

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

The data provided in the application should reflect the most recent academic year. Since universities will be completing the application in the 2019 academic year, data should reflect evidence from AY 2018. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Applicant's Contact Information

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Please provide the contact information of the individual submitting this application (for Carnegie foundation use only)

Title

Institution

Utah State University

Mailing Address 1

Mailing Address 2

City

Logan

State

UT

Zip Code

Phone Number

Full Name of Institution's President/Chancellor

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President/Chancellor's Mailing Address

President/Chancellor's Email Address

I. Campus and Community Context

A. Campus:

Provide a description of your university that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may wish to refer to widening participation strategies; NCEHE data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources.

As Utah's land-grant university, Utah State University (USU) has centered its mission on community engagement: we aim to be one of the nation's premier student-centered, land-grant, and space-grant universities by fostering the principle that academics come first, cultivating diversity of thought and culture, and serving the public through learning, discovery, and engagement. USU Board of Trustees policy specifies that instruction of students is "the foremost activity of Utah State University," and USU is therefore committed to graduating Citizen Scholars, prepared to serve the people of Utah, the nation, and the world.

The university offers 162 undergraduate majors, 116 graduate programs, and a variety of industry-relevant associate and certificate credentials, serving approximately 24,880 undergraduates and 3,052 graduate students each year. In addition to USU's primary residential campus in Logan, the university includes residential campuses in Price and Blanding, four regional campuses, 26 education centers, and Extension offices in 28 of Utah's 29 counties. USU's robust regional-campus system, education centers, and Extension offices have deep roots in communities throughout the state. The USU-Eastern campus in Blanding, for example, provides access to residents in Utah's remote southeast corner, including Native Americans in the Four Corners region.

Classroom instruction is only one part of a student's overall experience at USU. The university has been engaged in "high-impact practices" since before the term's coinage. The goal of a land-grant college, according to USU's first president, Jeremiah Sanborn, is not just to train students, but also to provide for their "liberal education as . . . citizen[s]." All 16 of the university's presidents, from Sanborn through current president Dr. Noelle Cockett, have embraced this charge.

USU's liberal education is built upon a foundation of research, discovery, and engagement through its nationally and internationally acclaimed programs of basic and applied research. The university supports faculty and students in research and creative work that further the general quest for knowledge, while also meeting specific scientific, technological, environmental, economic, ethical, aesthetic, epistemological, and social challenges. USU is ranked by the Carnegie Foundation for the Advancement of Teaching as a doctoral university with higher

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research activity.

USU's history and culture are grounded in formal and informal education, economic equity, natural resources and energy sustainability, youth development, and social justice.

USU is committed to co-created initiatives that improve technology, protect the environment, and raise overall quality of life for individuals, communities, and industries throughout the state.

This core institution-wide commitment to civic responsibility and the greater good is embodied by the Aggies Think, Care, Act (ACTA) program, a presidential initiative designed to enhance the learning of USU students by fostering a caring and inclusive campus community. ACTA challenges all students, faculty, and staff members at USU to embrace diversity, human dignity, and social responsibility, recognizing that these principles deepen academic experience and prepare students to become global citizens and leaders. Comprised of a broad range of USU staff, faculty, and students, ACTA coordinates collaboration across campus units to maximize the impact of all USU engagement programs.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (regional, urban, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

USU's community-engaged work is shaped by and responsive to the geographic, demographic, socio-cultural, and economic context within which it is embedded.

Geographic:

Almost two-thirds of land in Utah is federally owned, and public lands provide livelihood, mainly through grazing and tourism. Logan, the rural northern Utah city that is home to USU's main campus, has a population of just over 50,000; the small agricultural towns in the surrounding Cache Valley area bring the local population to about 114,000.

Demographic:

The most recent American Community Survey shows that Utah is predominantly white (78.3%) with a steadily growing Latinx population (14%). This trend primarily represents rural counties outside of Salt Lake City, where 1 in 10 community members, on average, identify as Latinx. As this population has grown, USU has actively engaged this community through USU's Cooperative Extension Latino Program and the recently established Latinx Cultural Center. In addition, USU has a long history of connection and collaboration with the Native American community in Utah's Four Corners region. Just over half (50.4%) of San Juan county's population is Native American, 45.8% is white, and 4.4% is Latinx. Blanding, the most populous city in San Juan County, is home to one of USU's three residential campuses.

Socio-Cultural:

The majority of communities that USU serves are politically and religiously conservative. According to Pew, more than half (55%) of Utah residents identify as members of the Church of Jesus Christ of Latter-Day Saints (LDS). Part of what makes Utah unique is its culture of service and volunteerism. According to the Corporation for National and Community Service, Utah ranks highest in the nation in volunteerism.

Pressing social issues identified by stakeholders in the human-services sector include refugee integration, youth

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suicide, homelessness, and opioid misuse. The refugee population in Utah is just over 50,000, and refugee service organizations are active partners with universities in the state as we build inclusive and welcoming communities for newcomers. According to the Centers for Disease Control (CDC), Utah's youth-suicide rate outpaces the national average and is the leading cause of death among Utah's youth aged 11-17. In addition, Utah has a shortage of affordable housing options and a growing number of homeless individuals. Finally, according to the Utah's Department of Health, Utah ranks seventh in the nation for drug overdoses, and the opioid problem has reached epidemic proportions.

Economic:

The economic composition of the state also shapes USU's practice of community engagement. USU recognizes the need to create educational opportunities for those who may not otherwise be able to afford a university education. According to 2017 American Community Survey estimates, the median household income in Logan is \$38,412, compared to the statewide median income of \$65,325. In San Juan County, which includes part of the Navajo Nation, the median household income is \$28,137. In the rural communities served by USU's regional campus and extension programs across the state, the adult poverty rate ranges from 10-25% of the population.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

USU Mission Statement:

"The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement."

USU's Interpretation of Mission Fulfillment

"As a land-grant and space-grant university, the core themes of learning, discovery and engagement individually manifest the essential elements of the mission of Utah State University, and collectively represent its fulfillment. Together they are the essence of what makes Utah State University special."

USU Mission: Engagement Core Theme

"A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital. This is perhaps most evident with the Utah Cooperative Extension Service, founded in 1914, which disseminates information and provides education through offices located throughout the state. But the scope of USU's off-campus engagement is much greater. Through the

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practical application of knowledge, the University and its faculty engage and share expertise with the state, nation, and world, preserving the historical land-grant tradition of partnering with communities to address critical societal issues in the interest of the public good.”

General Education Mission: The Citizen Scholar

“The mission of undergraduate education at Utah State University is to help students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen scholars who participate and lead in local, regional, national, and global communities.”

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

USU recognizes excellence in civic and community engagement with the following awards and recognitions:

USU Presidential Awards for Community Engagement:

Annual university awards recognize faculty, staff, students, and community partners who exemplify collaborative partnership between USU and the greater community for the mutually beneficial, reciprocal exchange of knowledge and resources.

Center for Community Engagement (CCE) Outstanding Service Awards:

Annual awards recognize students who embody the CCE’s vision of empowering learners to explore civic identity, develop leadership skills, and address community-identified needs (one outstanding student nominee from each of the six CCE programs).

Val. R Christensen Service Award:

Annual award recognizes a student or organization whose volunteer work has significantly impacted USU and the community.

E.G. Peterson Extension Award:

USU’s most prestigious Extension award honors a faculty member who has provided outstanding service to the state of Utah (recipient receives a \$2,000 honorarium).

Legacy of Utah State Award:

Annual award recognizes a student who embodies the heart and soul of the university by showing commitment to the institution through service, engagement, and substantial contributions on and off campus.

Distinguished Service Award:

The university’s highest award recognizes those who have given exemplary service to the university and/or community.

Spirit of Extension Award:

Annual award honors the USU Extension employee who embodies the ideals of USU’s extension mission by

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improving the lives of individuals, families, and communities throughout Utah with unparalleled dedication, perseverance, and collaboration with community partners.

USU Moab's Community-Engaged Faculty Award:

This award annually recognizes a USU Moab faculty member who engages their students by thoughtfully addressing community-identified challenges while advancing the learning experience.

Center for Women and Gender Awards:

Early-career, mid-career, and lifetime achievement awards recognize women in the community and faculty at USU who are committed to community service as demonstrated through leadership, knowledge, and outreach.

Community-Engaged Departments:

Part of USU's long-term strategy to affect transformational change related to community engagement involves recognition of departments that integrate high-quality community engagement opportunities into their teaching, research, and scholarship thereby providing access to impactful community-engagement opportunities for all students. USU recognizes and celebrates Community-Engaged Departments (which meet set criteria) with a badge distinguishing qualified departments on all USU websites and promotional materials.

In addition to awards and recognitions, USU celebrates community engagement in numerous ways. For example, the Center for Community Engagement hosts an annual Community Engagement Poster Session and Reception, during which faculty, community partners, and students share and celebrate their collaborative community-engaged work. Another recent example of celebrating USU's community engagement was the Uintah Basin campus 50-year celebration in 2017, which commemorated a half century of providing engaged higher education in the local Uintah Basin community by publicly recognizing founders, benefactors, and community partners. USU Uintah Basin Director James Taylor emphasized the importance of campus-community collaboration: "USU Uintah Basin would not have become the institution it is today without the continued support of, and dialogue with, key community partners." This reciprocal relationship with community partners is typical of community-engagement efforts on all USU regional campuses.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

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USU has several mechanisms for systematically assessing community perceptions of university engagement with community, including the following:

Center for Community Engagement (CCE):

At the conclusion of each semester, the CCE sends Qualtrics surveys to established community partners asking how they perceive USU's role in the community and soliciting direct input on how partnership quality and effectiveness could be improved. These surveys are followed by individual meetings with each community partner to understand community perceptions of partnership quality.

Community Advisory Council:

The CCE takes further responsibility for this work by coordinating the Community Advisory Council, the purpose of which is to ensure reciprocity and community voice in community-engagement efforts. The council meets 2-3 times annually and includes representatives from each of USU's established community-partner organizations, agencies, and schools.

Community-Based Convening Organizations:

The CCE staff and community-engaged faculty are active members, regularly serving in leadership positions, of Cache Interagency Council and Cache Community Connections. These community-based umbrella organizations convene monthly forums, bringing together non-profit, civic, and religious leaders to discuss ideas, share resources, and promote events in the spirit of cooperation. Through these community-based meetings, engaged faculty and staff take a seat at the table alongside community partners to listen and understand what the community perceives as USU's role in addressing community challenges. Information from these meetings is documented in AggieSync, USU's community-engagement tracking system.

Cooperative Extension Surveys and Stakeholder Groups:

The work of USU Cooperative Extension in particular would not be possible or productive without collaborative engagement with the community. USU therefore expects Cooperative Extension faculty to perform regular annual or post-program needs assessments (typically through paper surveys or Qualtrics), asking partners directly how well USU currently meets community needs and how the university might most effectively identify trends to anticipate and meet future needs. USU Cooperative Extension faculty use their findings to create stakeholder groups that provide guidance to modify existing programming or develop and implement new programs. One tool for such groups is a Net Promoter Score model that asks community stakeholders to rate programs/efforts on a 1-10 scale and then to indicate what USU could do to increase that score by at least one point, a follow-up designed to reveal community desires, even in communities that are generally satisfied with USU Cooperative Extension work. A recent statewide beekeeping survey, for example, revealed twin desires for 1) better understanding of state regulations and support and 2) more opportunities for hands-on education about beekeeping practices.

Regional Campus Advisory Councils:

Each USU regional campus convenes an advisory committee of key community stakeholders who meet monthly with regional campus directors. The voices of these stakeholders are critical in determining community-engaged teaching and research opportunities for regional-campus students and faculty. At the center of oil and gas production in the state, for example, the Uintah Basin's advisory committee brought the community's concerns with air and water quality to the forefront of the conversation, and since that time, numerous community projects and partnerships have begun to address this community concern.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

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Yes

B.2.1 Describe how the data is used:

If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

USU's Center for Community Engagement (CCE) records in AggieSync community-perception data obtained from partner surveys, individual check-ins, community-advisory-council meetings, and community-based forums (described in the previous question). This data is essential to decision-making about CCE programs, training, and faculty/course matches. Resulting program improvements are highlighted and communicated across campus and with community partners through the CCE's annual report. More broadly, this data informs annual revisions of USU's Civic Action Plan and budget priorities for Community Engagement.

