A little help from the top

By Craig Chamberlain

 Chancellor Bob Easter, center, and UI President Michael Hogan, right, work as honorary Illini Guides on Move-In Day, Aug. 19, assisting sophomore I-Guides Richard Jiang, civil engineering, and Nina Chang, accountancy, move freshmen into Illinois Street Residence Halls in Urbana. Hogan, a historian, began his tenure as the 18th president of the university on July 1. He must recently was president of the University of Connecticut. Easter, a professor of animal sciences and former dean of the College of Agriculture, Consumer and Environmental Sciences, is serving as both chancellor and provost, the chief academic and budget officer for the Urbana campus on an interim basis. Eight hundred students worked as I-Guides helping new students move in to the residence halls.

Moving into Champaign from the south on Neil Street and you’ll pass a mile-long stretch of prairie maintained by the student group Red Bison. On a Sunday afternoon you might even see them out there, a small number busy lopping off invasive woody plants.

Just east on Windsor Road, you would find the new Student Sustainable Farm, started with student money, which opened last fall and helps supply food for the residence halls.

At least one professor thinks the student contributions to the BIF made a difference in pushing it from the gold LEED certification it was designed for to the platinum certification it received. (LEED, or Leadership in Energy and Environmental Design, is a U.S. Green Building Council rating system for measuring sustainability in construction.)

The Student Sustainability Committee, with the increased student fees, now has more than $1 million per year to spend or loan for sustainable projects or education programs on campus.

Being environmental on the UI campus can mean many things. Students can become activists, or do service work, and many do both. They can work with student groups or community groups. They can spend time in nature, or focus on putting together reports and proposals. They can focus on campus sustainability issues or on issues beyond the campus.

For Stephanie Zec, a senior from Naperville, Ill., majoring in integrative biology, and the secretary for both the SECS and the SSC, part of the goal is persuading students that being green goes beyond what they’re used to thinking about. “At first I’d have to force myself to stand there in the cafeteria,” Allen said. “But then after a while I would see momentum and I wouldn’t want to leave. … It was so gratifying even if out of 10 people who were indifferent there was one person who was really enthusiastic … and it just reaffirmed the importance of it for us.”

The fee increase was approved in a student referendum by 3 to 1, and this year Allen is SECS president – the one, in fact, who spoke to the board of trustees. She’s also in her second year on the Student Sustainability Committee.

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Going Green: Activism, action appeal to students

By Craig Chamberlain

Is it possible to turn an orange-and-blue university green? A lot of students are trying, and markers of their activity can be seen both off and on the campus.

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Towering over the west side of campus are the smokestacks of the university’s Abbott Power Plant — a target of efforts by Students for Environmental Concerns, pushing the university to better address the issues surrounding the use of coal in the plant, and to phase out its use completely. Speaking before the university’s board of trustees at a summer meeting, the SECS president called it “the highest priority of the campus environmental movement.”

(The university’s new president, Michael Hogan, told a gathering of environmental groups on Sept. 1 that SECS had contacted him even before he had moved out of his previous job at the University of Connecticut.)

The newest classroom building on campus, the 2-year-old College of Business Instructional Facility, was honored last year with the highest certification for sustainable, environmentally friendly construction and design. The BIF features rooftop plantings (known as a “green roof”) on the main building, as well as at the university’s first and only solar panels, on the roof of the south-side auditorium.

The roof and the panels came thanks in part to the Student Sustainability Committee, a student-run committee that gives out funds raised from student-created fees, which the student body voted last March to more than double. (Individual students can request their $16 fees be refunded.)

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For Stephanie Zec, a senior from Naperville, Ill., majoring in integrative biology, and the secretary for both the SECS and the SSC, part of the goal is persuading students that being green goes beyond what they’re used to thinking about. “If you ask any student on campus, there is a three-quarter chance they would say the largest sustainable issue on campus is recycling,” Zec said. “Yet this university already recycles. I want people to realize there is so much more they can do.”

Continued on page 6

Fall 2010

FOR PARENTS AND FRIENDS OF THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
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After 10-year hiatus, Social Work brings back the BSW

By Sharaa Forrest

The School of Social Work reopened the BSW program this fall, after a needs assessment indicated a strong demand for it based upon student interest and societal and employment trends, said Brenda Coble Lindsey, the director of the School of Social Work and a faculty member in the school.

The inaugural class of 50 students is expected to graduate in 2012. To be eligible for admission to the BSW program, among other requirements, students must have 50 hours’ recent experience in volunteer or paid positions with social service agencies. Additionally, they must be eligible for junior standing and have at least 60 hours of undergraduate credits.

“Passionate” is a word that comes up a lot when the BSW students share their feelings about the program, according to Linda Kingery, an adjunct instructor in social work who also is a child welfare worker. Students must complete a one-semester full-time field placement at a community agency or organization related to their area of interest. Service learning components in various courses also provide opportunities for students to work with clients and address real-life problems.

Earning the BSW degree, which prepares students for generalist social work practice or work in fields such as communications, health care, human resources and public service, enables students to enter graduate social work programs with advanced standing.

The School of Social Work, which has been highly ranked in state and national surveys and publications for its scholarly productivity and educational excellence, celebrated its 60th anniversary in 2006. The school, which graduates about 120 students each year, was one of the first in the U.S. to offer advanced degrees in the field.

Understanding ‘what poverty feels like’

It was a difficult month for 30-year-old Emily Epperman. She was unemployed, and her husband abruptly abandoned her and their two teenagers, leaving her with a pile of debts, $20, and two bus tokens. On the way to pawn the family’s TV, she was robbed and the set was stolen. At the welfare office, she battled bureaucracy and indifference in her ill-fated attempts to obtain food stamps and public assistance. Before the month was up, her two teenagers were picked up by the police for truancy and later arrested for dealing drugs.

Those were the personal experiences of “Emily,” portrayed by BSW student Arielle Williams, of Chicago, during a poverty simulation with her classmates in Social Work 200 in September.

Conducted by volunteers and staff members of the Champaign County United Way, the simulation enabled students to experience a month in the lives of the 35,000 Champaign County residents who live in poverty.

“It’s important to understand the obstacles and difficulties that people encounter that the students haven’t had to deal with,” said Samantha Hack-Ritzs, who has taught the course for three semesters while completing her doctoral studies. “We can show them slides and have them read about poverty and learn statistics, but the important thing isn’t for them to be able to recite statistics about poverty; it’s for them to understand what poverty feels like.”

Donte Wilkins, a senior from Richton Park, Ill., who aspires to be a family therapist, said he chose social work because “I’m really good at analyzing other people’s problems and figuring out what they should do.”

