The Community Data Clinic came together to form an interdisciplinary learning community and class structure for UIUC students and faculty. With the support of the President’s Office, the Fiddler Innovation Fellowships, NCSA Culture & Society, the Illinois Program for Research in the Humanities, Humanities Without Walls, and the Data & Society Institute, we’re able to demonstrate a history of innovation across the campus and address the conditions of community research on today’s campus. Itatenis ducientur, qui te reperep tassequos ipitaquis volupic tendio. Nemo venetur, simi, velesto quiatis ent, opta pore posa quiet odicim resti veri voluptae eos et vent quator estiasp erferum quias eversperum inciis untur ma volor molupta spiandiae. Optassit haria int. Ant, apis consed endipidus eatiis eosam dolut odit quos ex et imi, tem quis dollor aut maio beate rehenda ex evendic ideliae cum quam, sa sed. We approach this through a range of initiatives:

- Community Innovation Courses
- Local Community Collaborations
- Community Research Cooperative
- AI & Democracy

Students present their projects in the Community Data Clinic lab
A Problem Statement

Itatenis ducientur qui te reperep, tassequos ipitaquis volupic tendio. Nemo venetur, simi, velesto quiatis ent, opta pore posa quiet odicim resti veri voluptae eos et vent quation estiasp erferum quias eversperum inciis untur ma volor molupta spienda. Optassit haria int ant, apis condensed endipidus eatis eosam dolut odit quos ex et imi, tem quis dollor. These points originally applied to the class but would probably now be better applied to CDC at large, provided that we update the context:

1. UIUC graduates 2nd largest number of CS students, but they get little engagement outside of CS. [[I don’t think this makes sense as our first point anymore]]

2. Students aren’t able to experience problem solving outside their own disciplines.

3. Although UIUC is a land grant institution with a long history of innovations with social impact, most students graduate without ever encountering this legacy of inclusivity and accessibility.

4. Interdisciplinarity fosters innovation, but it’s increasingly difficult for faculty and students to reach across/outside departments.

In-class conversation with the Radical Illini: What politics are embedded in the campus, and how do they persist today?
An Interdisciplinary Team

Anita Chan
Research Lead
Associate Professor, iSchool and College of Media

Karrie Karahalios
Research Lead
Professor, College of Engineering

Karen Rodriguez’G
Research Lead
Director, Office of Undergraduate Research

Adrian Wong
Graduate Researcher
ICR PhD Student

Jorge Rojas-Alvarez
Graduate Researcher
ICR PhD Student

Mitchell Oliver
Program Manager
New Media MFA
Community Innovation Courses

Community Innovation first launched as a course in Fall 2017 in the Media and Cinema Studies department, and serves as a touchstone for the foundation of an expanded learning experience that provides engagements with innovative research and creative practice methods on topics centered around innovation and technology.

In 2019 we expanded the course to integrate a cross-disciplinary teaching team and a focus “from accessible design to supercomputing cultures.” It enriches students’ experience through interdisciplinary teamwork and collaboration, fosters direct engagement with diverse campus sites, and engages with community partners. Each student creates projects through a demonstration of creative practice that will illustrate how students can use arts, humanities, and STEM research methods to prototype new innovations in the spirit of past case studies. Designed to study past and present cases of community-campus partnerships’ impact on innovation, these classes illuminate new potentials for class spaces to be generative of future campus-community partnerships and sustainable relationships around civic scholarship. Robust community research collaborations would benefit from dedicated, continued campus investment and, in turn, could provide invaluable material and guidance for future study.
Itatenis ducientur, qui te reperep tassequos ipitaquis volupic tendio. Nemo venetur, simi, velesto quiatis ent, opta pore posa quiat odicim resti veri voluptae eos et vent quatio estiasp erferum quias eversperum inciis untur ma volor molupta spiendiae. Optassit haria int. Ant, apis consed endipidus eatiis eosam dolut odit quos. **We focus on a context-based, socially-driven prototyping experience to:**

1. Lay a foundation for students when they are developing academic/intellectual competence.

2. Introduce fundamental artistic development, creative practice, and humanities research methods to students early in their careers.

3. Establish rich interdisciplinary relationships that can shape student experiences well beyond their time on campus.

4. Provide an interdisciplinary community between students, faculty, and staff that can serve as a basis for future undergraduate involvement in campus research projects.
“On the surface this effort might seem more centered on STEM fields than on the arts and humanities...however...it will take such areas of expertise to tell this university’s innovation story in a way that is inclusive, grounded in facts and values, and distinctive from other similar stories in a crowded media environment.