In 2014, community-perception data shaped the rationale for USU's Community Bridge Initiative (CBI), a reciprocal-partnership engagement model. At that time, specific findings revealed community perceptions that the university lacked understanding of capacity limitations and frequently focused energy in directions of university, rather than community, priorities. In response, CBI has given partners a way to articulate specific needs and faculty the ability to meet those needs with targeted coursework or research. The CBI model has built-in communication tools, such as the Scope of Work document and mid-term report, that facilitate regular communication of mutually beneficial goals, expectations, and deliverables. The CBI's direct response to community perceptions of university engagement is a model for USU's work with community, a model showcased for the university as a whole in CBI reports, materials, and presentations.

USU's Community-Engaged Departments (CEDs) lead the institution in training engaged citizen scholars by embracing the public mission of higher education and integrating community engagement into departmental goals, climate, and culture. As part of their commitment, CEDs enhance the CCE's work by conducting their own community-perception surveys based on standardized questions provided by the CCE. The departments include the resulting data in annual reports and publications, demonstrating how, specifically, their faculty, staff, and students have responded to community perceptions of their work.

In similar ways, Cooperative Extension analyzes data collected through community-perception assessments to identify and act upon current and emerging trends, redefine existing programming, forge new partnerships, set priorities, and create future collaborative endeavors. The recent launch of the HEART (Health Extension Advocacy Research Teaching) initiative, for example, responds to community-partner and stakeholder perceptions of a statewide opioid crisis that could be addressed effectively through USU's Extension programming.

Each of the six Regional Campus Directors summarizes and reports community perception data they collect from regularly held Regional Campus Advisory Council meetings. Community perceptions are reported to the Vice Provost of Regional Campuses who then reports to the larger executive leadership team, including the President and Provost. The voices of multi-sector stakeholders from each rural community are thus represented in key institutional decision-making.

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C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

Community engagement and public impact are central to USU's core mission and brand messaging—which define USU as a fundamentally transformative place. As such, USU promises its students, faculty, staff, and stakeholders that we will foster “The Power to Change for Good.” USU embraces the challenge to share this transformative power with the citizens of Utah, who, in turn, become positive agents of change.

USU's past and present marketing efforts emphasize the centrality to an Aggie education of community engagement and public impact. As Utah's largest residential institution, USU ensures that students are immersed in a learning environment much broader than the classroom. The university-wide Aggies Think, Care, Act program exemplifies institutional commitment to both our campuses and the broader community. Such programs ensure that the university continues to cultivate, champion, and deliver on our core promise of transforming students into Citizen Scholars with “The Power to Change for Good.”

To make the message of our promise clear, the university coordinates marketing materials of dozens of units under the Aggies Think, Care, Act umbrella. USU's website, recruitment literature, university messaging in speeches, legislative lobbying efforts, and, perhaps most tellingly, state-wide media campaigns, all reflect the institution's fundamental belief that students must engage in reciprocal partnerships that impact communities. USU's most recent ongoing campaign, Aggie Impact, exemplifies this belief with an extensive series of commercials and web-based stories that show how USU research and creative activity engages with our constituents with mutually beneficial results. In 2019, USU hired its first Vice President of Marketing and Communications to lead ongoing efforts to brand our land-grant philosophy.

In addition to overall marketing, USU Cooperative Extension's tagline, “Building Knowledge, Improving Lives,” exemplifies Extensions core mission to work collaboratively with local stakeholders to identify needs, agree on mutually beneficial programs, provide resources, and ultimately improve the lives of Utah's residents.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

USU President Noelle Cockett is the driving force behind Utah State University's commitment to engage faculty and students in improving quality of life in our local and global communities. The 2018 USU Principles of

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Community, signed by President [redacted] state, "We believe service and civic engagement elevate the academic experience. By putting classroom learning into practice through meaningful acts of service, students learn important lessons in civic responsibility while strengthening communities. Aggies who participate in service-learning graduate as citizen scholars equipped to help transform communities."

In her 2018 "Welcome Back" letter to students, President [redacted] highlighted the university's three-part mission of research, discovery, and engagement, emphasizing community engagement specifically: "The start of a new school year is always a special time at Utah State University where the entire community is ready to learn, bond, and grow. Your decision to join our wonderful university, known for our quality programs, dedication to students, and commitment to bettering society, will greatly impact your life as you learn to make your mark on the world."

Both USU's president and provost have offered ongoing enthusiastic support of the Center for Community Engagement's (CCE's) successful effort to lead and implement the campus-wide Civic Action Plan, to build systems for tracking and assessing community partnerships, and thus to institutionalize community engagement; this support clearly demonstrates administrative commitment to community engagement at USU. The current USU president and her predecessor not only signed the Utah Campus Compact (UCC), formally committing to the UCC vision and mission of community-engaged learning, but also encouraged and financially supported the CCE in deepening and integrating community engagement across the institution. Since 2018, USU's new provost, [redacted], has become a chief administrative proponent of USU's community-engagement initiatives. With the goal of institutionalizing high-quality community engagement, he has worked actively with deans and department heads to coordinate, highlight, assess, and reward community engagement that defines a USU education.

More broadly, as indicated above in the description of the Aggie Impact campaign, USU's president and provost have committed financial resources to a year-long statewide advertising campaign to identify being an Aggie with making a difference in communities throughout the world. This campaign has resources committed into the foreseeable future.

The fact that Aggies Think, Care, Act (ATCA), an institution-wide initiative embracing civic responsibility, is led and actively promoted by the president suggests the centrality of this work at USU. The ATCA organization unites seemingly disparate campus groups in creating a comprehensive educational experience that extends beyond the walls of any classroom. These programs include the Center for Civic Engagement, the Access and Diversity Center, the Office of Global Engagement, the University Honors Program, the Sustainability Council, and many others. Together, under the direct leadership of the president and provost, these programs deliver an educational experience that shapes citizen scholars united in principles of civic responsibility, respect for diversity, and human dignity.

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

USU does not have a traditional strategic plan; rather, the university has invested time and resources mapping its mission and core values onto key objectives, outcome indicators, and a clear Civic Action Plan driven by

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senior leadership.

The university grounds its mission, vision, and values on three core themes: learning, discovery, and engagement. The central importance of engagement to USU's mission is clear in the following language from the university's mission statement:

Core Theme 3: Engagement

As a land-grant and space-grant University, outcomes at USU are often measured in terms of both their academic and their societal impact. Researchers across campus are recognized and rewarded for their ability to contribute to their field of knowledge, but also for their contributions to the improvement of local, state, national, and global communities. Although it touches all parts of the University, engagement is primarily organized around three spheres of work: 1) the Cooperative Extension Program; 2) the engagement activities of the eight colleges—at all campuses; and 3) economic development.

This engagement core theme is broken into a key objective with quantifiable indicators:

Objective

University intellectual capital and assets are leveraged to grow human capital, encourage lifelong learning, and improve quality of life.

Indicators

-Cooperative Extension activities provide an educated and skilled workforce, encourage lifelong learning, and improve the quality of life for individuals, families, and communities throughout Utah, as measured by direct contact data and outreach as reported to the federal government using Digital Measures.

-Improved sustainability (environmental, social, and economic) as measured by USU's review and certification by the Sustainability, Tracking, Assessment and Rating System administered by the Association for the Advancement of Sustainability in Higher Education.

-Community Engagement prepares USU students to become Citizen Scholars and is strategically planned for through USU's Civic Action Plan. Community-engaged teaching, research, creative endeavors, extension, and service is reported using Digital Measures.

In 2015, USU leaders identified community engagement as an institutional priority and developed a Civic Action Plan (CAP) to serve as the institution's strategic plan for community engagement; this plan works in tandem with the university's mission statement and core themes to guide policy and action at the university. The CAP team included the Vice Provost, the Vice President of Student Affairs, the Vice President of Public Relations and Marketing, the Vice Provost overseeing high-impact practices, and the Director of the University Honors Program. The plan catalyzed university leadership in proactively institutionalizing community engagement in research, academics, and co-curricular programs.

In 2016, the CAP team developed the following three commitment statements addressed in the plan:

-Develop a campus culture of civic and community engagement through increased awareness of opportunities that prepare USU students for lives of engaged citizenship

-Provide incentives to increase the high-impact practice of service-learning/community-engaged learning across all disciplines

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-Improve USU's ability to share successes and tell the story of community engagement through systematic campus-wide tracking and assessment

The USU CAP was approved and released in 2017, and its implementation is one of the three indicators of USU's engagement mission.

D. Institutional - Community Relations:

D.1 Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

Through the Community Bridge Initiative (CBI), the CCE solicits community input through the acquisition of community-proposed projects and Scope of Work forms, which outline mutually agreed-upon goals, expectations, and deliverables. Each semester, USU surveys CBI partners to determine whether community voice was both solicited and used in project decision-making. CBI has intentionally created space for community voices at every stage of the partnership, making these partnerships collaborative, reciprocal, and meaningful for both our community partners and for USU's students, faculty, and staff.

Beyond the CCE-brokered connections, the CCE's bi-annual networking events actively engage community organizations in establishing new partnerships, beyond the CCE-brokered connections. The events allow faculty and partners to talk with a range of potential collaborators, sharing interests, needs, and project ideas. By holding this event at a neutral location in the community, the CCE carefully establishes faculty and partners as equals and opens space for mutually beneficial collaboration.

All CCE programs invite the input of community partners and thus respond directly to community needs. The CCE's statewide AmeriCorps program, Utah Conservation Corps (UCC), for example, builds all recruitment and training programs in direct response to annually articulated needs of community partners. UCC partners include public land-management agencies, non-profits, and communities impacted by natural disasters. In recent years, demands for fire mitigation and disaster-response projects have been the driving forces of recruitment and training efforts. The UCC's adaptability to pressing environmental and disaster-response needs is critical as public lands and communities are increasingly impacted by climate change. As the state's land-grant institution, USU is committed to responding directly to those needs.

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Several academic areas also engage in such community “voice-gathering” exercises. The Department of Landscape Architecture and Environmental Planning (LAEP), for example, runs a design charrette that asks community partners to submit local design needs to which students and faculty respond directly. Similarly, the Transforming Communities Initiative (TCI), a community-based research initiative through USU’s Social Work program, convenes a community advisory board to help oversee the department’s community research and ensure that researchers gather and respond to community input.

The USU Cooperative Extension community-engagement agenda also develops in direct response to challenges articulated by the community. Cache Makers is one excellent example: this community makerspace was founded in 2013 by two USU faculty in response to the governor’s effort to emphasize Science, Technology, Engineering, and Math (STEM) education, particularly for girls. Guided by a Community Advisory and Advancement Board and a STEM Youth Council, more than half of Cache Makers’s programs now serve underrepresented Latinx and female youth. Other examples of how community dialogue informs USU Extension programming include the statewide Health Extension: Advocacy, Research, and Teaching (HEART) initiative in response to requests for resources and education about opioid abuse; youth mental-health programming in response to Davis County priorities concerning high rates of teen suicide; and a series of relationship, health, and finance classes offered to homeless populations at shelters, as requested by Salt Lake County government.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

The purpose of this question is to determine the presence of “dedicated infrastructure” for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community engagement.

USU’s Center for Community Engagement (CCE) serves as the university hub for community engagement, providing diverse student opportunities and institutional vision and direction across all of USU’s campuses. Founded in 2013, the CCE brought together six established community-engagement programs that share the mission of developing active citizens through community engagement and scholarship. The CCE is staffed by a director, associate director, thirteen full-time program coordinators, a staff assistant, and multiple hourly employees; its funding and support come from USU academic affairs, student affairs, the Utah state legislature, and AmeriCorps.

The CCE provides the following key community-engagement programs and opportunities:

- Community-Engaged Learning: The CCE builds and oversees USU’s course offerings with faculty development, faculty rewards, course designations, and the Community-Engaged Department designation.
- Community-Engaged Scholars: The CCE structures and facilitates the path for students toward this USU

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transcript designation and collaborates with the Honors Program to draw high-ability students into this opportunity.

- Val R. Christensen Service Center: Through this center, the CCE systematizes and structures all student-driven community service at USU.
- America Reads: The CCE's Education Outreach program works with AmeriCorps and the USU Office of Financial Aid to run this work-study community-engagement program.
- Utah Conservation Corps: The CCE oversees this statewide AmeriCorps program.
- Aggie Blue Bikes: The CCE runs this community bike-share program, which spearheads various community-engaged events and programs.
- Student Sustainability Office: The CCE oversees this program, which offers AmeriCorps student-internship opportunities, a grant program for social justice, and environmental sustainability projects.

