.

Moore, Thom. (April 12, 1996) "Meeting with City." Notes from a meeting between UIUC faculty and City of Champaign, Neighborhood services.

Office of the Chancellor. (Spring, 1995). Partnership Illinois (Draft).

Partnership for Family and Community Development Working Group. (September 9, 1996). Partnership for Family and Community Development.

Rappaport, Julian (May 18, 1990). "Center for Community Studies and Development." Letter to Robert Berdahl, Rappaport, Julian (December 5, 1996). "Proposal." A proposal to the board of the UIUC Center for Advanced Studies.

Rappaport, Julian (October 14, 1996). Re: Questions. Response to Thom Moore's email concerning the direction of the "wellness" group.

Rappaport, Julian (December 5, 1996). "Proposal." A proposal to the board of the UIUC Center for Advanced Studies.

UIUC Vice Chancellor for Academic Affairs.

Schomberg, Steve (February 28, 1997). Letter to members of the academic community concerning Partnership Illinois.

Schomberg, Steven. (January 9, 2001). Draft letter to PI Subcouncil Members

Streitmatter, F. (September 26, 2002). 4-H Expansion and Review Committee meeting minutes.

Tarr, Nina. (Fall, 1996). Wellness. Email to CCCR group regarding proposal for a Center.

Wellness Meeting (November 14, 1996).

Urban League of Champaign County (November 12, 1996). Partnership Meeting with unnamed U of I representatives.

University of Illinois at Urbana-Champaign Senate. (March 29, 2004). Senate Action to revise the Bylaws to rename the Senate Committee on Continuing Education and Public Service to the Committee on Public Engagement.

Unknown Author. (9/19/96). "Wellness Meeting."

Unknown Author. (September 5, 1996). Notes found in a stack of other university engagement related notes belonging to Thom Moore, one of the members of the Consortium for Collaborative Community Research.

Wilcoxon, R. (March 12, 2002). UIUC College of Fine and Applied Arts Administrative Council meeting minutes.