A recent National Academies study made broad recommendations for deeper integration of the arts and humanities in STEM education...though the study’s authors also struggled to point to evidence for their claims and recommendations. An education and communication effort like “Innovation Illinois” stands to bring new evidence in well-founded ways.”

- Kevin Hamilton, Dean of FAA
Community Innovation Courses
1. Inter-disciplinarizing Engagement

Our students have come from:
- Computer Science
- Fine and Applied Arts
- General Studies
- Journalism
- Information Studies
- Math
- Media Studies
- Psychology
- Spanish
- Statistics

Are these section numbers functional or necessary? What are they coordinating with? We’re being a little loose with pages about the class, could it be more directed and concise?

Course pedagogy promotes student engagement, ensuring that they see diverse forms of leadership in the class and provide opportunities for meaningful engagement with each other.

Students hear perspectives from different parts of campus and share their views on developments in and around their academic communities.

Students share and reflect on their experiences with undergraduate education at the University, Fall 2019
From early on in the class, students work together to define and explore common problems – and pool perspectives from diverse disciplines to ideate potential solutions. An assignment asked students to observe the strategies and services that the cultural houses use to address barriers of representation for inclusion and diversity today. How do the center’s building and physical design assets represent that work, or address a “politics of visibility” faced by the organization in the past or present? What interdisciplinary partnerships are developing today that further those aims?

“I have not heard any promotion about this cultural center until this assignment... I didn’t know they had a house dedicated for Asian American Culture. As an international student, I hope I was informed about this during my freshman orientation and had a...field trip to this...special place.”

- Industrial Design Undergraduate

“Although these initiatives have made strides in progress for the Black student experience at UIUC, the work is not complete...students at the University of Illinois are still fighting for their rights from what was proposed from administration over 50 years ago.

[Student organizations are continuously creating initiatives to push for diversity and inclusion on campus through educational programs, protests, and social gatherings.”

- Media Undergraduate

On Wednesday September 25, 2019, I attended the Bruce D. Nesbitt African American Cultural Center (BNAACC)’s weekly Food for the Soul event. This week’s discussion was focused on the Black Diaspora. Food from Carribbean Grill was catered and attendees ate lunch while participating in the discussion. The Assistant Director of BNAACC, Jazmyne Kellogg, moderated this discussion about spoke about her experiences as a young African American woman and has interesting in connecting African American students to their African heritage. A PhD student spoke about highly educated Ugandan immigrants in central Illinois. Attendees spoke about unity throughout the African Diaspora.
Another prompt asked students to map their typical day on campus and describe a favorite spot in their college, and one outside of it. By pooling those selections together, they could see consistencies in what defines students’ favorite spots on campus – what’s most useful and user friendly from a contemporary UIUC student’s point of view? This is relevant for the campus especially as it’s in this new growth phase – which spaces are used, and how?

“They are both spaces that allow for an escape from the stresses of daily college life, places where you can sit for five minutes and just clear your mind, or spend an hour and reflect on where you are in life or see how others are living and how their experiences are similar or different to yours...It is easy to get lost in your class material and the other stresses in college student life, but by going to these spaces you are reminded that other people are living their own lives which are just as complex as your own or that while you spend hours trying to fix a bug in the basement of Siebel there is still a whole world of things going on outside of that computer lab.”

- Computer Science Undergraduate

“During the visit in the Fitness room...our guide said something that remained in my memory the whole day:

We are trying to look at the whole entire student, not only their academic life.”

- Psychology Undergraduate

Students highlight design elements that define their favorite spots on UIUC’s campus
The project deepens explorations of UIUC’s long history of interdisciplinary innovations that changed the world through inclusive and accessible design. The case studies show how innovations developed via social collaborations between STEM, humanities, arts and civic groups, demonstrating how one technology product alone didn’t produce transformation, but how social innovation was necessary to enable transformations to occur over time and be sustained. This was true in the case of creating and empowering Landgrant models, DRES, PLATO, the BCL, Project 500, and many other University success stories.
Community Innovation Courses
4. Sustaining Diverse Community

UIUC has a long history of interdisciplinary innovation on the campus, but there’s concern that these are harder to reproduce as students and faculty become more “siliced.” One of our solutions in the class is to intentionally enhance public engagement with students through:

• Regular site visits to campus archives and research and design hubs like DRES.

• Participation in novel interdisciplinary events and spaces across campus.

• Work with off campus civic and community partners.

• This semester we are partnering with Cunningham Township, a unit of the City of Urbana that works with low income and below-the-poverty line families, and aims to develop a data-driven approach to end Homelessness in Urbana.