In order to manage many of these opportunities and to connect students and faculty to community-identified needs, the CCE runs AggieSync, a campus-wide database and tracking system. This system allows community partners to share their needs and opportunities with the campus community and thus to collaborate with USU faculty and students on a variety of community challenges. AggieSync enables students to find and share engagement opportunities and to track their hours and faculty to identify project-course or project-research matches and to run reports on their students' engagement.

The CCE works directly with our regional, as well as main, campuses to ensure coordination of community-engagement efforts across the state. USU Eastern, for example, is home to the Serving Utah Network (SUN) Center, which provides students and faculty with volunteer opportunities. USU Eastern requires their Community Engaged Learning (CEL) courses to meet the CCE's official course designation requirements, and the campus tracks its student-driven community engagement through AggieSync. USU Moab plans to open their Community Engagement Center in 2019-20, allowing USU students from across the state to visit Moab and to connect with community-driven opportunities unique to southeastern Utah. Surrounded by public lands including national parks, national monuments, national forests, and Bureau of Land Management (BLM) lands, Moab and the nearby communities of Monticello and Blanding offer unique opportunities to connect students and faculty with local non-profit organizations and land-management agencies, as well as members of the Navajo Nation, the largest Native American reservation in the United States.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

Utah State University allocates approximately \$21.4 million annually to support institutional engagement with

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community. This figure includes funding for the Center for Community Engagement, community outreach and research centers, and initiatives that directly involve community engagement.

The CCE receives an annual budget of \$43,748 from the USU Provost's office and \$156,126 from Tier II (E&G) funds for community-engaged learning. This funding goes toward CCE staff salaries and program operations, faculty development, faculty mini grants for course development, faculty travel grants for presenting community-engaged teaching and research, and student leadership development. In 2018, the Provost's office allocated \$9,000 for two faculty buy-outs, enabling two community-engaged faculty members to contribute to USU's community-engagement self-assessment.

In addition to funding for the CCE and its programs, the university allocates internal funds to centers and clinics on campus whose primary goals involve community engagement, especially in the form of community outreach.

The Sorensen Center for Clinical Excellence is the first provider of comprehensive clinical services across the human lifespan in the Mountain West. The center houses ten separate community clinics, each of which engages in intensive community outreach on issues ranging from autism to housing. In total, the center's clinics are supported by almost \$4.3 million in internal funding. For example, each year the Center for Persons with Disabilities (CPD) receives approximately \$2 million in support from USU; about \$1.5 million of that funding directly supports community outreach and engagement efforts. "Up to 3," for example, is an early intervention program promoting child development under age three; designed for children with any type of disability or developmental delay, the program provides free services to children and families in Cache, Box Elder, and Rich counties. Beyond the CPD, The Sorensen Center for Clinical Excellence houses clinics such as the Marriage and Family Therapy Clinic and the Psychology Community Clinic, among others that provide clinical services to the community at low or no cost.

USU Extension receives more than \$17.1 million annually in internal funding, supporting their mission to provide research-based programs and resources that improve the lives of individuals, families and communities throughout Utah. The majority of Cooperative Extension efforts meet the definition of community engagement. USU has recently hired, for example, five Health and Wellness Extension faculty tasked with responding to the Utah opioid crisis by working inside communities, building partnerships, assessing the community-identified needs, and enacting collaborative community-led responses. In total, USU employs 55 Extension county experts and 45 Extension campus experts in 28 county offices and four gardens/centers across the state.

Internal funds at USU thus support not only the Center for Community Engagement but also many centers, clinics, and Extension areas that all help to fulfill USU's land-grant mission of engagement.

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

E.3.1 Describe specific external funding:

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

Utah State University secures a variety of federal and state funds to support institutional engagement with community. In 2017-18, USU Financial Aid received \$426,496 in Federal Work-Study funds for positions

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dedicated to community engagement. The Center for Community Engagement received \$156,126 in Tier II funding from the Utah State Legislature.

External grants represent an especially strong component of USU's funding portfolio for community engagement. In the past year, USU has received an estimated \$7,133,764 in grant awards described in more detail below.

Perhaps most impressively, USU hosts the largest number of AmeriCorps members (1,101) among Utah higher education institutions and currently administrates \$1,204,698 in AmeriCorps grants annually and \$1,013,550 in matching dollars through three distinctive programs: Public and School Partnership, Utah Conservation Corps (UCC), and Utah Higher Education AmeriCorps Network (UHEAN). These programs address environmental stewardship, literacy, and education access for disadvantaged youth throughout the state. UHEAN trains and manages AmeriCorps members across seven different Utah campuses. Within the past year, UCC has additionally received \$1,059,808 from the Corporation for National and Community Service to respond to hurricane-affected areas of Texas, Florida, Puerto Rico, and North Carolina.

Additional grant funding supports several 4-H, community education, and agricultural grant programs that make a statewide impact through USU Extension. This year, Extension's 4-H programs brought in \$454,748 in grant funding for community-health and mentoring programs. These 4-H programs offer a range of activities. After-school clubs, for example, establish safe, positive environments for hands-on education, creativity, and skill development; similarly, peer-mentoring programs pair high school students with middle and elementary school children to promote healthy behaviors and to help combat the statewide opioid crisis, and the Logan-based Cache Makers group empowers youth to explore academic passions by trying new technologies. Beyond 4-H, the Food \$ense Program, run through USU Extension's infrastructure to serve low-income participants throughout Utah, is a Utah-specific version of the Supplemental Nutrition Assistance Program Education (SNAP-Ed). Extension also operates a \$28,636 USDA grant from the Western Sustainable Agriculture Research and Education service to promote professional development and sustainability among agricultural professionals and farmers. These grant programs are supported with approximately \$6,000,000 in external funding.

A series of other external grants allows the university to engage productively with the local and statewide communities. For example, USU's Edith Bowen Laboratory School operates the Title II grant that provides \$4,287 in federal funding to area school districts for professional development of faculty and staff, as well as \$24,466 from the Title IA grant to support students from low-income families, with learning and behavioral disabilities, and scoring below average on standardized tests. USU Housing and the Financial Counseling program also operate two grants totaling \$59,015, which fund monthly home-buyer education workshops in the community. Additionally, USU's Center for Persons with Disabilities operates \$2,527,092 in funding from several grant programs; these grants all focus on childcare nutrition and families of infants or toddlers with developmental delays and disabilities.

The university actively seeks external funding for community engagement and rewards faculty in these endeavors.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

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Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

Utah State University focuses on fundraising for community engagement in several areas, including the following:

University Advancement Office: The Center for Community Engagement (CCE) is working closely with USU's Development Director and Vice President for Advancement to leverage the Carnegie application process in institutionalizing community engagement. USU Advancement meets monthly with the CCE Director and Associate Director to strategize and develop proposals to private foundations and individual donors to expand Community-Engaged Learning and thus to create opportunities for all USU students to apply their education, explore civic identity, and contribute to their communities.

Val R. Christensen Scholarship: Outside donors may contribute to the Val R. Christensen Scholarship, which supports students with demonstrated leadership in civic and community engagement.

Payroll Deductions: USU employees can donate directly through payroll deduction to community non-profit organizations such as United Way, Utah Public Radio, Community Health Charities, and Community Shares of Utah.

Student Fundraising: In addition to ongoing development efforts, USU's student clubs and organizations undertake a variety of annual and one-time fundraising efforts to support community non-profits. For example, students participating in Alternative Breaks and Engineers Without Borders annually fundraise for project materials that directly benefit the communities they serve. Many smaller groups of USU students working with the Val R. Christensen Service Center conduct one-time fundraisers in support of local community non-profit organizations. One example of such work is the annual Dig for a Cure campaign, organized by student athletes, which raises money and awareness of breast cancer for the Logan Regional Hospital Foundation's Breast Cancer Services.

The goal of all such fundraising is to engage USU students with community partners, and one particularly compelling example of how this collaboration can work is the annual True Blue Reuse collection and sale, sponsored by USU's Student Sustainability Office. During the annual move-out from college residence halls, student volunteers station themselves in each of the residence halls, offering peers the opportunity to donate clothing, furniture, school supplies, and other items, instead of simply discarding them. Reducing waste and encouraging students to repurpose rather than buy new supplies, True Blue Reuse supports non-profits and community-identified needs, annually selecting a new non-profit community organization as the recipient of profits from the student sale. In 2017-18, True Blue Reuse funds were donated to Café Femenino Foundation to purchase local materials to construct a community greenhouse in northern Peru.

Recognizing the power of these student-driven fundraisers, USU is committed to telling the students' stories to alumni, donors, and local businesses who have the power to fund such efforts on a larger scale.

Cooperative Extension: Successful Extension programming and fundraising require strong bonds between partners and clear explanations of how the funds are given back to the community. Extension regularly works with donors and grantors to support USU Extension centers throughout the state. These efforts include traditional development methods like annual appeals and breakfast fundraisers, as well as one-on-one foundation/donor requests.

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E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

USU Extension makes such financial investments in all 29 counties of Utah with its \$20,055,920 in dedicated state funding. This investment can take the form of time invested in community-engagement programming, grant funding secured for shared programming, or even infrastructure building and equipment purchases. Each Extension office collaborates with its local county government and community partners, and examples of financial investment in these communities have included the purchase of 1) tools and gardening implements for a volunteer gardening program that donates all produce to local senior centers; 2) tables and equipment to upgrade facilities at Extension programming sites; and 3) faculty time to work on and implement partnership grants. Additionally, USU facilities around the state are routinely available as community centers for non-profit meetings, classes, youth activities, etc. The funds invested in these facilities are investments in our communities.

During the 2017-18 school year, USU matched \$142,165 of internal funding with Federal Work-Study funds to support student positions dedicated exclusively to community engagement. USU students from underrepresented minority backgrounds served as mentors to children in local after-school programs, thus providing area youth with role models from similar backgrounds. In addition, since 2012, the Provost's office has funded the cost-share Volunteer in Service to America (VISTA), totaling \$32,000, for Cache Refugee and Immigrant Connection, a local non-profit that regularly partners with USU's Community-Engaged Learning (CEL) courses and community-based researchers by offering high-quality global-learning opportunities as it meets critical community-identified needs.

Several other units on campus put money directly back into the community. The Stuff-a-Bus program, for example, uses a donated USU shuttle bus to collect and deliver requested donated items to the Cache Valley Food Pantry. Recently, the Huntsman Marketing Association in USU's Huntsman School of Business invested in the community by inviting more than 30 local small-business owners to campus to benefit from free consultation about business webpage design and functionality. With faculty oversight, students helped business owners by finding—and donating—real solutions to the technical problems facing these local businesses. Similarly, as part of the Emma Eccles Jones College of Education and Human Services, the Edith Bowen Laboratory School, a K – 6 public charter school on the Logan campus, has provided quality public education for more than eight decades to elementary-school students from across Cache Valley.

E.6 Do the business operations of the campus as an anchor institution align with local economic and

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community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

USU's purchasing policies, rules, and procedures are based on the Procurement Code of the State of Utah and policies of the Utah System of Higher Education. The state of Utah encourages doing business with minority and woman-owned businesses. USU Purchasing is in the process of rolling out a new database system (Total Supply Manager) that will allow vendors to indicate if they are minority and/or woman-owned businesses.

In 2017, the Center for Community Engagement (CCE) developed a new departmental purchasing policy: "By buying local, you help create local jobs, contribute to improved public infrastructure, and invest in your community both socially and economically." When CCE staff use a purchase card for university purposes, they are required to patronize locally owned businesses prior to national chains. If a purchase is made from a business that is not locally owned, staff must provide a brief explanation. The USU Division of Student Affairs adopted the CCE's local purchasing policy as part of its division-wide guidelines, and the Vice President for Student Affairs is meeting with the Vice President for Business and Finance to formalize the policy adoption.

According to the USU Trademark Licensing Policy Labor Practices, USU is an active member of the Fair Labor Association (FLA) and supports its strict labor code standards, which require manufacturers of licensed products (licensees) to certify their code compliance. In addition to compliance certification, licensees must disclose the location and contact information of each facility owned or contracted with for the production of goods, and licensees must also authorize the FLA to make announced or unannounced inspections of their manufacturing facilities.

The USU Space Dynamics Lab (SDL) Contracting Office and Purchasing Department encourages registration of small business vendors or subcontractors in clear website copy: "This commitment to our customers extends to our efforts to ensure that our business operations, procurement, employment, and technical transfer endeavors incorporate a high level of diversity. SDL is actively seeking ways to increase diversity through business development, industry trade fairs, technical conferences, and minority business exchanges. We are especially committed to small businesses and welcome new working relationships with small, disadvantaged, women-owned, HUBZone, veteran-owned, and disabled veteran-owned businesses."