But this particular day the solutions weren’t so clear. During the poverty simulation, Wilkins portrayed a 43-year-old father who lost his job; then his unemployment benefits ended, like Emily Epperman, was forced to scramble to support his family.

“Don’t treat this as a game!” United Way director Sue Gray cautioned the participants. “It’s not a game for the one in every eight families that is food insecure.”

Tables around the perimeter of the classroom represented various assistive agencies, businesses and other resources – a food pantry, a welfare office, a predatory lender among them – that could help, if the families were able to get there. In the case of Donte and the family, he had to get to seven agencies.

“Just because Wilkins and his family struggled to use their meager resources wisely, and sometimes schemed to get them illegally, United Way staff members named the room, portraying criminals who prey upon the vulnerable. They also arbitrarily dispensed luck-of-the-draw cards that could bestow good fortune on a family or burden it with a crisis that would further strain its finances, such as an unplanned pregnancy or a child’s sudden illness.

“The classroom was a scene of frenetic activity as the family leaders dashed among agencies, sometimes getting the runaround by uncaring workers who claimed they hadn’t received the proper paperwork, and sometimes getting wrangled by an unscrupulous landlord.

“Your kids haven’t eaten.”

Despite students’ best efforts, only one family among the eight represented managed to get its children to school every day. Many families went without food, were evicted from their homes or had the local utilities disconnected for nonpayment before the hourlong simulation ended.

“It was nothing like I expected,” said Bobyn Besana, 20, of Skokie, Ill. “My son got arrested. My children didn’t eat for three weeks. All of the programs were so cumulative; it was really daunting, knowing that people deal with these problems every day of their lives.”

Exercises like the poverty simulation can be emotionally moving experiences that give students insight into their potential clients, said Tara Earls Larrison, a social work educator for 15 years.

“We have them do all kinds of experimental learning activities that are hands on and interactive, and help them understand, in different avenues, the concepts and issues that we teach in class,” said Earls Larrison.

Earlier in the week, the class engaged in a privilege walk, an exercise that illustrated how privileges and negative experiences – such as being able to go to the movies or get a good education – can impact people’s lives throughout their lifetime.

According to Linda Kingery, an adjunct instructor in social work who also is a child welfare investigator for a state agency, the first rule of working with clients is “to respect those we serve.”

“The key to good social work is an excellent knowledge base with a whole lot of human compassion and a love for what you do. I feel that the most important tip I am able to share with students is the importance of a genuine concern for humanity. I don’t believe in an ‘us’ and ‘them’ framework. We are all in this humanity thing together. Some of us have been helped in the past and are helped today. Others are helpers now and will need help in the future.”

“Passionate” is a word that comes up a lot when the BSW students share their feelings about helping others through careers in social work. They describe the school’s faculty members and learning environment as positive, supportive and stimulating. They like that the school’s facility, which moved to a newly constructed building last year, has state-of-the-art technology.

Since the school’s enrollment is small – 50 BSW, 225 master’s and 25 doctoral – students are in many of the same classes together and get to know each other well. Students say instructors also work hard to learn students’ names and often greet them by name in the hallways.

“You know you’re in social work when somebody sneezes and the entire class turns around and says ‘Bless you,’” said Ally Cherveny, a junior from Wilmington, Ill.

UI-U upgrades its set

UI-U, the cable-access television station administered by the College of Media, rang in the new school year with a whole new look.

WPCA-TV in Champaign donated its old set to UI-U, which provides a more professional setting to the Richmond Journalism Teaching Studio, used by broadcast journalism students during the school year.

Students produce weekly live newscasts on UI-U. The station also features programming of interest to, or produced by UI faculty and staff members, students and the campus community.

Mark of Excellence
Small group of engineers makes huge impact on amputees
By Lisa Abbuhl

Many student organizations and clubs try to offer a helping hand, but Illini Prosthetic Technologies provides even more.

The six Illinois engineering undergraduates of IPT were brought together by their goal of providing efficient, adjustable and affordable prosthetic arms for patients in developing countries, where 80 percent of the world’s amputees live but access to health care is limited. Most of the focus in low-cost prosthetics has been in artificial legs, leaving a void in technology for artificial arms in areas where loss from disease, industrial accidents, land mines and violence are common.

“I came into the UI thinking that prosthetics would be a great way to use engineering skills in a way that’s very helpful to a lot of people,” said engineering mechanics senior Adam Booher, of Springfield, Ill., the team’s director of engineering.

IPT formed in 2008 when team president Jonathan Naber, now a senior in materials science and engineering, brought together several friends who shared an interest in prosthetic devices.

“I have experience in working with people with disabilities in my family and friends, and I’ve always wanted to be an inventor and create technology that helped people,” said Naber, of Waterloo, Ill. “All of that culminated in this idea: What if we built prosthetic arms for people in developing countries?”

Since that initial idea two years ago, the team has developed three prototypes of fittings for below-the-elbow amputations. One is designed to be modular and lightweight, one is more rugged for lifting and other labor tasks, and one is dynamically adjustable so patients can tweak the fit themselves. The IPT devices serve as a segue way between the patient’s remaining arm and a terminal device such as a hook.

Equipment in the Ford Concurrent Design and Manufacture Lab on campus allowed team members to rapidly produce plastic prototypes, including fingers for a patient in Ecuador. Local machine shops assisted them in producing metal devices for field testing.

In July 2010, four team members traveled to a clinic in Guatemala to field test their designs in partnership with the Range of Motion Project, a clinic started by UI alumnus David Kruppa. The 10-day trip provided IPT members their first hands-on clinical experience and the first real tests of their designs.

“It was the culmination of a long and intense process for us,” Naber said. “This was the first time that we’d actually gotten to interact with and test-fit arms to amputees in the developing world, which was a huge moment for our organization. It really propelled us closer to our goal of eventually producing these arms and disseminating them.”

Many patients traveled great distances to test the arms, even knowing they would not get to keep the prostheses. The team worked with patients ranging from a 7-year-old girl who had just lost her arm in a truck accident to a 43-year-old man who had lost his arm to a machete attack.

“There was a huge diversity in the patients. We saw a wide variety of ages, sizes, geometries, causes and living situations,” Naber said. “We’re trying to address all of those, or as many as we can, with one piece of technology.”

The team also gathered a lot of insights from the patients, both through interacting with them and through extensive patient surveys. The team will work to incorporate feedback and ideas from the patients in their next design. The patients’ enthusiasm for the project was evident, and IPT members were encouraged and energized as they witnessed patients dressing themselves, writing their names, and tying shoes using the arms they’d designed.