• [and a couple more points?] Nemo venetur, simi, velesto quiatis ent, opta pore posa quiat odicim resti veri voluptae.

• [here’s another] Vent quatior estiast erferum quias eversperum inciis untur ma volor molupta spendiiae quos.
Do we need some kind of conclusion for the section about class?

Feels weird to end on point #4 and switch gears?

Could be a simple Title+Text+Photo situation

in general, relating to the text, i think we should think about the written content flowing more from page to page. like if you stripped away all the design and could only look at the words, would the progression make sense? would the document still be effective?

that’s the purpose of the Copy Writing document! https://docs.google.com/document/d/1Rmfqj6vOLU_r_j8orxE7fNjphgPYgYt6i5dMHrP3_Zc/edit#

it’s now out of date because i was hoping to work there first, and then update the report accordingly, but it could still work that way
Local Collaborations

Working in collaboration with recognized Champaign County community leaders, the Clinic has worked to highlight the insight, agency, and research-engaged expertise—as well as concerns and questions—that civic and community organizations develop around local challenges. The Clinic partnerships demonstrate how the use of data—when aligned and defined around existing community-based needs, and scaled to local capacities for action—can empower civic and academic researchers alike with new forms of decision-making and agency. We co-designed two projects to address the needs and materially affect East Central Illinois residents’ lives through sustainable, equitable partnerships:

211: The Role of Information Resources and Services in Crisis Response

Champaign County Community Coalition: Evaluating and Documenting Local Community Impact

We are working with Cunningham Township, Champaign County Mental Health Board (CCMHB), United Way, and PATH Crisis 211 to prototype a new system for online 211 service provision through a coordinated project titled **211: The Role of Information Resources + Services in Crisis Response**.

Cunningham Township (CT) is a public office dedicated to serve the basic needs of low-income Urbana residents. Headed by elected Supervisor Danielle Chynoweth, it addresses the devastations of homelessness, joblessness, or disability. Like many social service agencies dedicated to vulnerable populations in crisis, it knows that effective information access and data-driven decision making concretely impact life or death situations. For example: a family in need spends precious time and resources to travel to a food pantry, only to find that it recently closed; a new law makes childcare for the homeless free, but those in need can’t access the necessary information. These deceptively simple problems are pervasive issues that require a holistic, research-engaged approach. The Clinic thus came together with CT to develop a collaboration to prototype and pilot a new version of the 211 crisis-support directory, a free national database for local social service provisions. Originally designed as a call center, 211 remains immensely valuable, but lags in online provision. Its outdated system still uses a “hub and spoke” architecture that hampers its utility for both users and providers.

Working with researchers, staff, and leadership of CT, PATH Crisis, and other associated social service stakeholders, the Clinic’s research collaboration developed a plan for a new system for 211 to organically integrate user feedback, update the database through comments and notifications within the application, and reduce overall administrative burden. The collaboration will develop an intuitive web interface and data infrastructure to encourage use and feedback to sustain the directory. With CT’s clientbase, the Clinic will evaluate how service provision might be enhanced via access to a real-time mobile application that aims to improve accessibility and accuracy of local service directories. In the coming year, the Clinic partnership aims to conduct interviews, surveys and data analysis with CT staff, researchers, users and greater community to assess current conditions and needs around 211. It will use findings to inform new designs of a web-based application and work to assess if the new design: 1. Decreases the steps needed to access accurate information; 2. Tailors information for users, so that users see only services for which they qualify; 3. Enable users to provide real-time feedback to report incorrect information.

[[we could simplify this text, there is

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Current 211 online resource directory for central Illinois
We are working with the Champaign County Community Coalition and the City of Champaign to evaluate community engagement models through a new joint initiative:

**Champaign County Community Coalition: Evaluating and Documenting Local Community Impact**

Organized in response to the police shooting of a local youth in Champaign in 2009, the Champaign County Community Coalition (CCCC) operates as a System of Care Network that includes local government, law enforcement, social justice workers and community-based service providers. Led by the City of Champaign Community Relations Manager, Tracy Parsons, it addresses community issues impacting the lives of youth and families around community violence, trauma and mental health, and race-relations. Over the past decade, its efforts have generated programs such as: 1. Goal Getters and Self Made Kingz: two groups that connect youth to team building resources in underserved communities; 2. CU Trauma and Resiliency Initiative: to increase the community’s understanding of trauma and provide trauma-informed care; and 3. CU Fresh Start: a community-led effort to deter gun violence. While the CCCC has been able to develop robust community-responsive programming, few resources or time is left to dedicate to collecting data for its own institutional archives and self-assessment work.