In addition to policies and practices, USU hosts several events that encourage support of local businesses. Taste of Logan, for example, is a partnership between USU Student Orientation and the Downtown Alliance. During orientation week, USU transports students to downtown Logan, where they visit and learn about and sample products from local-owned businesses, theaters, and restaurants. During the academic year, USU's Campus Farmers Market brings 15-20 local farmers and artisans to campus weekly and offers a Double Your Bucks program so students can purchase local items at half price. Similarly, Cooperative Extension supports and promotes local producers through one-on-one consulting opportunities, farm tours, and events like the Urban and Small Farms conference, which all help local farmers and producers to develop as business owners. USU also offers training and economic feasibility studies to boost profitability and improve local economies.

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F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

USU maintains several systematic campus-wide tracking mechanisms for community engagement. AggieSync tracks student curricular and co-curricular community engagement and information about community partners. Digital Measures tracks faculty teaching, research, and outreach. The Center for Civic Engagement (CCE), the Office of Analysis, Assessment, and Accreditation (AAA), and the Provost's office are key coordinators of community-engagement tracking.

Student Engagement:

USU systematically tracks students' community engagement with AggieSync, an online tracking system that allows USU students to record community-engagement hours (individually or as part of a class or co-curricular group) and then to reflect on these experiences. Recognizing the need to expand use of AggieSync across USU campuses, the CCE now requires all students taking Community-Engaged Learning (CEL) classes to enroll in and use AggieSync. In an effort to coordinate with departmental and other course-tracking systems on campus, the CCE now requires all CEL faculty to report student-engagement hours to AggieSync at the end of each semester. Since early 2017, Community-Engaged Departments, CEL courses, Community-Engaged Scholars, Service Center volunteers and staff, honors students, and others have become increasingly engaged with AggieSync. Through marketing and information sessions planned over the next two years, the CEL will continue this adoption process and create a growing network of ambassadors who will advocate for the universal use of this system across USU campuses. This centralized system of student-engagement tracking has increasingly been adopted by regional campuses, with USU Eastern and USU Moab leading the way. The CCE will work with the Provost's office and regional campus administrators to provide training and oversight of AggieSync across all USU campuses over the next three-to-five years.

Community Partners:

In addition to tracking student community engagement, AggieSync logs a range of community-identified projects by serving as a platform for community partners to share partnership opportunities with interested students and faculty. Beyond AggieSync, CCE programs use online Qualtrics surveys, exit interviews, and AmeriCorps grant reporting mechanisms to track and document engagement with community partners.

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Faculty:

USU tracks faculty community engagement efforts through Digital Measures (DM), an online reporting system for all areas of work (teaching, research, and service) that typically comprise faculty role statements. USU has built DM to ask faculty at every rank and across all campuses and Extension to identify whether or not projects in each of these three key areas have involved community-engaged work. Since the addition of an optional question about community engagement in DM in 2015-16, the university's ability to track faculty engagement has radically improved. In 2017-18, USU added easily accessible pop-up definitions and examples of community-engaged teaching, research, and service to DM reporting areas, clarifying the necessity that all types of community engagement involve not just service to the community, but reciprocal, mutually beneficial partnerships. In 2018, with support from the Provost, the DM question about community engagement in each area of work became not optional, but required, meaning that faculty must consider in tracking all work whether that work qualifies as community engagement.

F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

The three tracking and assessment mechanisms described above—AggieSync, Center for Community Engagement (CCE) surveys, and Digital Measures—all yield data that allow USU to analyze, tailor, target, and improve its community-engagement work.

The CCE uses community partner tracking data from AggieSync and surveys to identify where community partners are located and which sector they represent. The who and where of these tracking data empower the CCE to reach out more effectively to underrepresented sectors and geographic regions. For example, in 2018, the CCE recognized the underrepresentation of regional-campus-based community partners in AggieSync, which led to a series of meetings with the Regional Campus Vice Provost and the Moab Regional Campus Executive Director. These meetings resulted in steps to increase and formalize community partnerships in Moab, a southern Utah city connected to a rich non-profit sector and surrounded by national parks, forests, and tribal lands.

In the same way, the CCE uses AggieSync tracking data to target underrepresented departments, colleges, faculty, and students with community-engagement training, resources, and information. For example, when the CCE noted the low number of first-year students using AggieSync—and thus engaging with their community—they strengthened their partnership with Connections, USU's first-year orientation program. Connections now has a community-engagement section in the curriculum and requires first-year students to set up a profile in AggieSync.

Digital Measures allows the university to identify faculty who report their community-engaged teaching, research, creative endeavors, extension work, or service, and to develop a complete list of courses that meet CEL criteria. The CCE uses these tracking data to contact these faculty regularly about the annual CEL course designation approval process, professional development opportunities, mini grants for course development, and

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travel awards for presenting community-engaged teaching and research. One result of this data collection is a pathway to involve faculty more systematically in community-engagement opportunities; another is a clear sense of how much time USU faculty spend engaged in work with community partners. Faculty data tracking allows the CCE to identify units where community engagement is central, as well as peripheral, and thus more strategically to target colleges and departments in outreach efforts. DM data also allows department heads and deans to perform annual faculty performance appraisals, which result in annual faculty contract renewal decisions (distinct from the tenure and promotion process), as well as awards of merit-based pay increases. The university thus uses the data tracked in DM not only to estimate the extent of USU faculty's community engagement, but also to evaluate and reward faculty for a range of professional activities, including community-engaged teaching, research, and service. Ultimately, the use of DM data creates a climate in which USU systematically tracks community-engagement efforts, even as the university incentivizes faculty to use community-engaged approaches and methods in their pedagogical and scholarly work.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

Definition and measurement of high-quality community engagement are priorities at USU. With the rollout of the USU Civic Action Plan in 2017, the university officially adopted the Carnegie definition of community engagement, emphasizing partnership and reciprocity over unidirectional service and outreach. This definition is included on all Community-Engaged Learning course syllabi. Likewise, when faculty label scholarly activity as community-engaged in Digital Measures (DM), they must first read the Carnegie definition of community engagement alongside clear definitions of community-engaged teaching, research, and service, which pop up when the cursor hovers over required community-engagement questions about their work. The fact that faculty must then answer a community-engagement question about each entry in DM is fundamental to measuring the quality of community engagement at USU. In connection with DM, USU administers a Community Engagement Impact Assessment (CEIA) survey biennially. The Office of Analysis, Assessment, and Accreditation (AAA) synthesizes faculty reporting information in DM and shares a report with the Center for Community Engagement (CCE), which then administers the CEIA survey in collaboration with the Provost's office. The CEIA survey measures multiple dimensions of engagement, including quality. The 2018 CEIA survey assessed quality with a series of Likert-scale questions designed to reveal the extent to which faculty believed their community-engaged partnerships/projects were characterized by mutual benefit, exchange of ideas and resources, reciprocity, and ongoing mutual input. The CCE plans to use these data to enhance training for community partners and faculty and to work with all involved parties to build upon the collaborative partnerships we have already formed at USU.

Enhancing these efforts to ensure that faculty, staff, and students understand the essential components of high-quality community engagement, the CCE has created and provided to all faculty teaching Community-Engaged Learning (CEL) courses a guide to developing reciprocal partnerships. The guide includes a clear definition of and requirements for community engagement, characteristics of high-quality reciprocal partnerships, and best practices for developing mutually beneficial partnerships.

The Community Bridge Initiative (CBI) provides a framework for establishing and maintaining such reciprocal

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partnerships. As described in II. B.2, the CBI project application process gives community partners the opportunity to identify, prioritize, and define community interests and needs. Faculty and community representatives form a partnership and develop a Scope of Work (SOW) with clear goals, expectations, deliverables, and a timeline. As a mechanism for defining quality of community engagement, the CCE distributes to all CBI partners a “Developing Reciprocal Community-Campus Partnerships” handbook, which details the essential components and practices for high-quality, mutually beneficial, reciprocal partnerships. To measure quality of community engagement, the CCE surveys community partners following each project to assess reciprocity, community voice, and completion of mutually beneficial goals and deliverables outlined in the SOW. In addition, CCE staff also hold formal annual meetings with all community partners who have signed Memoranda of Understanding with USU. The CBI model ensures that projects emerge from and respond to the needs of community partners and that the community partners and faculty meet, collaborate, and document mutually beneficial goals, deliverables, and outcomes.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

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F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

All students completing Community-Engaged Learning (CEL) courses take an end-of-term Qualtrics survey designed to measure progress on USU's stated learning outcomes for community engagement, which are also the learning outcomes for each CEL course. These data suggest that many students improve in all three areas of the learning outcomes: they develop civic awareness, knowledge, and skills in USU's CEL courses.

The survey employs five-point Likert-scale responses (from "strongly disagree" to "strongly agree") to questions about civic awareness, knowledge- and skill-building, and engagement in civic action. Analyses from spring 2018 grouped students (N=220) into three categories: 1) those with positive gains (41%); 2) those with minimal gains (50% of respondents); and 3) those with no gains (8%). Beyond self-reporting on learning-objective progress, students were asked their motive for taking a CEL course, with the option to choose multiple motives. More than half of students (54.0%) took a CEL class because it was required for their major/minor. Students who were not required to take the course for their major/minor were more likely to be in the group of students who experienced no gains on the learning objectives, whereas students who indicated a personal interest in the subject were more likely to be in the group who experienced positive gains on the learning objectives.

Students also answered questions about the skills they developed through their CEL experience. Students in the positive-gains category reported more skill improvement than students in other categories: they perceived growth in general knowledge, ability to apply course materials, critical thinking, professional readiness, and understanding of how to address community-identified needs.

The CCE has identified two key insights from this survey and analysis:

1. Students taking CEL classes required for their majors are more likely to perceive gains in civic awareness, knowledge, and action from their CEL experiences compared to students taking classes not required for their major.
2. Students taking CEL classes of their own volition because of personal interest are more likely to experience gains in civic awareness, knowledge, and action from their CEL experiences compared to students who are taking the class without any personal interest.

The CCE recognizes that student perceptions of progress on learning outcomes tell only part of the story. Existing student-survey data suggest that students who actively seek out CEL courses and understand the connections between these courses and their major/minors are better prepared to benefit from the CEL experience. The CCE is using data to develop new training and pedagogical support for faculty, since it is clear that both faculty and community partners benefit most in CEL when students have enough focused academic background and interest to result in meaningful community engagement. In spring 2019, USU offered an Empowering Teaching Excellence (ETE) workshop on community-engaged learning to faculty teaching upper-division major/minor-specific undergraduate courses, in the hope that USU can replicate successful CEL opportunities for more students and faculty.

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F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

USU systematically measures outcomes and impact of community engagement on faculty. Assessment of outcomes is built into the structure of faculty evaluation. Faculty job descriptions, or role statements, establish general employment parameters and performance expectations: faculty carry out the major university functions of teaching, research or creative endeavors, Extension, librarianship, and service. In the master role statement template, each area of professional service includes a statement defining and outlining expectations for community engagement. As noted in II.F.3, when faculty enter professional activity in Digital Measures (DM), for the purposes of annual review, they indicate community-engagement for each activity.

USU's systematic, formal faculty evaluation mechanisms result in institutional faculty outcome data, and the follow-up Community Engagement Impact Assessment (CEIA) survey deepens institutional understanding of faculty community-engagement outcomes and the impact of this engagement on both campus and community. The CEIA survey asks faculty across campuses, ranks, and type to report in detail on their community partnerships/projects, including purpose, funding, metrics for assessment, outcomes, and impact. The 2018 CEIA survey asked directly about campus climate and institutional support for community engagement, as well as faculty perceptions of community-partnership quality, characterized by dialogue, reciprocity, mutual benefit, and the exchange of ideas and resources. A key finding from the 2018 CEIA survey was the relatively low percentage of faculty (44%) who reported promotion and tenure as the reason for their community engagement, as compared to concern for the greater good (80%); personal gratification (70%); and improved student learning (60%). This finding led USU's faculty senate to incorporate community-engagement language in the faculty code that specifies criteria for promotion and tenure for all ranks and types of faculty.

This recent faculty-code change regarding promotion and tenure, the inclusion of community engagement in faculty role statements, and the institutional assessment of faculty community-engagement activities through DM and the CEIA survey have impacted all USU faculty by making plain how highly the university values community engagement. The university's institutional advocacy for a growing culture of community engagement across the state has raised the profile and prestige of our community-engaged faculty by publicly rewarding and celebrating their work.

