

0:00-11:49	Introductions
12:10-19:25	<p>Larry Smith: A few years ago, Jess Lucero and Kate Stephens approached the Provost's Office with the idea of documenting USU's community engagement mission and apply for the Carnegie Classification for Community Engagement. Not just an application, but an official plan to add clarity to faculty code (section 405) about the value of community engagement. If you choose to make an effort to integrate community engagement, it will count in your P&T materials. There are four sections in the code that reiterate that it will count. Language inserted into USU faculty role statement and added to the Extension faculty role statement. You <i>will</i> get credit, and <i>it will</i> carry promotion and tenure weight. This kind of effort will be taken seriously. The days where this was regarded as bells and whistles and fluff are over.</p>
19:25-24:35	<p>Jess Lucero: Kate Stephens and I went over our Carnegie application with John Saltmarsh (the grandfather of community engagement in higher ed), he mentioned that this is still a new frontier for universities. The fact that USU has included it in P&T process puts us in a different category. Passed around a handout about the Four Quadrants model. Geared toward social sciences, but can be applied across disciplines. Helps thinking about a fuller framework for our impacts: academic (publications, venue, etc.), practitioner impact (improvements for other researchers to do their work), societal impact (led to changes in society), [<i>lost sound for a few moments</i>], public impact (led to changes in public debate, engagement, information). Have seen this used in personal research statements.</p>
24:45-27:29	<p>Jess Lucero: Let's talk about measuring community impact. I've gotten better over the years at tracking impact, but there's not just one way to do it for everyone. You can think about what types of variables that you're tracking over time (participation in events, hours, types and roles of participation). Student learning is an important bucket. I've analyzed reflective essays from students, administered pre and post quantitative surveys, included communications from students after they've left your class or graduated. What have others done to assess the impact of community engagement on student learning?</p>
27:29-30:26	<p>Dave Anderson: sometimes students write back after they enter the field or go on to grad school. Anecdotal, but valuable.</p> <p>Jess Lucero: Community-engaged learning as a high impact practice was included in the teaching section of the code. Preparation for CEL projects takes a significant amount of time. Are there metrics for self-assessment letters that can describe the effort you're putting into creating these high impact experiences?</p>
30:26-37:35	<p>Ravi Gupta: This goes back to the Quadrant model. One of the challenges I've seen is the perceived tension between academic publishing versus publishing</p>

	<p>venues with broader impact and reach for the public. If I have a faculty member debating between choices, what can I do?</p> <p>Jess Lucero: my first thought is that it would be helpful for faculty to have a diverse body of work. I would think describing the range of impact would be valuable.</p> <p>Larry Smith: you'll be getting advice every year from your committee and department head to help you make choices on how to diversify your work. The Central Committee wants to make sure that faculty are making valuable contributions to their fields. It's up to you and your committee to tell the story [lost sound for a few moments]. I can think of dossiers where folks have done a lot of publishing in more popular venues [lost sound for a few moments]. I would strive for balance and listen to the folks who will be reading your dossier.</p> <p>Ravi Gupta: In terms of people reading the dossier, it's really important for the committee to convey the importance of CEL to outside reviewers, who might come from a more traditional approach. The department head letter to the external reviewers is crucial to convey CEL priorities.</p>
37:35-42:05	<p>Dave Anderson: There are multiple ways you can approach engagement. Mentoring students, collaborative faculty-student projects, in addition to CEL courses. [lost sound for a few moments]. All of these ways can be assessed differently.</p> <p>Jess Lucero: there's a blending of the areas across the role statement. Finding a way to tell that in the dossier is helpful. The last bullet point of Agency Impact. We're often measuring student outcomes, but we're less likely to assess the partnership itself and the partner's perception of the student engagement.</p> <p>Michael Otteson: certain charities report back the impact of monetary donations</p> <p>Jess Lucero: I've been a community partner AND a faculty member, seeing both sides. It's REALLY important to stay centered as a faculty person on the purpose of the work, which is the greater good of the community. We need to measure that. How do we measure the partner impact?</p>
42:12-45:40	<p>Carlos Licon: sometimes our work empowers towns/cities to apply for grants. We don't always know what they do with the work after we give it to them.</p> <p>Dave Anderson: sometimes it can take years for our work to make an impact. Important to establish a sound working relationship with the partner.</p> <p>Jess Lucero: I've had projects crash and burn with students, and the feedback loop with the partner is so important. Integrate that improvement into teaching statements. Community partner letters/blurbs about the impact of the project to add to the dossier would be helpful.</p> <p>Dave Anderson: you could also have pre-project and post-project surveys with the partner</p>
45:50-47:03	<p>Mike Ashfield: partners occasionally did assessments about individual students. Lets us know how the partner is assessing impact. Requires a long, healthy relationship with the partner</p> <p>Jess Lucero: reminds us about the mindfulness we need to have about the burdens we're placing on the partners</p>
47:03-51:40	<p>Jess Lucero: we can think more broadly through simple metrics. Case studies</p>

	<p>could be written up into articles. Think about feedback from constituents [lost sound for a few moments]. What has been helpful for you?</p> <p>Dave Anderson: your CEL work should show up in all of your areas.</p> <p>Ed Stafford: I've been doing the clean air poster contest for 8 years. To get feedback from the high school kids is difficult because of IRB authorization, etc. We've gotten four published articles out of this work. Two past student contest winners are now USU marketing students! I chair a lot of P&T committees, there aren't a lot of CEL activities coming out of the Huntsman School. I appreciate the changes to P&T. I frame the outreach as part of my teaching.</p>
51:40-52:32	<p>Jess Lucero: Nelda will send the full quadrant article</p> <p>Larry Smith: Ed created a documentary film about his CEL work– did it win an Oscar?</p> <p>Ed Stafford: We won an award at the Rocky Mountain Film Festival, an obscure film festival in California</p> <p>Carlos Licon: The Oscar of the Rockies</p>
52:32-56:46	<p>Kate Stephens: would like everyone to know about the Center for Community Engagement. Nelda is working to gather ideas from community partners and connecting interested faculty. Our office can regularly survey partners that you're working with. We're working on a P&T report form (similar to the one that Honors uses) that can help you get your information in one place. We're working with Larry to develop a Faculty Fellows program</p> <p>Mike Ashfield: Can I ask about the faculty fellowship?</p> <p>Kate Stephens: co-chairing committee, writing spotlights, promote CE department program, help develop P&T form, mentoring new faculty in CEL</p> <p>Jess Lucero: if you're involved in ETE, Community Engagement is now a learning track. We'll be doing a Learning Circle in the spring and hosting some SparkShops.</p>
56:46-58:01	<p>Sam Arungwa: my first CEL course was in the spring, and it was successful. Can the CCE help negotiate relationships with Utah prisons?</p> <p>Nelda Ault-Dyslin: we'll be in touch!</p>