“I think it really reinvigorated us to move forward, seeing the patients and seeing the need. We can talk about statistics and look at numbers or pictures, but when you get down there and actually see a little girl who doesn’t have a leg, and you see that patients don’t have access and can’t afford things, it re-energizes you. We came back even more fired up than we were to start with,” Booher said. “We saw their optimism and how much they looked forward to getting arms and how our being there gave them hope.”

Support from the university’s Illinois Launch Program and winning the 2010 Lemelson-MIT Illinois Student business idea competition, a $4,000 prize, has funded IPT during its members’ student years, but the team is now seeking support to continue research and development beyond graduation. They have registered IPT as a nonprofit organization so they can continue pursuing the team’s vision, and are seeking more partnership opportunities with others in the field. More information on the team, its members, history, projects and support opportunities can be found on its website, www.supportipt.com.

Other team members include mechanical engineering student Luke Jungles, bioengineering student Richard Kesler, both from Freeport, Ill., and materials science and engineering students Ehsan Noursalehi, of Naperville, Ill., and Hari Vigneswaran, of River Forest, Ill. All team activities are in addition to the students’ regular course load, sometimes a challenging juggling act. But members’ continuing dedication has been a key element of their rapid progress.

“arthe most powerful resource we have is our team,” Naber said. “We’re all united in the same vision, which is incredibly important, as is the fact that we all mesh together so well with different backgrounds and different interests. That is by far the biggest factor in our success.”

Jonathan Naber, left, and Adam Booher fit an amputee patient with one of the three prosthetics prototypes at a clinic in Guatemala in July.


Campus Bike Project encourages bicycling
The Campus Bike Project serves students and faculty and staff members who are looking for inexpensive, low-maintenance and environmentally friendly transportation—and don’t mind getting their hands dirty in the process.

A collaboration between the UI and The Bike Project of Urbana-Champaign, a non-profit, membership-based bicycle repair shop, the Campus Bike Project provides a shared space for working on bicycles, learning from skilled volunteer mechanics, and sharing knowledge about bicycle commuting, bicycle safety, bike repair and bicycle culture.

Membership is $25 per year for students and low-income people and $40 per year for non-students. Members have access to the shop space and tools during shop hours, and receive discounts on new and used parts, in addition to other benefits.

The Campus Bike Project is located at 608 E. Pennsylvania Ave., Urbana, in garage space donated by the Illinois State Geological Survey and the Illinois Natural History Survey. A $30,000 grant from the Student Sustainability Committee funded the renovation.

The Campus Bike Project’s garage is open Sunday: 5-9 p.m.; Monday: 8 a.m.-noon; Tuesday: 6-9 p.m.; and Friday: noon-5 p.m.

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Jonathan Naber, left, and Adam Booher fit an amputee patient with one of the three prosthetics prototypes at a clinic in Guatemala in July.

Rare Book Library thrills, enlightens and (sometimes) changes lives

By Diana Yates

When Marten Stromberg ventured into the Rare Book and Manuscript Library for the first time as a sophomore, he didn’t know that the experience would alter his career path. He had no definite purpose in mind. He wasn’t conducting research for a class or writing a paper. He just wanted a peek at an early edition of “Alice’s Adventures in Wonderland,” by Lewis Carroll.

He registered with the library, filled out a call slip and parked himself in the reading room. Soon a librarian brought out the end liner-covered book. There was an image of Alice, in gold leaf, cradling a pig in her arms on the front cover. On the back a golden grinning Cheshire cat. Stromberg was enthralled.

“It was really great to see the physicality of this book, to see the way that people saw it when they purchased it for the first time, when the book first existed,” he said. He was particularly interested in the illustrations by Sir John Tenniel.

“The illustrations are quirky, they’re wonderful,” he said. “They’re fresh in newer editions, but to see them in the old edition is really great.”

After more visits and — after graduation — landing a job in the library, Stromberg changed his career path.

“I was studying philosophy at the time, and I guess I’m an extreme example,” he said. “I went into librarianship.”

The 28-year-old native of Naperville, Ill., is now pursuing a master’s degree in library and information science at Illinois, and is working at the library.

Rebecca Bott, a 25-year-old Champaign native, had a similar experience as an undergraduate. She changed her major a couple of times and only visited the Rare Book and Manuscript Library for the first time as a junior.

“My Protestant and Catholic Reformation professor (religion professor David Price) took us to see an assortment of early Bibles and I was hooked from that day on,” Bott wrote in an e-mail. “I did my first project on the first edition King James Bible (1611). It’s not terribly rare, to be honest … but it’s a beautiful and very important book. I went to look at it over Thanksgiving break and what should have taken a couple of hours at most, I stretched out over the course of two days to spend more time there. My paper wasn’t particularly good, but my experience at the library was enough to keep me going back.”

She also got a job in the library. Today, Bott is pursuing a master’s degree in library science at Simmons College in Boston. She is working at the Brigham and Women’s Hospital, cataloging its history of medicine collection. And she is an intern at the Massachusetts State House Special Collections Library.

A variety of circumstances lead students into the Rare Book and Manuscript Library. Curiosity is a common motivator. Or, perhaps a class assignment that requires students to consult primary sources brings them in.

“In a group of 20, I see the fire light up in two, and I’m happy with that,” said Valerie Hotchkiss, a professor of medieval studies and of library administration and the head of the rare book library. “One might become a collector; the other might become a scholar. Most students are proud of these collections and somewhat interested, a few are bored out of their heads, and a few really get inspired. I love it when I see inspiration spark.”

The library also hosts numerous events. “We have about 23 public events a year,” Hotchkiss said. “On average, we get about 200 people a year. For a small library, that’s not bad.”

“From a scholarly perspective, all the books are interesting to some extent,” said John Roberts, a professor of history of printing at the library.

The library also sponsors a book collector’s club, the “No. 44 Society,” named after a Mark Twain character. Like the library, the club is open to all, Hotchkiss said. It meets once a month and sponsors numerous lectures and other events. The club will hold a holiday party on Dec. 8, for example, in honor of the birthday of 17th-century poet John Milton.

To give students a first-hand experience of the history of printing, the library, the Graduate School of Library and Information Science, the School of Art and Design and the Facilities and Services Printing Department have established the Soybean Press, which teaches students (and anyone else who is interested) the fascinating art of letterpress printing.

Students who work in the library get a daily dose of wonder. One might find, tucked into a first edition of “Moby-Dick,” a letter that Nathaniel Hawthorne wrote to his good friend at the time, the author Herman Melville. The collection includes library materials that tell the story of imaging the universe. Next spring, the library will host a Carl Sandburg “extravaganza,” Hotchkiss said, to celebrate the library’s vast collection of the writer’s work and correspondence.