A recent example of USU's institutional support for community engagement is a cross-college partnership involving the College of Humanities and Social Sciences, the College of Education and Human Services, and Extension. In 2017, college deans hosted brainstorming discussions with faculty that led to a statewide opioid summit connecting over 200 practitioners in the state with community members and researchers. Extension received financial support to form Health Extension: Advocacy, Research, & Teaching (HEART), which hired five new faculty members across nine counties to partner with communities in addressing the opioid crisis and other pressing public health issues in Utah. In addition, USU's president supported the addition of five tenure-track lines in Social Work, Sociology, and Public Health. Since the summit, more than 20 faculty have collaborated with local health departments, mental health agencies, and other human-services agencies on community-based

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participatory research projects funded by \$70,000 in internal seed-grant funding.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

USU surveys community partners working with Community-Engaged Learning (CEL) courses through Qualtrics end-of-semester surveys during the term of project completion. These surveys focus on the quality of partnerships, benefits, and outcomes of partnership for community partners, as well as ways to strengthen partnerships.

In addition to these Qualtrics surveys, the Center for Community Engagement (CCE) staff annually meet with all community partners who have signed Memoranda of Understanding, asking standardized questions about community voice, reciprocity, and community impact. The CCE systematically records community-partner feedback and analyzes meeting notes for common themes. One key finding from the 2016 data was community-partner concern about student professionalism, particularly dress and punctuality. The CCE responded to this concern by working with CEL faculty and local elementary schools to develop training materials and a signed agreement, which CEL students must now complete before working in public schools; these tools are now standard practice for local school partnerships. Not only did this finding lead to higher-quality partnerships between USU and local schools, but it also provided students with soft skills necessary for professional development.

The CCE builds upon survey and annual-meeting data collection with the biennial work of the Social Work Advanced Research Methods class, which interviews a sample of 30 community partners about the outcomes and impacts of their work with USU and the quality of these partnerships. As discussed in II.B.2, community partners reported in 2014 the need for greater reciprocity and community voice, which led to the development of the Community Bridge Initiative (CBI) partnership program, a model for developing reciprocal partnerships.

Statewide, USU Cooperative Extension convenes multiple community-stakeholder boards or advisory groups that empower communities to identify and express their needs. Depending on the project and type of partnership, boards can be formal, like the Salt Lake County Fair Board, or more informal stakeholder groups that offer feedback and ongoing suggestions. County Extension staff engage in frequent reciprocal exchange with all stakeholders. One particularly compelling example of this communication is the USU Extension Urban initiative, which measures the impact of programming based on county-specific needs. Each county may have different needs, and faculty are free to focus their own research and teaching. Extension has therefore set up general Impact Report models, which ask faculty to articulate the need for their programming (i.e., local data demonstrating the problem under consideration), provide a comprehensive description of their program's work, and detail the impact of that work on the community. The impact measurements take the form of pre- and post-programming surveys designed to measure short-term actual and long-term intended community change. Faculty link impact measures directly to the need initially expressed by stakeholders. For example, because Utah is the second driest state in the nation and the fourth fastest growing state in the nation, USU programs have

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trained homeowners to use simple water meters in the hope of reducing water usage. One seasonal project with 490 participants resulted in a reduction of 174,000 gallons of water per week.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

Improved Retention Rates and Retention-Related Tuition Dollars:

USU's systematic campus-wide assessment of community engagement focuses on its success as a high-impact practice (HIP). The Center for Community Engagement (CCE), in collaboration with USU's Academic and Instructional Services (AIS), drives this assessment with regular three-year program evaluations. These evaluations measure the effects of HIPs on student success by estimating causal relationship between student participation in USU's CEL courses and term-to-term persistence. In July 2017, USU's interim vice provost conducted a campus-wide survey that identified community-engaged learning as a crucial HIP at USU. One outcome of this finding was to begin collaboration between AIS and the CCE to measure the effects of HIPs on student persistence, with the understanding that persistence means both retention of tuition dollars and decreased time to graduation. In examining impact on persistence by course division (lower and upper), AIS found that students who take at least one upper-division CEL course experience a significant increase in persistence, equivalent to an overall retention dollar income of \$307,668 per student, assuming an annual tuition of \$8,790. The university uses this evaluative three-year report to make central decisions about alignment between the institutions and the CCE's goals and to monitor ongoing progress on proposed changes to that alignment or goals.

Improved Town-Gown Relations:

The CCE's annual face-to-face meetings with community partners (using standardized questions), end-of-semester CEL-course student surveys, and biennial interviews of community partners through the Social Work program deepen and clarify USU's understanding of how community engagement works as a high-impact practice at the university and in the statewide community. These assessments have revealed that the reciprocal partnership model of the Community Bridge Initiative (CBI), in particular, has improved town-gown relations with a clear collaborative process and tools for communication. Community partners now understand that they play an active and equal role in project selection and development. The Logan City mayor, for example, has described how the partnership is a "win-win," giving the city access to student and faculty expertise even as it brings real local problems into the USU classroom.

Increased Student Achievement of Priority SLOs:

The ideal of a Citizen Scholar is unique among Utah's colleges and universities and central to USU's land-grant mission, making the HIP of community-engaged learning crucial to the university's general-education courses. USU President Dr. Noelle Cockett clearly states this ideal in USU's Principles of Community: "Aggies who participate in service-learning graduate as Citizen Scholars equipped to help transform communities in the state, country, and world." Building on general-education courses, which teach first broad and then more focused understanding of how to think about the world from various points of view, upper-division CEL courses allow students to gain measurable competence in civic awareness, knowledge, skills, and action by applying their disciplinary knowledge to community-identified needs and problems. Assessments of student-learning

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outcomes for community engagement, through AggieSync, first-year and senior surveys, and the CCE's more targeted student, faculty, and community-partner surveys, measure USU's ongoing success in meeting the goal of graduating these Citizen Scholars.

F.5 Does the institution use the data from these assessment mechanisms?

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

USU uses assessment data to 1) adjust and develop curricula and programs that effectively deliver community-engagement learning outcomes, 2) improve reciprocity and strengthen partnerships with data-based innovation, and 3) create space and desire for community input in the university's approach to community engagement. Question II.B.2 offers an example of meeting these three key goals through assessment through the Center for Community Engagement's (CCE's) Community Bridge Initiative (CBI) in response to a community-identified need for clearer processes to guide reciprocal partnerships designed to address real community needs.

Broadly speaking, USU's statewide land-grant mission, system for rewarding faculty engagement, and commitment to graduating Citizen Scholars has ensured that community partners, faculty, and students all see more clearly how USU's engagement opportunities fit together as pieces of a coherent whole. By carefully measuring and analyzing the collective outcomes and impact of co-curricular programs, community-engaged learning courses, and community-engaged research and creative endeavors, USU is equipped to tell the full story of its community engagement and citizen scholarship. In telling this story, the institution aims not only to celebrate current success but also to attract future students and faculty who value community-engaged learning and research and community partners who see community engagement as an institutional priority that USU systematically assesses and rewards.

More specifically, USU has used this assessment data to report on community engagement for the annual Campus Compact Survey, the President's Higher Education Community Service Honor Roll, Sustainability Tracking, Assessment and Rating System (STARS), and the National Association of Student Personnel Administrators (NASPA) Lead Initiative on Civic Learning and Democratic Engagement. This data also established the baseline for USU's 2017 Civic Action Plan and will underwrite future strategic plans and annual reporting for the CCE.

Moving forward, USU Provost Frank Galey has committed to developing a Community Engagement Advisory Council to improve centralized reporting on the quality and impact of community engagement and to strategize methods for continued improvement of reciprocity between campus and the community.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

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F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

Describe how you used specific opportunities and tools for assessing community engagement on your university (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a centre for community engagement, or others; tools might be the ERA Engagement and Impact assessment data; The Voice Survey; Reptrak Survey; SAGE/Athena SWAN data as example sources.

As discussed in II.F.4, the Center for Community Engagement (CCE), with support from the Office of Analysis, Accreditation, and Assessment (AAA) and the Provost's Office, administers the Community Engagement Impact Assessment (CEIA) survey biennially. The CEIA survey focuses on community-engaged teaching, research, co-curricular engagement, and outreach aimed at advancing institutional community engagement. Specifically, the assessment measures quantity, quality, climate, outcomes, and impact of community engagement at USU.

In 2016, the CEIA survey sought to identify specific USU programs and actions that support community engagement. The results documented a wide range of activity across all eight colleges and 33 departments; USU is clearly and consistently engaging with the community through community-engaged teaching, research, co-curricular activity, and outreach. The university used these results in reporting for the Presidential Honor Roll, Campus Compact, Sustainability Tracking, Assessment and Rating System (STARS), and the NASPA Lead Initiative on Civic Learning and Democratic Engagement.

Two key outcomes of the CEIA survey results were 1) the development of shared USU learning objectives for community engagement, which the CCE now consistently assesses for Community Engaged Learning courses and co-curricular service programs at the end of each semester; and (2) the writing and implementation of USU's Civic Action Plan, which includes in its rationale five Campus Compact commitment statements that articulate the shared mission and goals of USU's existing (and developing) programs:

1. We empower students, faculty, staff, and community partners to co-create mutually respectful partnerships.
2. We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
3. We embrace our responsibilities as a place-based institution, contributing to the health and strength of our communities – economically, socially, environmentally, educationally, and politically.
4. We harness the capacity of our institution – through research, teaching, partnerships, and institutional practice – to challenge the prevailing social and economic inequalities that threaten our democratic future.
5. We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

More recently, the 2018 CEIA survey underscored the quality of community partnerships and faculty perspectives on community engagement at USU. Out of 470 responding faculty, 70% had completed community-engaged work while at USU. The survey documented in 2017-2018 a total of 1,465 community-engaged partnerships/programs across USU's campuses, 722 of which were led by faculty. When asked why they engage in work with community partners, 80% of faculty indicated concern for the greater good, 70% personal gratification, and 44% professional advancement through the promotion-and-tenure process.

Overall, CEIA survey data demonstrate the depth and breadth of community engagement across the institution and thus support the changes recently made to foreground community-engaged work in Digital Measures, faculty role statements, and faculty code. USU explicitly recognizes and rewards faculty for community engagement through both the promotion and tenure and annual review processes.

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G. Faculty and Staff

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most universities offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff participate in the professional development activities that are specific to community engagement.

USU offers a variety of professional-development opportunities focused on community engagement, including course-designation workshops, mini grants, awards, conferences, the Faculty Fellows program, travel grants, and workshops and seminars offered through USU's Empowering Teaching Excellence (ETE) series. Since 2015, the Center for Community Engagement (CCE) has publicized professional-development opportunities in community engagement to all new tenure-track faculty through USU's Tenure Academy.

The CCE supports the professional development of faculty through individualized course development assistance for Community-Engaged Learning (CEL) classes. The CCE also offers faculty pre-course training workshops on AggieSync and the Community Bridge Initiative reciprocal-partnership program; regular community-partner networking events; and written course feedback on syllabi from the CEL Faculty Advisory Committee prior to CEL course designation.

The institution supports professional development for faculty engaged in high-impact practices (HIP), including CEL, across all campuses through the ETE program, which engages faculty in discovery and sharing of best pedagogical practices through regular training, seminars, and workshops. The CCE staff and community-engaged faculty practitioners conduct ETE workshops and seminars on CEL every semester. Faculty participating in the ETE program earn digital badges, or micro-credentials, designed in a three-tiered framework to document developing pedagogical expertise as part of ETE's mission to "elevate and promote our culture of teaching excellence" at USU. Faculty can accumulate these badges to earn two certificates to include in promotion and tenure materials: the Teaching Scholar certificate and the Master Teacher certificate. While ETE community-engaged learning seminars and workshops are part of a suite of options for faculty, all CEL Faculty Fellows are required to attend these trainings.

The CCE Associate Director and CEL Coordinator serve on the statewide Faculty Development Network, a committee of the Utah Campus Community Engagement Network (UCCEN). This organization provides ongoing resources and professional-development opportunities for USU community-engaged faculty and staff by facilitating statewide meetings, retreats, and conferences. The CCE provides travel funds for faculty representatives from Community-Engaged Departments to participate in these events. UCCEN meetings and conferences share best practices in community engagement and have resulted in the development of high-quality engagement between USU campuses and their communities across the state, as well as a robust Civic Action Plan that guides the mission of USU statewide.

