Goal III: Make a significant and visible societal impact

November 15 & 30, 2017 Sessions

Two sessions were held with faculty, staff, and students to brainstorm and discuss Goal III. The session started with an overview of the Strategic Planning process that is taking place during the 2017-2018 academic year. After the overview, Kimberlee Kidwell, Dean of Agricultural, Consumer, and Environmental Sciences (ACES), provided a presentation that highlighted the campuses public engagement accomplishments over the last several years before groups began their discussion and brainstorming.

Groups were asked to answer this question: **"What ideas can help the University build on its strengths - - to make a significant and visible societal impact?"** (Ideas could be **brand new ideas, revision** of something that is already occurring on campus, a **renewed focus** on what is already being done on campus, an **expansion** of something that is currently being done.)

First, participants responded individually on small sticky notes and then worked in a together with table mates to group the ideas into the previous strategic plan goal categories. Then, groups were asked to identify their top three ideas. Directly below are the top ideas from the various groups, and below these ideas are the full list of ideas that emerged from the brainstorming.

Ideas that the groups favored

- Make explicit and integrate throughout undergrad and graduate education our value that students become better global citizens
- Student's role in public engagement: Empowerment through service learning
- Lowering barriers to curricular and co-curricular opportunities for students to engage in the community
- I Make: Democratizing innovation through citizen ingenuity
- Make explicit and state clearly in relevant policies our value that staff, faculty, administrators become better global citizens
- Develop a mechanism for two way communication with the public
- Development of an office or center for community and social engagement
- Enhancing communications efforts with, for example, community engagement conferences, especially cross disciplinary ones
- Improve external communications
- Internal Communications, resources, and coordination
- Central focus on public relations and outreach
- Translational efforts
- Create a better and more coordinated strategy for community engagement, detailing how what we do affects the public
- Creating structures for sustainability and acknowledgement
- Increase number and strengthen quality of partnerships with local schools and organizations
- Create mechanisms for identifying community need and generating resources for addressing those needs

- Increase information from communities (local/state) into the University about public engagement needs and opportunities
- Tell our story of successful engagement both historical and current to inside University audience and outside University audience
- Translation of ideas to the public
- Integrating service learning and ranking its importance of teaching and mentoring
- Applied action-based learning with studio classes and internships that have a structured process and sustainability plans

Comprehensive list of ideas from the group

a) Develop our students to be future leaders, with strong communication skills, who are engaged in their communities
- Context-based learning
- Encourage communication between departments (for students) -> Project based?
- Support student needs and desires for meaningful PAID internship opportunities where they engage with communities / the public
- More money to support courses (studio-based, workshops) where students engage with communities on their local problems
- Make sure our students leave here with skills in collaboration, partnership building and creative problem solving
- Support students in developing discipline-based content skills and the interpersonal communication skills (e.g. Navigating conflict, giving constructive feedback, etc.) as part of their academic experience
- Make mentoring students and teachers more important
- Provide professors to invest time in becoming good teachers / mentors
- Implement cross discipline thoughts and practices in to the curriculum for our students
- Integrate service learning more broadly into the curriculum
- Promote more service learning opportunities for students so they are visible to their local communities / section – and learn from them
- Expand service learning opportunities for students
- Societal impact -> Make leadership (of people, not just technical) a cornerstone of the curriculum
- Collaborate with local K-12 to create STEM focused curriculum
- Build on strengths: take research outcomes and put them into action: courses, student projects, community engagement, etc.
- Public engagement activities in the classroom
- Public mentorship for students
- Student based projects in which societal impact / learning in community is emphasized
- Work even harder on retention of students of color and dreamers. They will push us.
- Fulfill land grant mission to include URM in all phases of the University. Do diversity well; operationalize inclusive excellence
- Build students and faculty who are excited to go into public policy, and of whom we are proud, need alumni as global leaders
- Alumni engagement activities that highlight University success

- Develop a school motto / brand that is a value we want all students to leave with
- Incentive public engagement ideas of students, staff, faculty

b) Create structures to better coordinate major research and outreach efforts around the societal challenges defined through the Visioning Future Excellence initiative
- Build on or create partnerships in our local communities with sustained funding (not wedded to grout cycles)
- Partner more closely with IL communities to design program / projects with them that address their real time concerns (Engage them in framing discovery and develop a sustainability mechanism for successful projects)
- Lasting impact can include funding and resources that go to / stay in our communities
- Strengthen IL Extension programs
  - o Mixers for faculty and personnel
  - o Training for how to work together (faculty and extension personnel)
- Build on Dean Kidwell's spreadsheet across campus so that the community knows who to contact for their needs
- Have communities pose their problems to University – Harness faculty and students to help community solve issues using community resources and self-generated ideas = facilitation
- Engage community leaders to help communicate ideas / needs between UIUC and community or a community liaison
- Engage with existing community organizations – talk to community members
- Promote more trickle down from College of Ed to local CU+ area school systems
- Center for design tie into units across campus and in the community
- Vertically integrate research opportunities
- Provide incentives for social entrepreneurs
- Seed funding opportunities that require community
- Allocate funds that allow research to be taken to communities globally
- Educate University decision-makers about crediting P.E. in P+T review
- Clarify faculty goals, roles and expectations (clinical vs. tenure track)
- Societal impact – in Provost communication on promotion and tenure
- Recognize engagement in P+T
- Reward impact – tenure, promotion, scholarship, fellowship, etc.
- New office of "public engagement" at a very high level