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The Real World: Consulting group preps tomorrow's business leaders

By Phil Coiera

Memo to The Donald: You might want to take note of the maturing business that's flourishing 800-plus miles west of Trump Tower, in the fertile soil of East Central Illinois.

The one that's run almost entirely by UI students.

Illinois Business Consulting, a student-run consulting group affiliated with the UI's College of Business, offers the type of business experience for about 200 undergraduate, graduate and professional students from all academic units – from business and engineering to life and library sciences.

What sets IBC apart from other student groups is that "everything we do is real," said Ron Watkins, the director of IBC and one of only a handful of advisers to the group who isn't a full-time student.

"Everything that we're doing here you couldn't do in a classroom or through homework," he said. "You get students who are learning things they wouldn't ordinarily learn until after they've been on the job for a few years."

"IBC's expectations of its students are very high – at least as high as they would be in an actual corporate job, according to Watkins.

"You have a client who's paying money, and the team – who may or may not know each other from classes – has 14 weeks to get the project done," he said. "They're learning how to set expectations on a couple of different levels."

In the past, students relied on summer internships for professional experience while attending school. But with an increasing number of internships being unpaid or vanishing altogether, IBC envisions itself as a way for students to gain professional experience concurrent to their studies, which is especially valuable during a period of rapid economic growth.

"In a sense, what we've done is create the type of two-year-training program that a lot of companies no longer offer due to cost-cutting," Magelli said.

"Working at IBC allows students to have an extremely valuable internship that they'd have plenty of horsepower.

"Once a projects start, it usually consumes 15 to 20 hours a week of my time," Chakka said. "On a day-to-day basis, the senior leadership team of students staffs our office from 8 to 5 every weekday. We start two weeks into the semester, and we end at finals.

"I'm learning a lot in my engineering classes, but I'm also getting this business knowledge that is even better than learning in the classroom because it's more applied, it's not just number crunching," she said. "I get to tackle strategy and marketing, as well as enhance my soft skills like managing people and public speaking."

"A really difficult skill to find in the marketplace is the proven ability to lead," he said. "Can a person appreciate of business.

"If you're a non-business student, you might not have a lot of opportunities to get a business internship, or the chance to see if business is a career you would like to pursue," Watkins said. "IBC is also a good way to explore your interests, since we do a little bit of everything here."

Senior Sin Chakka, of Naperville, Ill., a senior manager at IBC, said that one stereotype of IBC student-consultants is that "we're only business majors."

"Obviously, we're not," said Chakka, who will graduate in May with a bachelor's degree in chemical engineering. "Anyone can do it. We would love to bring in more science and liberal arts majors because we need everyone. We need diversity."

"If you don't have a business background, "this is absolutely the organization to get in, said Brock Jenkins, a senior majoring in accounting and finance from Jacksonville, Ill. "You don't need a certain background, you just need to be able to solve problems."

As senior managers, Chakka and Jenkins oversee one or two projects per semester. IBC as a whole manages about 20 projects per semester, with each project taking about just the entire semester to finish.

"We would love to bring in more science and liberal arts majors because we need everyone. We need diversity.

Jenkins agrees, saying that his time at IBC has "absolutely" enhanced his soft skills. It's also enhanced his organizational skills, too.

"The move from one person working alone, writing a paper and turning it to the professor to working as a group on everything, I've seen myself grow as a leader," he said. "IBC has really made me the planner that I am today."

Although it's a serious organization, Jenkins said the fact that it's run by students and that their time at IBC is primarily a learning experience is not lost on anyone. In other words, don't expect the type of Machiavellian maneuvering or behind-the-scenes backstabbing you might see on, say, "The Apprentice."

"It's a great support environment in that, if you're struggling, whether it's with class, a job or something else, there's always someone here who will help you out," Jenkins said. "It's also a learning experience with time management. Your team is there to help you out, not to sabotage you. We pick each other up."

Considering the students receive no credit and no pay for their labor, it really goes to show that "it's a special kind of student to choose to do this in the first place," Watkins said.

"You're really getting down to some of the best talent on campus. Most schools don't have opportunities like this. This is one of the real advantages of sending your kid to the UI."
Going Green Continued from page 1

For Parker Laubach, a senior from Elgin, Ill., majoring in environmental geology, and the SECS vice president and a new member of the SSC, part of the goal is learning how to connect with people aware of issues such as climate change but still lacking real knowledge.

"I feel as if I have benefited by learning a lot about how people interact with environmentalism," Laubach said. "There is a lot of interest out there, but it is not accessible to people sometimes. I feel that I have benefited by learning how to make it accessible."

For the students in Red Bison, hands-on work is the priority.

Kevin Mazur, a senior in biology from North Riverside, Ill., minorin in secondary education, said he was drawn to the group because of similar workdays with an ecology club in high school, cutting down invasive European buckthorn trees growing in what was once a prairie. He is considering teaching high school biology and starting a similar club.

Mazur, the Red Bison vice president, said he sees the need for public education and activism, but he also knows he's "more action than words" and that's why the group suits him. Prairie restoration is important for biodiversity and preserving species habitat, and could even be important for the development of prairie grass biofuels, he said.

Sarah Menning, a junior from Crystal Lake, Ill., majoring in natural resources and environmental sciences, and the president of Red Bison, said she had been influenced by her father's interest in environmental issues. For her, the workdays are not only a way to help the environment, but to get off campus and away from studying for a while.

"It's a good way to just be outdoors and help the environment directly," she said. "And it's a laid-back group."

And then there are students like Erin Harper, a senior from Tolono, Ill., majoring in natural resources and environmental sciences, who are doing a little bit of everything. She's part of the outreach effort for Engineers Without Borders, teaching children and others in the community about sustainability and the changes they can make. She's also part of CU-Garden, a group that's starting a community and school garden, and planning a grade school curriculum that incorporates gardening. She's also volunteering on the student farm, and she's the vice chair of the SSC.

"Being part of several different organizations has given me the chance to see things from several different points of view," Harper said. It also helps make the time in school move faster, she said. "I do not feel like I am just in school learning. I am actually working on issues that are important to me now. I can use what I am learning immediately, not hope that it will someday be useful."

Brian Deal, for one, is impressed with what these students can accomplish and specifically with the role they think they've played in moving the campus itself toward greater sustainability.

"Students bring pressure and they're able to push in ways that others are not," said Deal, a professor of urban and regional planning who serves as one of the non-voting faculty members on the SSC. "It's just really amazing the depth at which they're thinking about these questions and the way that they're really passionate about following through with them," he said.

In particular, he said he saw their influence this past spring, when the university approved its Illinois Climate Action Plan, of which Deal was a co-author, which laid out goals and actions to move the campus to carbon neutrality by 2050. It is so far the only such plan in the Big Ten.