The research collaboration with the Clinic was launched to assess the impact of CCCC since its founding. This partnership will create and implement a research-driven model to record, measure, interpret, assess and communicate the impact of CCCC’s efforts across Champaign County. This will involve the collection and assessment of qualitative data (interviews, archival research, survey-work) as well as quantitative data (government open-data sets). The partnership will build a model for historic archiving and assess the organization’s growth and impact in other micro-urban contexts. We have initiated data collection and collaborative evaluation of the impact of CCCC initiatives, and plan to design and implement: survey and interviewing tools to engage diverse organizational stakeholders and participants, including in the greater community; analysis of civic open data to interpret CCCC-related impacts on violence, educational or mental health support in communities; and content analysis of media reports.

This interdisciplinary assessment model will provide CCCC with tools to enable their own sustainable impact measurement, and strengthen their ability to support effective programming, as well as amplify arguments for new staffing for continued work.

Professor Anita Chan interviews CCCC Facilitator Tracy Parsons
The Community Research Cooperative: Methodologies for Research Justice research cluster brings together an interdisciplinary and intergenerational group of scholars from the U of I to address and explore theories and methods in community-engaged research for research justice. This cluster aims to bridge the campus-community divide by creating an inclusive network that invites the core participation and intervention of leading Champaign County community organizations, and that takes the U of I 2018-2023 strategic plan as a point of departure to address the critical need to design and implement accountable models for community-centered, socially engaged research practice. We further place ourselves in intellectual and social dialogue with other spaces for community-engaged research and justice such as the Democracy Collaborative, the Anchor Mission Network, the National Education Policy Center, the Swearer Center for Community, Scholarship and Action, and the Carnegie Foundation for the Advancement of Teaching.

Data, which has energized a variety of scholarly and industry research initiatives for its potential to unlock new action-oriented insights, also undoubtedly extends potentials for generating new civic insights around community research. This is particularly true because data frequently represents activity within complex human-engaged systems (whether state, municipal and public systems, privately run communication platforms or research-related documentation), and involves various stakeholders—including civic organizations and local communities whose lives and activities are touched and impacted by the records represented. Yet, community and civic groups have traditionally been overlooked as key data stakeholders, research practitioners, or experts as the concerns of the IT industry have come to dominate framings around “data,” and as data research norms increasingly pivot around corporate-scaled “big data” needs (evidenced, for instance, in the forms of data extractivism routinely practiced by industry researchers that not only raise privacy alarms, but that arguably extend a politics of data colonialism).

Data, in short, provides a rich while largely under-utilized resource on which to 1. Redress the need for strengthened research methods in civic scholarship as a contrast and critique to traditional research practice, 2. to explore research methods to ensure reciprocal community-campus research relationships, and 3. leverage the shared expertise of community and campus researchers in mutually-benefitting research partnerships. We frame this approach as Research Justice [1].

Presentations with Urbana City Council members [I don't know what this should say]
AI & Democracy

[[I know the least about this and don’t have much to pull from]]

Potential Speakers for AI + Society Seminar

HCI:
Fernanda Viégas, Martin Wattenberg, Google PAIR team
Hannah Wallach, Microsoft
Eric Horvitz
Julia Angwin
Virginia Eubanks
danah boyd
Kate Crawford
Stephen Wolfram
Christian Sandvig
Helen Nissembaum
Brian Jefferson
Alondra Nelson
Baratunde Thurston
Mimi Onuoha
Lilly Irani
Lucy Suchman
Kit Walsh
ACLU
Sasha Costanza-chock
Jonathan Zittrain
Ethan Zuckerman
David Weinberger
Nate Mattias
Eric Gilbert
Brent Hecht
Nick Diakopoulos
Lisa Nakamura

Christina Harrington, De Paul director of the Equity and Health Innovations Design Research Lab. https://www.cdm.depaul.edu/Faculty-and-Staff/Pages/faculty-info.aspx?fid=1435

Systems:
M. Satya CMU (Edge). https://www.cs.cmu.edu/~satya/
Jeff Dean Google
Andrew Ng. Coursera/Baidu/Google AI.
Looking Ahead

[i thought some kind of conclusion / next steps / strategy moment would be a good way to tie everything together? maybe a current snapshot or something, or what we're working on right at this very moment? What problems have we solved? Which remain? Successes & Failures? Sustainability plans, asks? should also probably include the URL for the website, and any other digital resources we want to point out?]