c) Invest through cluster hires and other means in select areas that link to the themes that emerged from the Visioning Future Excellence initiative
- Support for global collaboration on outreach activities

d) Educate the broader public, leveraging the research and innovation of the university (e.g., U. of I. Extension, Illinois Public Media, Krannert Center for the Performing Arts, etc.)
- Pilot or test more of our transformational discoveries in our local communities – across the system
- Translate our evidence-based research into language and media forms accessible to all. (Training for faculty and students to do this)
- Promote social media -> training for faculty
- Public has no access to results of scientific findings. Encourage open-access publishing

- Offer robust scholar in the public square, programming that communicates campus research to local constituents in an accessible and entertaining way
- Training for researchers to communicate research and it's implication to public
- Business seminars for the community and small business owners
- Expand ACES's idea: "What do I do and why does it matter?" to all colleges

e) Develop and execute an integrated, coordinated and sustained marketing and communications effort to all stakeholders and influencers: students, alumni, parents and friends, businesses and government leaders

- Emphasize science communications training strongly for undergrads, grad students, all levels of faculty and technical staff
- Improve our communication and marketing efforts to demonstrate what we do, why it matters and how it impacts individuals locally, regionally, and around the globe
- Story-telling and genealogy of influence – we are already making a big impact, but often it's not visible to the public
- Our stories need to be shared more broadly. Inside Illinois is great, but only reaches our University community. We already know how great we are, but do others? This would even include features in the NG on small discoveries. This could improve our standing in the community to build on Dean Kidwell's test market
- Better publicize what we are already doing on campus
- Continued efforts at visual branding
- Raise awareness of what Extension does
- University know thy strengths!
- Work with Chicago Universities
- Market and communicate outreach efforts inside and outside university
- Celebrate / commemorate key achievements or accomplishments of the past 150 years
- Weekly news summary to local channels and N-G (w/ possible Chi pick-up)
- Create a "front porch" for the community to approach campus
- Channels to local stations when their students are in your lab, honors or classes
- What we research needs to come from what society needs (especially locals)
- Get out of the lab and see what is needed
- Visible – need better outward communication of what is done – more celebration of excellent outcomes
- Multiple and regular forums with community, broadly defined. Be open and appear to be open to publics
- Include people from public in convening like this
- Better online public engagement portal
- Need finding locally and in Chicago / Illinois
- Enhance our marketing programs – tools, training, goals
- Public engagement office / building should be accessible to public and welcoming
- We should have an office North of University
- Channels to local stations where students are from

f) Create a comprehensive public engagement strategy to maximize our impact both in the shaping of public policy and in effecting positive change in the quality of the lives of our stakeholders

- Students and faculty working more closely with the public sector and decision-makers to achieve evidence-based policy
- International student support to work in U.S.
- Define indicators of "IMPACT"
- The impact of outreach activities should be measured (e.g. What effect does it have on life outcomes of participants)
- Advocacy training and promoting advocacy for how research impacts policy
- Provided that University wants to make positive impact, don't encourage warfare research (Internet of Battlefield things)
- Bring local, state and federal policy-makers to campus to explain opportunities for IL faculty involvement
- Leverage the Big 10 CIC more

Other
- Acknowledgement – Build "societal impact" into the assessment and acknowledgement processes across the UI system
- Acknowledgement - Provide better guidance on how to evaluate "successful" outreach -> and value this! (e.g. Tenure process)
- Accessibility and Diversity – Make the Illinois experience truly accessible to people of all socio-economic backgrounds
- Make case for education and public good
- Help provide support, financial and otherwise, to units that already do public outreach / engagement rather than spend on new
- Create better strategy for how we talk about extension / public engagement so it is not an after thought
- Offer more paid summer internship opportunities for local IL high school students
- More interaction between STEM and Humanities
- Use online courses / teaching to reach different communities
- Promote the faculty application / nomination for disciplinary honors / accolades
- What is important? Does leadership lead faculty to the right path(s)?
  - Teaching -> IUs -> $
  - Research -> $
  - Outreach -> no $
- Connect with community leaders to see what the needs are
- Get out of office (many ideas already happening)
- Partner with grass roots groups to develop innovative responses to social issues
- Put resources where grants and gains can be made: Chicago / Illinois need is
- U of I should join national orgs concerned with higher education public engagement