The university had committed to approving such a plan two years before when it signed onto the American College & University Presidents' Climate Commitment. But the UI was dealing with a budget crisis and at least one other university had backed out on that commitment.

Earlier in the spring, however, the SECS had campaigned for the big increase in the student sustainability fee and students had voted strongly for its approval. "I think that that was a critical fact," Deal said. "The students were so squarely behind these efforts that the university couldn't ignore them."

Student sustainability fees have been put in place at perhaps hundreds of schools in recent years, according to Suhail Barot, a doctoral student who chairs the Student Sustainability Committee. It reflects the importance students place on sustainability issues and on their desire to exercise leadership, he said.

And Barot thinks the committee has played its part at the UI."The first solar array on campus was funded partially through us, the first wind turbine (if approved) will be funded partially through us," he said. "Also the first major installation of LED lighting (in the Krannert Center for the Performing Arts), the first prairie planting on campus (just east of the President's House), some other firsts – all came through us. There is a leadership role in that, in doing things that hopefully the university adopts as standard practice in future years. That is a big focus of why students are doing these things."

A survey of student green fees across the country last year showed the UI bringing in the largest pool of funds from those fees, according to Barot. And that was before the spring vote that more than doubled them.

Barot, now starting his eighth year on the UI campus, could be seen as an example of how campus student groups and other activities can produce leaders with expertise to help guide the undergraduates who come behind them.

Growing up in India and Dubai, Barot came to the U.S. in the spring of 2003, a few months behind his parents, and started at the UI as a freshman that fall, majoring in electrical and computer engineering.

"My plan was to get out with a bachelor's degree and go make lots of money," Barot said. "It didn't work out that way, but I think that's good overall that it didn't."

Coming from a high school halfway around the world that emphasized only academics, he found a "very different culture" of student activity at Illinois and was eager to try everything in the way of student groups – signing up for maybe half a dozen on Quad Day. He eventually became most involved with Engineers Without Borders, continuing on into graduate school, working on small engineering projects, with the goal of exceptional outreach, and a biodiesel initiative funded by the SSC.

He joined the SSC in the fall of 2008 and was elected chair in its second meeting. He also decided to change direction academically last year, moving from engineering to urban and regional planning.
Students for Environmental Concerns – the oldest campus environmental group, which currently focuses on anti-coal campaigns, both on campus and within the state, while also promoting energy conservation, renewable energy, an “eco-reps” program to promote environmental responsibility in the residence halls, and other service projects – Student Sustainability Committee – campus committee with 10 student voting members and 10 faculty/staff non-voting members, which reviews and recommends projects for funding from more than $1 million now collected annually through student fees for clean energy, and sustainability (requires application to join, and committee-approved projects also must be approved by the campus Office of Sustainability – Wildlife Society – international organization dedicated to excellence in wildlife stewardship through science and education

Projects funded through the SSC Among the projects that have so far received at least partial funding through the Campus Sustainability Committee, making use of student fees for sustainability and clean energy ($16 total so far):
- Solar array on the College of Business Instructional Facility, estimated to produce up to 7 percent of the building’s annual energy needs
- More than 5,000 square feet of plantings (or green roof) on the BIF, estimated to lower heating and cooling loads by up to 30 percent in the affected areas, extend roof life by up to four or five times, and reduce storm water runoff by as much as 50-75 percent
- Two Solar Decathlon homes, designed to be 100 percent solar powered, for the 2008 competition in Washington, D.C. (in which the UI placed first among U.S. entries and second overall, and the 2011 competition
- Upgrades to restroom facilities in three Campus Recreation buildings, estimated to reduce water consumption by up to almost 6.5 million gallons annually
- Loan to the College of Fine and Applied Arts to install programmable LED lighting in the lobby of the Krannert Center for the Performing Arts
- Loan to upgrade (or re-commission) the HVAC system in the Illini Union Bookstore and to install occupancy sensors in the Illini Union.
- Loan to install energy/shape curtains in the Plant Sciences Laboratory Greenhouse
- Loan for a lighting retrofit and installation of occupancy sensors in the racquetball and squash courts at the Activity Recreation Center
- Prairie planting just east of the President’s House in Urbana
- Energy audit and lighting retrofits for the Illini Union, which should save almost $30,000 per year in electricity costs
- System being designed by engineering students to collect sump-pump water for use on campus landscaping
- Installation of low-energy theatrical lighting in the Armory Free Theatre
- Installation of lighting sensors in classrooms in 10 campus buildings, designed to reduce energy consumption for lighting by about 30 percent, with funding to do the same in another 10 buildings during the current school year
- Installation of bike parking at three campus buildings, to facilitate greater use of bikes on campus
- Installation of a wood-fired boiler at Allerton Park, which uses wood from the park grounds, replacing a gas heating system
- Start-up of the Student Sustainable Farm – initiative to collect waste vegetable oil from university dining halls – and, in the future, possibly local restaurants – for the production of biodiesel that can be used in campus vehicles

Bryan Deal can you tell a lot of good arguments for why universities, and students at those universities, should focus attention on making the campuses themselves a model of sustainability – a goal outlined in the campus’s Illinois Climate Action Plan (iCAP) submitted last May.

The urban and regional planning professor, and faculty member of the Student Sustainability Committee, will first give you the educational argument: “These are the real issues that students are going to be dealing with, and we have to lead by example. You have to be able to walk the talk, and producing students who are able to do it and understand how to do it, I think, is really, really important for the future of the U.S.”

Then Deal will note the need to lead by example for other reasons: “How can you possibly argue for that business owner to make sacrifices that the public entity’s not willing to make? You can’t.”

And then there’s the argument that universities have certain advantages and a built-in self-interest: They own and manage most of their buildings, have a long-term commitment to a piece of ground, and will benefit from the long-term savings that result, Deal said.

The UI committed to produce iCAP, which outlines goals and actions for making the campus carbon neutral by 2050, when it signed onto an American College & University Presidents’ Climate Commitment two years ago.

Deal, a co-author of plan, thinks it’s “the most realistic of any I’ve seen” and “really doable.”