The CCE offers faculty mini grants for project materials and travel grants when they present community-engaged teaching and/or research at national conferences. This funding matches departmental and college

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support, making plain the importance of community-engaged teaching and research as part of USU faculty professional development.

USU Cooperative Extension regularly works with its faculty and staff to identify professional-development needs and provide training to address those needs. A recent community Diversity and Engagement training, for example, helped faculty better understand the populations with which they work and develop culturally-responsive practices for building and sustaining partnerships. Additionally, the annual Extension conference allows faculty to highlight best practices and lessons learned from successful programs throughout the state and to provide insight for future implementation.

G.2 In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants	Yes	Yes		
G.2 Planning/design stipends	Yes	Yes	Yes	
G.2 Support for student transportation	Yes	Yes	Yes	
G.2 Eligibility for institutional awards	Yes	Yes	Yes	Yes
G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	Yes
G.2 Program grants	Yes	Yes	Yes	
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
G.2 Research, conference, or travel support	Yes	Yes	Yes	Yes
Other				

G.2.1 If Yes to “Other”: Please describe other support or services:

-- empty or did not respond --

G.3 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?

Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

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USU takes its land-grant mission seriously, and prioritizes community engagement in hiring faculty and staff.

Recruiting Practices:

Every USU job listing includes a section highlighting characteristics of the university. Given the centrality of community engagement at USU, this section states: “A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital. Through the practical application of knowledge, the University and its faculty engage and share expertise with the state, nation, and world, preserving the historical land-grant tradition of partnering with communities to address critical societal issues in the interest of the public good.” Thus, USU actively makes every prospective employee aware of an institutional commitment to community engagement.

In addition, units in every college include professional practice or clinical faculty. USU intentionally recruits professional and clinical faculty who are directly engaged in the field and community. For example, the Social Work program operates robust regional-campus BSW and MSW degrees that prioritize hiring faculty embedded in both the professional arena and local community. In 2018, the Social Work program focused faculty recruitment on hiring local professionals in Blanding, a USU regional campus in the Four Corners region that serves primarily Native American students. The program successfully hired a local practitioner with significant experience collaborating with the Navajo Tribe and area mental-health systems. This new faculty member is now working with tribal leaders to develop a co-taught course focused on mental health interventions for indigenous peoples.

Hiring Practices:

Faculty role statements clearly and explicitly outline general employment parameters and performance expectations, including the importance of community-engaged work. Template offer letters from the Provost’s office include specific language about the role statement, and hiring procedures require faculty to sign role statements as they accept offers of employment at USU. These documents make clear to prospective faculty from the outset that the institution values community engagement and considers such work in performance appraisals.

Standard language in job announcements for tenure-track faculty outlines job responsibilities related to community engagement: “Provide service to university, community, state, and profession.” The depth and nuances of community-engaged job duties are more apparent in individual job announcements. Cooperative Extension job postings, for example, all include standard language emphasizing the principles of quality community engagement. Some key responsibilities in a recent posting for an Associate Extension Professor in Family and Consumer Sciences/Health and Wellness were to “develop partnerships and employ innovative approaches to reach clientele and new audiences”; “serve and collaborate with community, government agencies, and stakeholders”; and “serve diverse audiences and support the civil rights mandate of USU.” That job announcement also included capacity for “fostering positive relationships with community stakeholders” as a preferred qualification.

Moving forward, the Provost has committed to working with the CCE, the CE Faculty Advisory Committee, and Human Resources to research and implement best practices for recruiting and hiring community-engaged faculty and staff in relevant units across all campuses.

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

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Yes

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

“Academic scholarly work that uses community-engaged approaches and methods” refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of staff roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement. .

USU hires two general categories of faculty: “core” academic faculty, including the tenure-track and tenured ranks, and “term appointment” faculty, including a variety of non-tenured faculty. Faculty policies cover promotion and tenure guidelines for each of these two groups. All USU faculty have role statements, as described in II.G.3, which outline specific professional expectations from the time of hire and assign percentages of relative evaluative weight to three key types of work: teaching, research, service. The university makes promotion and tenure decisions based on the degree to which faculty members fulfill the responsibilities articulated in individualized role statements, which all include language about the value of community-engaged work in the areas of teaching, research, and service. The requirement to document work in relation to role statements means that faculty use community engagement, where appropriate, as concrete evidence of merit for the purposes of promotion and tenure. The rewards of such community-engaged activity, including annual merit evaluations and promotion and tenure decisions, depend upon the quality and quantity of the faculty member’s performance, measured according to expectations laid out in the role statement.

Beyond USU’s role statements, current faculty promotion and tenure policy, revised in 2019, features specific language about community engagement for all types of faculty, at every rank. For example, section 405.2 of USU faculty code, describing tenure and promotion criteria for core faculty ranks, notes that documentation of teaching performance may demonstrate “implementation of high-impact practices such as community-engaged teaching.” Similarly, the policy for research and creative endeavors notes the value of documenting “effective community engagement as part of the effort” to apply research or creative work. Effective community engagement is also, of course, a way to document success in extension and service.

USU has adopted explicit policies and practices that incentivize and reward faculty who employ community-engaged approaches and methods in their scholarly work. This institutional approach empowers faculty to engage meaningfully in their communities and showcases community-engaged scholarly work as not just as legitimate but vital to USU’s academic land-grant mission.

G.5 Is community engagement rewarded as one form of teaching and learning ? Include

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tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):

USU rewards community engagement as one form of teaching and learning through the promotion and tenure process. As noted in II.G.4, two key policy areas signal the value of community-engaged teaching at USU: 1) faculty role statements outlining job responsibilities and evaluative criteria for each major area of professional engagement; and 2) faculty code identifying criteria for promotion and tenure. Since 2019, faculty code has explicitly included “implementation of high-impact practices like community-engaged teaching” as evidence of effective teaching.

USU’s faculty policy governing the evaluation of teaching and learning includes explicit language about community-engaged instruction. As described in more detail in II.F.4.2, the master role statement template includes language related to community-engaged teaching for all ranks and type of faculty (both tenure- and non-tenure tracks). Specifically, the template states that “leading students in service learning and community-engagement activities” is a high-impact practice associated with success in teaching and may therefore serve as evidence of effective teaching.

As the document by which tenure and promotion committees, department heads, deans, and USU’s central promotion and tenure committee members evaluate faculty performance, the role statement’s importance for USU faculty cannot be overstated. The rewards, then, for faculty come through positive evaluation of instructional performance, which may be compensated in various ways, including renewal of contracts, merit pay, and promotion and/or tenure.

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

As described in II.G.5, USU explicitly connects community engagement with research and creative activity in both faculty role statements and code at Utah State University, making community engagement a key part of documenting professional performance. Examples of such work—and evidence that USU attends to its documentation in merit, as well as promotion and tenure decisions—recur throughout this application. This evidence suggests the value of such work not only to individual faculty members but also to USU’s land-grant mission. Since 2018, faculty code has included language identifying community-engaged research/creative activity as evidence of professional excellence for the purposes of promotion and tenure; this connection also features prominently in the master role statement template.

The faculty code articulating criteria for evaluation of faculty research and creative work is relatively brief and

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vague to allow for disciplinary and faculty-type differences across the institution. It is therefore impressive that the minimal 104 words of faculty code on research and creative work highlight “effective community engagement as part of the effort” as one way of documenting excellence in research or creative work. As noted in II.F.4.2, role statements guide the performance evaluation process for faculty of all types and ranks at USU. The master role-statement template notes the value of documenting “evidence of community engagement in achieving the goals of your research or creative endeavors” to demonstrate success in the area of research and creative activity. This language applies to all types and ranks of faculty for whom research holds evaluative weight on the role statement.

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.

Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):

USU takes its land-grant mission very seriously, and its faculty code has long included community engagement as evidence of service for the purposes of both promotion and tenure and annual performance review for all ranks and types of faculty:

“Service activities include but are not limited to: membership in, and leadership of, departmental, college, and university committees and organizations; active participation in regional and national professional organizations, as evidenced by committee membership and/or by holding elective or appointive office; consulting activities in local, regional, national, and international organizations and agencies; public speaking and/or information dissemination involving professional expertise; engagement in local communities. Tenure-eligible faculty must participate in service activities.”

As described in II.G.5 and G.6, USU role statements explicitly identify community engagement activities as one type of significant and meaningful service. The role statement refers to the faculty-code language above, highlighting the importance of service to the outreach mission of USU. Service is assigned an evaluative weight in every faculty’s role statement, regardless of type or rank.

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

No

G.8.1 List the colleges/schools and/or departments.

This question is not applicable to Utah State University because separate policies do not exist.

USU manages promotion and tenure centrally through university-wide faculty-code policy. Colleges and

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departments actively work with faculty to shape the individual role statements that drive promotion and tenure decisions, and they also play key advisory, supervisory, and initial-reviewer roles in the promotion and tenure process. Because of this structure, all faculty may use community-engaged research, teaching, and/or service to document success for the purposes of promotion and tenure, but no separate and independent college or departmental policies exist.

It is important to note that this central promotion and tenure policy is a strength of USU, since reward mechanisms for faculty community-engagement efforts are more important and universally acknowledged on campus than any single departmental or college policy could be. USU's promotion and tenure evaluation process moves from the candidate to the tenure and promotion committee to the department head to the dean and, finally, to a central university promotion and tenure committee. This multi-level review process requires a central policy to guide meaningful evaluative criteria across disciplines, ranks, and types of faculty. As discussed in II.G.4, the centralized policies explicitly note community engagement criteria for demonstrating outstanding or effective work in the three key areas of research, teaching, and service for all types of faculty, at every rank.

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

-- empty or did not respond --

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

-- empty or did not respond --

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

In 2018, Utah State University faculty introduced significant revisions to the faculty senate regarding faculty promotion and tenure policy and community engagement. These changes resulted from the 2018 Community Engagement Impact Assessment (CEIA) survey discussed in II.F.4.2, which indicated that fewer than half of faculty viewed promotion and tenure as motivation for community-engagement efforts. Before 2018, the faculty code and master role statement template did not include explicit language related to community

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engagement in the domains of research and teaching, although the code and role statements did include community engagement in service efforts. The faculty senate's strong support of revising promotion and tenure code language to reflect the value of community engagement across areas of faculty role suggests the overall readiness of the institution to adopt these changes – which were officially adopted in 2019. The extent to which the code changes have shifted the promotion and tenure process for faculty will become apparent over the coming years. In the spirit of continual improvement and assessment of these shifts, the Center for Community Engagement will survey and analyze faculty perceptions of community-engagement climate in the 2020 CEIA survey to estimate the impact on faculty of these policy and role-statement amendments. The Provost has committed to ongoing communication with the CCE and the Faculty Advisory Board in order to continue to improve the climate surrounding faculty rewards for community engagement.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement work toward a successful application in the 2025 classification cycle.

III. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your university may use another term such as service-learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

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A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

USU has an established, well-defined process for identifying community-engaged courses. Since 2007, USU has identified and designated Community-Engaged-Learning (CEL) courses through a central process. USU defines CEL as “a teaching method that uses student engagement with community to meet instructional objectives of a course while addressing real community-identified needs.” In 2017, USU changed the course designation from Service-Learning to Community-Engaged Learning.

The university identifies CEL courses in three ways. First, staff from the Center for Community Engagement (CCE) conduct an annual review of course descriptions in the course catalog. When course descriptions appear to meet the basic definition of CEL courses, CCE staff contact the instructor for more information and encourage an application for the CEL designation, when appropriate. Second, CCE staff identify new CEL courses through Digital Measures, the professional-activity tracking database where faculty report on community-engaged teaching. At the end of each academic year, the CCE receives a list of instructors who have identified courses as community-engaged. The CCE staff contact these instructors to confirm that the courses meet community-engagement criteria and encourage application for CEL course approval, when appropriate. Finally, the CCE staff and the CEL Faculty Advisory Committee identify courses in an informal manner through networking and Empowering Teaching Excellence (ETE) workshops run centrally through USU.