Among the goals outlined within the iCAP’s “core commitments”:
- A 30 percent reduction in total building energy use by fiscal year 2020 (excluding the new energy-intensive National Petascale Computing Facility). The vast majority of campus energy use, and 85 percent of its carbon dioxide emissions, result from the heating, cooling and operation of campus buildings.
- No further investments to extend the operating life of coal-fired systems at the university’s Abbot Power Plant (which also uses natural gas) and a study to determine the potential for ending all coal use by 2017, and reducing it before then.
- Meeting at least 5 percent of all electrical needs through renewable systems, such as wind and solar, by 2015, and 25 percent by 2025
- Requiring all new buildings and major renovations to meet the LEED (Leadership in Energy and Environmental Design) gold standard, which then will be raised to the platinum standard by 2015
- Establishment of a central fund for energy conservation projects
- Creation of a bike-sharing program and implementation of a “greenhouse gas fee” for vehicles registered or parked on campus
- Enactment of a “no net increase in space” policy, referring to interior building space, for the entire campus
- Implementation of a pilot methane capture project at the South Farm
- Making more than 30 percent of food purchases from local sources (within 100 miles) by 2015
- Commitments to a long-term “zero waste” campus policy and a large-scale food composting project
- An increase in the university’s waste diversion (non-landfill) rate from 50 percent to 75 percent by 2020
- A 20 percent reduction in potable water use by 2015

Subsid Baird, who chairs the Student Sustainability Committee, says the students vote in favor of increasing the sustainability for reflects their desire to exercise leadership on these issues.
Nugent Hall boasts more space, amenities to entice residents

By Anna K. Herkamp

The days when students brought a portable typewriter, a radio and a suitcase or two to their residence hall are long gone. Today’s students bring televisions, computers, gaming systems, many more clothes and even furniture, all to make their spaces on campus more like home.

The expectations of both parents and students have evolved, and amenities such as more space, air conditioning and private bathrooms appeal to first-year students and upperclassmen alike.

To help meet the expectations of students and families, University Housing has designed and built a residence hall—the first on campus in 44 years—with all that and more.

Timothy J. Nugent Hall—and the Student Dining and Residential Programs Building—opened this semester in the Ikenberry Commons residence hall complex between Gregory and Peabody drives and Fourth and First streets, in Champaign, just north of the Activities and Recreation Center.

Named for the pioneering founder of Disability Resources and Educational Services at Illinois, Nugent now houses 150 residents in its first wing. When construction of the remaining facility is complete, it will house 500. Ikenberry Commons is named for former UI president Stanley Ikenberry.

The demand for an update was clear. When applications first were accepted last year, all rooms were filled within minutes. It was worth the scramble, according to residents.

Whether it’s the air-conditioned rooms, more bathrooms (one per five rooms), bigger spaces, or the connection with the Student Dining and Residential Programs Building, a.k.a. the “Ike,” the new digs have students thinking about staying on campus longer.

Kao said she’s not in a big hurry to move into an apartment any time soon. “I like the dorms,” she said. “You can live in an apartment when you’re older.”

Another new Nugent Hall resident is John Burton, a junior from Wheatfield, Ind., who is studying engineering. Burton, who has a condition called spinal muscular atrophy, uses a wheelchair to get around campus and previously lived in Beckwith Hall at Second and John streets, Champaign. Instead of living apart from the campus community, students in the Beckwith program now live in Nugent Hall.

The first-floor rooms in Nugent Hall are designed for students with severe physical disabilities who require assistance with the activities of daily living. Beckwith students are regularly admitted Illinois students, and one of the Beckwith program’s goals is to help students achieve a greater degree of independence while completing their degrees.

Burton’s new first-floor room is equipped with lights and window blinds that are remote-controlled. The rooms also have SureHands lift system, which helps the students get in and out of bed and move more easily around the rooms. Features such as accessible elevators and lower dining hall counter heights create a seamless, friendly environment.

“Students and parents are asking for additional amenities that weren’t a priority when many residence halls were constructed,” said Lisa Mansmith.

But living on campus is also part of the education students receive when they go away to school for the first time.

“Living on campus helps students feel like they’re a part of their university. Students have the rest of their lives to live in apartments, but only a few years to live the Illinois experience,” she said.

Ruby said the master plan for Ikenberry Commons includes the replacement of six residence halls that have outlived their useful lives. Garner Hall will be demolished in summer 2012. In April 2011, the UI will break ground on a new suite-style residence hall on the corner of First and Peabody streets.

“The process over 25 or 30 years will eventually re-do this entire neighborhood,” Ruby said. “University Housing supports the academic mission of the university and providing comfortable living spaces for students to concentrate on their studies helps to achieve that.”
Pay-by-phone parking being tested

The UI parking department is offering a new option to pay for parking at metered spaces on campus. About 200 meters in four high-traffic parking facilities on campus have been equipped with the Verus Pay by Phone service for a three-month pilot program. To take advantage of the option, customers can create a free Verus account with their cell phone number, license plate number and a valid credit card. When ready to park at a designated pay-by-phone metered space, simply call the Verus system and enter the requested information, including how long you wish to park. Customers may also sign up to receive text message reminders before meter time expires and can extend the parking session by calling the system from anywhere. When using the pay-by-phone service, customers will pay the normal parking fees (UI rate of 75 cents per hour) plus a 35-cent meter time expires and can extend the parking session by calling the system from anywhere.

Traffic parking facilities on campus have been equipped with the Verrus Pay by Phone service for a three-month pilot program. The UI parking department is offering a new option to pay for parking at metered spaces on campus. About 200 meters in four high-traffic parking facilities on campus have been equipped with the Verus Pay by Phone service for a three-month pilot program. To take advantage of the option, customers can create a free Verus account with their cell phone number, license plate number and a valid credit card. When ready to park at a designated pay-by-phone metered space, simply call the Verus system and enter the requested information, including how long you wish to park. Customers may also sign up to receive text message reminders before meter time expires and can extend the parking session by calling the system from anywhere. When using the pay-by-phone service, customers will pay the normal parking fees (UI rate of 75 cents per hour) plus a 35-cent meter time expires and can extend the parking session by calling the system from anywhere.

F irst C lass

Center provides hands-on training for veterinary students

By: Anna K. Herkamp

O n their first day of veterinary school, a group of students was hard at work learning the finer points of suturing, a skill they’ll use throughout their careers as veterinarians. The students were practicing on boards with different colored string and a material that resembles the elasticity of skin. The suture board is just one of many models available in the College of Veterinary Medicine’s new Clinical Skills Learning Center. Long before they treat patients, the center gives veterinary students an opportunity to learn and practice technical aspects of their future profession – including shaving for surgery, assembling an anesthesia machine, positioning animals for X-rays, performing ultrasound examinations and many other skills – before performing them for real. When students ultimately encounter animal patients, they can focus on problem-solving and patient care rather than on technique.