Faculty seeking the CEL course attribute submit an electronic course-approval form for review by the CEL Faculty Advisory Committee. Comprised of faculty who are active practitioners of community-engaged teaching and research, this committee has representation from each of USU's eight colleges, including regional campuses and Extension. The committee reviews and provides written feedback on course-approval applications. The application requires faculty to outline their community projects, discuss how course content and learning objectives connect and respond to community-identified needs, describe the process and requirements for student reflection, and articulate strategies for both including community voice in course activities and ensuring mutual benefit and reciprocity for all community-engaged work. Once the faculty committee grants the CEL designation, the CCE assures mutual benefit by requiring faculty and partners to complete and co-sign a Scope of Work (SOW) form, which includes project goals, deliverables, timeline, and responsibilities and expectations for students, faculty, and the partner. At the end of each semester, the CCE sends a survey to students and partners to measure learning outcomes based on the following criteria:

1. Learning: Community-Engaged Learning is tied directly to course material and the knowledge gained from that course material. Learning outcomes must be identified to ensure the link between the course material and community engagement is clearly understood.
2. Meaningful Service Activity: Community-Engaged Learning is not adding “volunteer” activities to a course. Rather, it is integrating community engagement so that students can apply the knowledge and skills they are learning in class to meet community-identified needs.
3. Reflection: Reflection is an essential element of a Community-Engaged Learning course. It is a structured time for students to recount their experiences and the learning acquired in the community setting.

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

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242

A.1.2 What percentage of total courses offered at the institution?

6

A.1.3 Is community engagement noted on student transcripts?

Yes

A.1.3.1 Describe how community engagement is noted on student transcripts:

Utah State University officially recognizes students' community engagement in three distinct ways. First, student transcripts clearly identify Community-Engaged Learning courses with what was formerly a Service-Learning (SL) and is now CEL course attribute. Second, students pursuing a more comprehensive series of community-engaged-learning activities may apply for an official transcript designation, awarded only to Community-Engaged Scholars. Students earning this prestigious transcript designation must maintain a 3.0 minimum GPA, apply before the beginning of their junior year, and complete and document the following program requirements:

- 300+ hours of community-engaged work (documented in AggieSync)
- Community-Engaged Scholar capstone project (50+ hours)
- At least three CEL courses (including USU 2160 Civic Foundations and Community Leadership)
- E-Portfolio documenting work and reflection on a series of community-engaged projects
- Public reflection (typically in the form of a poster presentation)

Finally, the Center for Community Engagement recently developed an Excellence in Community Engagement digital badge, a credential that documents a lower, but still substantial, level of student community engagement than the Community-Engaged Scholar designation. Any student who engages in the community as part of work in a Community-Engaged Department or a two-year Associates-degree program can enroll in the Excellence in Community Engagement digital-badge program at any time. The badge indicates that the student has met three key requirements: 1) the documentation of at least 150 hours of voluntary community-engagement work; 2) the successful completion of at least two CEL courses; and 3) the submission of a final reflection essay to the CEL coordinator. Students can apply all work completed for the Excellence in Community Engagement digital badge to the more rigorous Community-Engaged Scholar transcript designation.

A.1.4 How many departments are represented by those courses?

31

A.1.5 What percentage of total departments at the institution?

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70

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

135

A.1.7 What percentage are these of the total faculty at the institution?

17

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?

50

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?

38

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?

13

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

8547

A.1.10 What percentage of students at the institution?

31

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

USU gathers and tracks in a systematic manner all student, department, and faculty data related to Community-Engaged Learning (CEL) courses and transcript designations. This work is a collaborative coordinated effort involving both the Center for Community Engagement (CCE) and USU's Office of Analysis, Assessment, and Accreditation (AAA).

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At the end of each academic year, AAA sends the CCE a report that includes the number of officially designated CEL courses offered, the number and class standing of students enrolled in those courses, and the breakdown of data by college and department. The AAA office identifies the data by examining the official course-attribute listings in the Banner Student Record system. Once courses go through the identification and designation process outlined in III.A1.1, the Registrar's office lists them in the Banner Student Records system, assuring that this data tracking and reporting is accurate and congruent with the CCE's definition and designation of CEL courses. These reports enable the CCE to determine whether CEL courses are representative of all academic disciplines and to identify differences in CEL course instruction across faculty groups (tenured/tenure track, non-tenure track, etc.). In addition, the AAA office provides the CCE with an annual report of faculty who report community-engaged teaching in Digital Measures, augmenting the course-attribute listing data. Ultimately, the tracking of these numbers empowers the CCE staff to target underrepresented departments, colleges, and faculty groups with community-engagement training, resources, and information.

The Community-Engaged Scholar transcript designation is a coordinated effort between the CCE and the Registrar's office. Students accepted into the Community-Engaged Scholars program enjoy pre-priority registration to ensure their ability to register for CEL-designated courses that fulfill program requirements. Scholars can search for designated courses in the Banner Student Records System through an advanced search of course attributes. In addition, the CCE website provides a current and complete list of CEL course offerings for the upcoming semester. At the end of each semester, the CCE works with the Registrar's office to grant Community-Engaged Scholar transcript designation to graduates who have successfully completed all program requirements. The CCE awards and issues the Excellence in Community Engagement digital badge to students who complete hours and course requirements or graduate from a department or program with the Community-Engaged Department designation. Digital badges are verifiable through Badgr Badge Check. All CEL-designated courses appear on student transcripts with the CEL course attribute. The transcript designation and digital badge publicly recognize USU's most community-engaged students. These high-performing students have integrated community engagement into their academic experience, and the designations allow them to frame their achievement and inspire others to accomplish similar goals.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

Utah State University takes seriously its land-grant mission of serving the public through learning, discovery, and engagement. Learning outcomes related to students' curricular engagement with the community are institutionalized in three key ways and foregrounded by USU's general education mission to prepare Citizen Scholars who actively engage in local, regional, national, and global communities.

The Community-Engaged Learning (CEL) program requires all CEL-designated courses to meet key learning outcomes; faculty seeking this designation indicate specifically in their applications how courses achieve these

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outcomes. Students who successfully complete CEL courses will:

Develop Civic Awareness:

Articulate civic responsibilities and provide examples of active citizenship.

Identify systemic causes of social and/or environmental problems.

Develop Civic Knowledge/Skills:

Understand and use effective communication strategies to listen, express, and collaborate toward civic action.

Connect and extend knowledge of one's own academic discipline to the public good.

Engage in Civic Action:

Identify and evaluate assets, strengths, challenges, and opportunities in partnership with community.

Design and implement solutions to community-identified social and environmental challenges.

The University Honors Program, serving 611 students from all USU colleges and departments, offers a crucial model for implementing cross-disciplinary university-wide learning outcomes. Community engagement is one of four key learning outcomes required in both coursework and capstones for all honors students. Because honors courses often fulfill USU's general-education requirements, they model effective high-impact practices, including community engagement. For example, team-taught Honors Think Tanks on food sustainability in Cache Valley or the literary and archaeological history of Utah national parks require students to take scientific, humanistic, and social-scientific approaches to complex issues as they collaborate with community partners in addressing community-identified challenges. Honors assesses CEL outcomes internally, through student reflection and programmatic artifact review, and the CCE assesses its courses centrally, like all CEL courses.

USU Connections, a two-credit academic course designed to ease the college transition for first-year students, has established student learning outcomes that shape the experience of the roughly 70% of first-year Logan-campus students who enroll. Connections Learning Objectives address three big questions: 1) Why am I here? 2) What is an educated person? and 3) How does an educated person contribute to his or her community? To help meet these outcomes, the CCE connects students with local community-identified projects, intentionally situating first-year students in their community as they embark on the path to becoming Citizen Scholars. A special Community Connections section allows interested students to address a local community-identified issue before the start of school.

More broadly, the mission of undergraduate education at USU is "to help students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world." All students are required to meet Citizen Scholar objectives that qualify graduates as educated citizens who participate and lead in their communities. Citizen Scholar requirements ensure that all USU graduates have the knowledge and skills for continuous learning, civic responsibility, and engagement. The Provost's office oversees standardized learning outcomes and assessment of USU's success in meeting these Citizen Scholar objectives.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

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Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

The Center for Community Engagement (CCE) offers the most centralized model on the Logan campus of assessing students' community engagement. Courses earn Community-Engaged Learning (CEL) designations only through an application process that requires clear articulation and faculty assessment of community-engaged learning outcomes. The Center assesses the extent to which CEL outcomes are met in two ways. First, CCE staff administer an online survey to all students enrolled in CEL courses at the end of each semester. The survey aims to assess the course's impact on students. Designed in consultation with the CEL Faculty Advisory Committee, the survey includes a series of questions that allow students to rate their course experiences and their perceived learning related to CEL outcomes. The CCE also requires students in CEL-designated courses to document their community engagement monthly in AggieSync. Starting in 2019, students will take a brief pre-survey when they enroll in AggieSync to measure CEL outcomes and provide critical baseline data.

The University Honors Program ensures that its courses assess community engagement as a key learning outcome; honors courses designated CEL also follow the centralized learning outcomes. Honors assesses community engagement for every capstone project and many of its Honors in Practice experiences through reflections, rubrics, and artifact review that tracks and documents engagement. The program aims to serve as a university-wide model for the assessment of community engagement at the programmatic, departmental, and college levels.

Similarly, USU Connections assesses its student learning outcomes for the approximately 3,000 students annually enrolled in this experiential orientation course. Connections employs an online survey administered at the end of each academic year. Using a Likert scale, the post-Connections survey assesses all three Connections learning outcomes, including the student's ability to answer the question of "How does an educated person contribute to community?" Students rate their level of agreement with the following statements about community engagement: 1) I have learned how to become an engaged member of the community (In 2018, 90.3 % agree/strongly agree); 2) I have learned how an educated person contributes to his or her community (2018: 90.9% agree/strongly agree); and 3) I have learned the role General Education (Citizen Scholar) courses play in my education (2018: 92.7% agree/strongly agree).

The general-education goal to graduate Citizen Scholars is currently measured through a first-year and graduating senior survey that asks three Likert-scale questions. The first-year student survey questions include: 1) I have a strong sense of responsibility to become involved in my community; 2) While at USU, I want to acquire knowledge and experience to address critical issues in my community; and 3) Applying what I learn in class to real problems in my community is a valuable way to learn.

In addition, the USU Provost has created a faculty task force to develop a more detailed and consistent assessment mechanism for all General Education courses that will include learning outcomes for community engagement.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

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The Center for Community Engagement (CCE) uses Community-Engaged Learning (CEL) course-assessment data to communicate with 1) teaching faculty about how to improve CEL courses, 2) enrolled students about how to understand civic awareness, knowledge, skills, and action, and 3) engaged community partners about how to improve collaborative partnerships and serve as co-educators. Last year, for example, data revealed that approximately 50% of students were unaware of their courses' CEL-designations, so the CCE mandated that all syllabi include the definition of Community Engagement and significance of the CEL designation.

Similarly, in response to finding that some classes did not track hours/impact, the CCE began requiring all CEL-designated courses to use AggieSync. Finally, realizing that only 77% of CCE AmeriCorps members and Community-Engaged Scholars reported positive gains in the CCE's assessment of civic awareness, the CCE developed a discussion course integrated into AmeriCorps weekly meetings; the course focused on active citizenship and topics such as food insecurity, climate change, immigration, and refugees. The CCE also developed a two-credit Civic Foundations course that is now required of all Community-Engaged Scholars. After taking the discussion course and Civic Foundations course, 92% of students scored high in the CCE's assessment of civic awareness.

As noted in II.F.4.1, the impact analysis conducted by Academic and Instructional Services revealed that students in upper-division CEL courses who took the course as a major/minor requirement were much more likely to demonstrate positive gains on CEL learning outcomes. CEL course development logically focuses on these upper-division courses. The CCE encourages faculty teaching large lower-division courses to emphasize development of civic awareness and knowledge prior to civic action.

In the University Honors Program, assessment of students' community engagement has changed and clarified learning outcomes in honors course development, enhanced training and programming for students and faculty, led to the creation of Global Engagement Scholar and Honors Community-Engaged Scholar transcript designations, and resulted in more robust guidelines for both students and faculty regarding independent projects (capstones and research/creative/service contracts). The program specifically uses assessment data to 1) steer qualified, motivated students toward the Community-Engaged Scholar transcript designation; 2) document student success in meeting learning outcomes; 3) recruit by demonstrating honors-student impact on local, national, and global communities; 4) record faculty mentorship of community-engaged work and send data to Digital Measures; and 5) identify outstanding community-engaged capstone project work to feature in an annual alumni newsletter.

The Connections faculty committee has used assessment data to document success and improve its curriculum. They developed training, for example, ensuring that all instructors convey a consistent message about the purpose of higher education: to expose students to a broad, liberal education and prepare graduates to engage meaningfully in their communities. The training guides instructors to creating course reflections that help students articulate connections between college experiences and active citizenship.