Created last fall, the center supports the goals of the new Illinois Integrated Veterinary Professional Curriculum, which seeks to better prepare students for clinical practice. First-year students are immersed in a variety of clinical settings during the first eight weeks of the program and again for seven weeks in the second year of the program. In traditional veterinary curricula, students do not engage in a clinical setting until the fourth and final year of the program. The new curriculum also focuses on integrating clinically relevant material into the basic science courses in the first two years that cover biological structure and function and the pathological basis of disease. In addition, the clinical experiences expose students to the variety of veterinary career paths early on.

The skills center is one of only a few in the world that offers such comprehensive clinical skills training for veterinary students, said Dr. Dava Morin, assistant dean of academic affairs and curriculum. Morin and other college leaders visited similar centers at veterinary and medical schools in the United Kingdom and U.S. when planning the UI facility.

Morin said students will get plenty of hands-on practice at the center, which features manikins, models, simulators and a variety of veterinary equipment. One room features several dog manikins and models that are used to teach students how to listen to heart and lung sounds, find blood vessels and place catheters. The manikins also are used to simulate an emergency room scenario during which students practice CPR and communicating with clients. Other rooms feature full-scale models of livestock and horses that allow students to practice bandaging, perform techniques to diagnose pregnancy or learn how to avoid being injured while examining large animals.

Veterinary students will take comprehensive clinical skill examinations in their second and third years to demonstrate that they can perform the skills they need to diagnose and treat patients in the Veterinary Teaching Hospital. UI veterinary technicians

A life-size model horse is used by Georgean Zyrkowski and Wesley Parquette for bandaging practice.

Connie Arnold and Heather Soder manage the center and help students master the intricacies of the skills they need to learn. Both have extensive experience working in the Veterinary Teaching Hospital and also assist with course laboratories. They say it’s easy for students to get flustered as they perform the finer aspects of technical skills such as shaving for surgery. “It’s not like at home,” Soder said of the clinical shaving process, which takes about five minutes.

Medical students in their residency programs who are learning to care for human patients must spend a certain amount of time in clinical skills laboratories. The new UI center is very similar, but more diverse. Arnold and Soder will teach almost all of the school’s nearly 500 students at some point in the veterinary curriculum. And the students will come out of their training with enhanced skills and more confidence.

Before the center opened, veterinary students did not receive comprehensive surgical skills training until their third year, shortly before they were expected to participate in surgical procedures. The center now provides surgical skills training in both the first and second years, while students are on their weeklong surgery rotations. Students also spend time in the center while on rotations for anesthesia, radiology, ultrasound, emergency medicine and farm animal medicine.

Today’s veterinary students will spend more than twice the amount of time practicing clinical skills than previous students. Arnold and Soder are available to any student who needs a little extra help mastering a skill, and if students want to learn and practice on their own, they can. The center is equipped with online tutorials and PowerPoint presentations that include video demonstrations of various clinical skills. “They’re never without a way to get help,” Soder said. “I think they’re going to walk out of here and be ahead by leaps and bounds.” Eventually, college leaders hope to increase use of the center by interns and residents in veterinary medicine and by veterinary technology students at Parkland College in Champaign.
Versatile bathtub among UI student designs honored

By Sharita Forrest

Students in the School of Art+Design at Illinois took three of the top six prizes at the 17th Annual Student Design Competition sponsored by the International Housewares Association, based in Rosemont, Ill., last semester. A fourth Illinois student also earned honorable mention.

The competition, begun in 1993, promotes innovative product designs that help people perform everyday tasks more efficiently and enhances student awareness of design careers in the housewares industry.

Senior Teddy Lu was one of two first-place winners. Lu developed a multi-functional bathtub that can accommodate a newborn baby on one side and can accommodate a baby up to 6 months old when flipped over. The versatile device, which Lu calls the “Tub Tub,” can also be used as a bath seat for the parent, a child’s step stool or a storage container for bath toys.

Emily Maskey, of Springfield, Ill., now a senior, was one of two second-place winners and earned $1,900 in prize money for her product, a refrigeration and hydration device called “Fresco” that allows fresh produce to be stored on the countertop in clear containers. The device makes fresh food more visible and accessible, encouraging healthy eating habits and hydration.

“I’m thrilled to have won,” said Emily Maskey. “I think it was the most ridiculous piece of propaganda to ever come to decorate the family bookshelves?”

The “Tub Tub,” designed by senior Teddy Lu, was one of two first-place winners in the 17th Annual Student Design Competition sponsored by the International Housewares Association last semester.

The student design competition drew a record 283 entries from 23 North American design schools affiliated with the Industrial Designers Society of America.

Fifty-three students from the junior and senior industrial design studios at Illinois led by professors Joyce Thomas and David Weightman and instructor Mike Elwell submitted entries.

The entries – which included sketches showing the development process, user observations and human factors, illustrations of the proposed products and written descriptions – were judged initially by two jurors, who provided written evaluations. A panel of 10 judges then selected the winners on the basis of innovation, satisfaction of user needs, understanding of production and marketing principles and quality of the presentation materials.

The 2010 panel of judges comprised representatives from industry, consulting firms and education.

U.S. poet laureate. Students of the art and history of printing will want to explore the Incunabula Collection, which contains more than 6,100 books published in the 15th century, the “cradle days” of printing.

“The Franklin Meine Collection is one of my favorites,” Stromberg said. “That’s Americana and early American written humor; so there are a lot of publications from Mark Twain and all kinds of American humorists that you’ve probably never heard about from the 19th century and early 20th century. It’s one of the best collections in the country with that sort of material.”

Elwell, an associate professor of industrial and interior design at Illinois, took third place in the 2004 competition with a combination pill reminder-magnifier called the Medi-Grip, which is now being manufactured by Jokari/US Inc.

“Elwell won a couple of second-place prizes for her product she called “Plixen,” which allows fresh food to be stored on the countertop in clear containers.

The Rare Book and Manuscript Library gets a new habitat. Chatham Ewing, professor and curator of special collections, left, and Paul Guevrekian, graduate student in library science, relocate books as workers install an improved temperature and humidity control system for the library.

Reports outlining fire safety and public safety available online

In compliance with the University’s fire safety policies, a description of the fire safety features currently installed or planned for each Housing facility and the fire statistics for campus housing for calendar year 2009.

Members of the UI Division of Public Safety engage in a community-based policing approach that seeks to encourage all students, faculty and staff members, and visitors to take an active role.


The report includes crime statistics for the previous three years concerning crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to campus.
Creating and maintaining a safe community: Programs designed to reduce opportunities for crime

- University police officers are deployed into defined focus areas to work hand-in-hand with members of the campus in identifying and addressing crime, fear and quality-of-life issues.
- Emergency telephones placed in buildings, bus shelters and along walkways throughout the campus provide a direct line to university police.
- SafeWalks, provided by student patrol teams, assists people who would otherwise have to walk alone at night.
- A Crime Prevention Officer can be called in to conduct a security assessment of student apartments.
- Operation Identification makes engraving tools available to students and staff members so they can mark their personal property with their driver’s license number.
- The CrimeStoppers Program (217-373-TIPS) is a Champaign County program that identifies a major crime each week and solicits anonymous information to help solve the crime.
- Crime awareness meetings are held in the residence halls at the beginning of each semester. Safety stickers are placed on the back side of every residence hall room door listing emergency phone numbers.

The Crimestoppers Program (217-373-TIPS) is a Champaign County program that identifies a major crime each week and solicits anonymous information to help solve the crime. The program aims to reduce opportunities for crime by providing anonymous tips. The CrimeStoppers Program is funded by Champaign County and is available to the public.

The Operation Identification program makes engraving tools available to students and staff members so they can mark their personal property with their driver’s license number. This program is designed to make it more difficult for thieves to steal personal items.

A Crime Prevention Officer can be called in to conduct a security assessment of student apartments. This program is designed to help prevent crime by identifying potential security hazards and providing recommendations for improvement.

SafeWalks is a program provided by student patrol teams. It assists people who would otherwise have to walk alone at night. This program is designed to help prevent crime by providing safe transportation.

The Crimestoppers Program is a weekly program that identifies a major crime and solicits anonymous information to help solve the crime. This program is designed to help prevent crime by providing information to law enforcement agencies.

The CrimeStoppers Program is a Champaign County program that identifies a major crime each week and solicits anonymous information to help solve the crime. This program is designed to help prevent crime by identifying potential criminals.

Crime awareness meetings are held in the residence halls at the beginning of each semester. Safety stickers are placed on the back side of every residence hall room door listing emergency phone numbers. These stickers provide important safety information and are designed to help prevent crime.

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**Administrative posts**

**Jennifer Deluna**
Program Coordinator
La Casa Cultural Latina
1203 W Nevada
Urbana, IL 61801
jdeluna@illinois.edu
217-333-3764

Provides leadership to promote a welcoming and dynamic atmosphere through the development of educational, cultural, socio-political and social programs that lead to greater recruitment, retention, advancement and empowerment of Latina/o students. La Casa engages current and future leaders through mentorship, civic engagement, and the promotion of social advocacy. Works with other units on campus to provide programming, support and foundations for networks of Latina/o students on campus as well as the campus community.

http://studentaffairs.illinois.edu/diversity/lacasa/

**Irvin D. Harrison**
Director
Native American House
1206 W. Nevada St.
Urbana, IL 61801-3818
hozhoni@illinois.edu
217-265-0632

Responsible for the overall coordination and implementation of Native American House programs. Coordinates with other cultural and resource centers on cross-cultural educational programs for all university students. Develops and supports NAH programs and services to build and educate the Native American community. Works with the NAH advisory committee, the American Indian Studies program, and other student affairs units to promote a Native-centered learning community.

http://go.illinois.edu/nah

**Rory James**
Director
Bruce D. Neubert African American Cultural Center
708 S. Mathews Ave.
Urbana, IL 61801
sjames44@illinois.edu
217-333-2092

Develops and provides initiatives that educate the campus about African American communities. Collaborates with centers within the Office of Inclusion and Intercultural Relations to develop educational programs that foster intentional cross-cultural exchanges among all students. Creates and implements programs focusing on African American student retention. Provides leadership, assistance and support to center staff members and its advisory committee.

http://studentaffairs.illinois.edu/diversity/tnaacc/

**Leslie K. Morrow**
Director
Lesbian, Gay, Bisexual and Transgender Resource Center
123 Illini Union
1401 W. Green St.
Urbana, IL 61801
lkmorrow@illinois.edu
217-244-8863

Directs and leads the center, which serves not only the lesbian, gay, bisexual and transgender community but also the entire university community, in fostering an environment that is open, safe and inclusive for people of all sexualities and gender identities. The center focuses on the intersections of multiple identities, on advocacy, and actively identifying resources and services on campus and in the community that address issues and benefit LGBTQ members and allies.

http://studentaffairs.illinois.edu/diversity/lgbt/
Dear Parents,

This fall, Kelsey Rozema and 16 other students moved into Nugent Hall. Rozema and her hall mates have severe disabilities but their new home is the most user friendly residence hall in the nation. Rozema will have a wireless pager that will connect her to an around-the-clock help contact, and there is a remote-controlled life system to get her to the bathroom from her bed. There are sensor-controlled switches throughout the room, and her door opens with a wave of a wireless card. In addition, Rozema will have access to a personal assistant five hours a day.

Rozema and other students with disabilities will not be isolated from their peers. They will be in the residence hall with 150 other students (including the personal assistants), sharing the dining hall and convenience store. Nugent Residence Hall, and the new Student Dining and Residential Programs Building, are the first phase of a larger Ikenberry Commons redevelopment plan, in which each of the former Champaign residence halls will be replaced.

What's in a name, specifically Nugent Hall? Tim Nugent is an alumnus and later a professor whose efforts to serve people with physical disabilities reshaped the world.

In 1948, Nugent established the Division of Disability Resources and Educational Services. It was the first post-secondary disability support service program in the world. DRES opened the doors to higher education to veterans of World War II whose injuries led society to falsely believe that the limitations of their bodies curtailed their potential.

Nugent fashioned programs to address their physical needs, enabling them to attend college. His compassion fueled his ingenuity and sustained his commitment to overcome an unjust attitude of exclusion.

Innovations on the UI campus literally altered the landscape, introducing curb cuts to accommodate wheelchairs. The campus was the first in the nation to be accessible to people with disabilities. The UI built the first buses with lifts, established wheelchair sports and developed nationally recognized architectural accessibility standards, which led to the Americans With Disabilities Act.

"It is a remarkable statement about the commitment of this campus to ensure that those who are most marginalized in their access, if they have the desire and the capacity and the willingness to pursue a degree. … Illinois is committed to making that a reality," Brad Hedrick, the director of DRES, told the Chicago Tribune.

Scores of Illinois graduates enrolled in programs that were conceived, inaugurated and advanced on this campus. UI alumni have gone into the world prepared for careers in virtually every area of academic study Illinois has to offer. Their presence in the workplace contributes to economic development while also engaging others in building awareness that people with disabilities are not limited by their bodies when their spirits are liberated through knowledge.

Rozema's mother, Mary, helped her move into Nugent Hall this past August. They had only been apart six nights in 18 years. The Tribune reported that during lunch on move-in day, Mary looked at her daughter and said: "This is what I always dreamed of — for you to one day go to college. I am so proud of you."

Robert A. Easter
Chancellor and Provost (Interim)