General Education data from entering and exit surveys measure students' development as Citizen Scholars, sense of civic responsibility, and ability to address critical community issues. This data will inform future changes and improvements to the curriculum.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

Yes

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A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

In addition to USU's centralized Community-Engaged Learning (CEL) outcomes discussed in III.A1.12, select individual departments and programs in each college have established further CEL outcomes relevant in their particular disciplines and/or professional practices.

Community-Engaged Departments/Programs (including Landscape Architecture and Environmental Planning, Environment and Society, Social Work, Dietetics, and University Honors) lead the institution in the development of engaged Citizen Scholars by aligning with the public purpose of higher education and integrating community engagement into departmental mission, climate, and culture. Each of these departments/programs selects a Faculty Fellow, who serves as a CEL ambassador and mentor for the college or area. Fellows collaborate to adapt CEL outcomes to the disciplinary needs of their departments/programs. These designated departments exemplify USU's community engagement and model the implementation and assessment of CEL outcomes within and beyond their respective colleges.

For the Department of Landscape Architecture and Environmental Planning (LAEP), CEL is essential, inherent in the discipline, and mutually-beneficial to community and students.

Learning outcomes focus not only on providing students with hands-on experiences, but also on applying faculty expertise and student motivation to range of community-identified planning and design issues. For LAEP, interaction with community partners "provides students with critical opportunities to address real-world professional situations, improving confidence, strengthening presentation and design skills, creating empathy for community needs and situations, and offering a more comprehensive understanding of landscape architecture's design and business processes. Community partners benefit by interacting with creative, uninhibited, talented students who typically produce innovative design alternatives and concepts."

Within the Social Work program, community engagement is central to both curricula and professional accreditation standards. According to the Council on Social Work Education, curricula must train students to engage, assess, intervene, and evaluate across client systems, including communities. The program requires a two-course junior-year sequence that immerses students in an intensive community-engaged project in partnership with social-service agencies. Learning outcomes for this course sequence focus on effective community engagement using local knowledge and attending to community voices. The program then places senior students in more than 80 social-service settings, where they meet critical staffing needs of agencies and integrate their classroom learning with applied practice.

Similarly, community engagement is fundamental to USU's Dietetics program. The program requires all graduating students to "demonstrate cultural competence/sensitivity, and develop and deliver products, programs, and/or services that promote community health and wellness." For program accreditation, Dietetics must "work collaboratively with others to assess, implement, and evaluate community and population-based programs," and the program posts annual assessment data on the website of its home department, Nutrition, Dietetics, and Food Science.

USU's centralized CEL outcomes have institutionalized community engagement in curricular offerings, and Community-Engaged Departments/Programs have further focused their learning outcomes in targeted, discipline-specific ways, with the help and collaboration of their designated Faculty Fellows. USU is committed to growing, thoughtfully and systematically, the number of both Community-Engaged Departments/Programs and Faculty Fellows institution-wide.

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A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

USU's robust departmental assessment plan requires annual assessment of learning outcomes and public reporting of results. Assessment of students' curricular engagement with the community therefore depends, at the departmental level, on the curricular requirements for community engagement within the major. While USU's land-grant mission emphasizes statewide community engagement, students' actual curricular experiences across majors and disciplines vary. Some examples of curricula that both engage with the community and assess students' learning outcomes in this area include USU's designated Community-Engaged Departments/Programs (CEDs). These CEDs, described in III.A1.14, systematically assess student learning outcomes for community engagement (civic awareness, civic knowledge and skills, and civic action). Each CED has an established annual assessment plan that reports to the CCE the extent to which these standardized learning outcomes are met. CEDs also report disciplinary-specific assessment data for students' curricular engagement with the community.

For example, the Social Work program uses annual pre- and post-test surveys to assess students' perceived level of competency in more than 30 domains related to community engagement. On a five-point Likert scale, students rate their perceived competence in areas such as: 1) selecting appropriate community-intervention strategies based on the assessment, research knowledge, and values and preferences of communities/constituencies; 2) engaging in practices that advance social, economic, and environmental justice; 3) applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse communities/constituencies; and 4) applying understanding of social, economic, and environmental justice to advocate systematically for human rights. Beyond the pre- and post-tests, the Social Work program targets signature assignments in community-engaged courses to assess student learning outcomes (e.g., Asset-Based Community Development Mapping and reflection papers). In addition, Social Work conducts annual focus groups with students to assess student learning systematically and integrates feedback from agencies and community organizations on specific competencies to assess student progress on community-engaged learning objectives.

The LAEP department also systematically tracks and assesses community engagement. The program uses AggieSync, the campus-wide reporting mechanism, to report on student community engagement, and they share their assessment data with the CCE annually. Regular and continuous LAEP CEL outcomes assessment—using data collected from student surveys, as well as one-on-one interviews with students, community partners, and program alumni—identifies strengths, opportunities for growth, and impacts of community engagement. In addition, LAEP evaluates student-generated design products and assesses the resulting built products.

The Dietetics program assesses students' curricular engagement with the community, among other professional competencies, by conducting focus groups at the end of junior and senior years. In addition, the program samples students' reflection papers in CEL courses and their final capstone projects in practicum to evaluate for growth in community engagement.

The CCE's efforts to designate CEDs and to monitor the CEL outcomes assessment of each of these departments or programs is a significant step toward depth and pervasiveness of community engagement at USU. Combining this existing work with new processes for systematic institutional assessment of general-education learning

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outcomes positions USU as an emerging leader in the area of outcomes assessment.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

The systematic assessment of students' curricular engagement with the community in USU's Community-Engaged Departments/Programs (Landscape Architecture and Environmental Planning, Dietetics, Environment and Society, Social Work, and the University Honors Program) results in internal curricular discussion and adjustment, as well as external communication to improve partnerships and integrate community engagement more effectively in both student learning and faculty pedagogy.

In Landscape Architecture and Environmental Planning (LAEP), learning-outcome assessment involves peer reviews, reflective strategies, surveys of students, and annual departmental reviews. The department summarizes and reflects upon data as part of regular program accreditation. LAEP faculty share and discuss community-engaged project outcomes, collaboration that leads to new teaching strategies, continuing project refinement, identification of future community-engagement projects, inclusion of new partners, and identification of how LAEP can better serve communities while also creating student-learning opportunities.

The Social Work program uses its learning-outcome assessment data for annual accreditation reporting and internal process and curriculum improvement. Social Work faculty serve on curriculum committees that meet each semester to discuss and apply learning-outcome data to improve course content, delivery, and integration of community voice in community-engaged course projects. Additionally, student-learning outcome data inform discussion with community agencies to improve practicum placement experiences for both students and community partners. Similarly, Dietetics faculty committees review outcomes to make data-driven decisions about how best to meet student learning objectives and community-identified needs, and the program submits annual reports to both the professional accreditation agency and the Center for Community Engagement (CCE).

Building on the work of the CCE and the University Honors Program, USU has prioritized the development of shared understanding about how post-curricular assessments of students, faculty, and community partners can inform and shape existing curricula. The CCE has begun expanding on the models above by initiating intra- and inter-departmental conversations about best practices in connecting assessment of community-engaged learning outcomes with curricular development. Moving forward, USU will continue to mobilize the CEL Faculty Advisory Committee and Faculty Fellows from Community-Engaged Departments/Programs to lead Empowering Teaching Excellence Community Engagement workshops and advance conversations within their colleges. Likewise, the Provost has committed to form a Community Engagement Task Force that will annually report to him on assessment-data uses. As early evidence of effort, CEDs are now required to share best practices in student-learning outcome assessment and application beyond their departments, a significant step toward making data-driven community-engaged curricular improvement more pervasive at USU.

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

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Curriculum	Selected	Description
Student Research	Yes	<p>Every USU college offers credit-bearing community-engaged graduate and undergraduate research opportunities. The Social Work Program, for example, houses the Transforming Communities Initiative (TCI), which connects with a course sequence in research and community practice for all juniors. The TCI's mission is to teach students how to conduct research in, with, and for the community; make data-driven, civically-engaged decisions; and take community action against social injustice in pursuit of social change. Each year, students partner with local community agencies on a topic identified by community stakeholders as urgently in need of a data-driven response. Students engage in the research process from start to finish and develop skills and competencies needed by professionals in the field.</p> <p>In addition, iUTAH, a statewide research, training, and engagement effort funded by the National Science Foundation, analyzed how population growth, climatic variability, land-use change, and human behavior have affected the sustainability of water resources in nearly all Utah communities. From 2012-2018, iUTAH involved 346 undergraduate students, including 78 undergraduate iFellows and 42 graduate research assistants. One of USU's prominent community-engaged scholars, Dr. Mark Brunson, oversaw the engagement arm of iUTAH, involving students in curricular community-based participatory-action research on water science and sustainability issues in Utah communities.</p> <p>According to the National Science Board, Native Americans are proportionally underrepresented by as much as two-thirds in the nation's graduate STEM programs. However, because 70% of students on USU's Blanding campus are Native American, USU is in a uniquely situated to foster Native-American representation in STEM fields. As part of the Native American STEM Mentorship Program (NASM), 25 USU Blanding scholars visit the Logan campus each summer to engage in research and learn about STEM opportunities. These undergraduate researchers are involved in studies ranging from electrochemical water splitting to thermochronology of Utah's Wasatch Fault to exploration of the Earth's mesosphere with the university's "Green Beam." The NASM program started with grant funding from the national Native-American-Serving Nontribal Institutions initiative, which encourages students to explore advanced STEM educational opportunities and careers. Now entering its third year, the NASM program has evolved into a campus-wide effort, receiving a \$1M Inclusive Excellence Initiative Grant from the Howard Hughes Medical Institute.</p> <p>Students taking "Quantitative Methods for the Arts" identify an artist or arts organization, such as Music Theatre West or the Artist's Gallery, and collaborate to solve a problem in need of quantitative analysis, for the mutual benefit of students and community partners. In 2017-18, 60 students partnered with an artist or arts organization and created final reports with recommendations. To date, 110 projects have been completed on subjects such as pricing models, correlation of advertising and ticket sales, time-series analysis, social-media analytics, and audience demographics.</p>
Student Leadership	Yes	<p>USU offers three 1-3 credit undergraduate leadership courses that focus on community engagement: "Civic Foundations and Community Engagement," "Alternative Breaks and Community Leadership," and "Leadership in International Community Engagement." Initially developed for Community-Engaged Scholars, Service Center Student Directors, and Alternative Breaks Student Leaders, these courses provide to 60-80 undergraduates annually specific training on the importance of community voice, reciprocity, diversity and inclusion, Fair Trade Learning principles, and the active citizen continuum. All Community Engagement Leadership courses culminate in a community-action plan.</p>

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		<p>In a world of increasing religious diversity and conflict, the interdisciplinary Interfaith Leadership Certificate (IFLC) takes as its motto, “Building bridges for a common good.” The IFLC works actively to create and sustain mutually-inspiring relationships between people of differing religious/non-religious worldviews in service to the common good. This 18-credit certificate is open to USU undergraduates with a minimum GPA of 2.0 in any major. The certificate combines classroom-based learning and community-based application of the vision, knowledge, and skills needed to navigate a religiously-diverse world. The program requires a three-credit course in the category of “Religious Engagement Beyond the Classroom,” in which students engage in meaningful interfaith community service, often in coordination with local congregations and/or the community interfaith council, Cache Community Connections.</p>
<p>Internships, Co-ops, Career exploration</p>	<p>Yes</p>	<p>In 2017-18, USU’s eight colleges offered 46 credit-bearing internship and practicum programs that met the established CEL criteria outlined in question 36. Examples of community-engaged internships and practicums include the following:</p> <ul style="list-style-type: none"> • Student interns from the Caine College of the Arts engage in community art education across the state with the Mobile Art Truck, a solar-powered mobile-art classroom. Lessons are designed in partnership with local educators to complement and enhance what USU and community students are learning in the classroom. • Likewise, student interns from the College of Humanities and Social Sciences work in partnership with the Logan City Library to organize the Hispanic Heritage Festival and a Spanish Children’s Story Hour. • Interns in the Master of Second Language Teaching program complete semester-long internships with the English Language Center (ELC). The ELC is a non-profit that teaches English, basic life skills, U.S. Citizenship preparation, and employment skills to adult speakers of other languages. Students partner with the ELC by assisting in the classroom, conducting needs assessment, and organizing fundraisers. • In 2017-18, interns from Human Development and Family Studies engaged in over 38,000 hours of service to community with a wide variety of community agencies. For example, they offered first-time home buyer workshops for 150 community members, and the master’s program in family therapy provided over 2,500 hours of therapy services to community members unable to pay for these services.
<p>Study Abroad</p>	<p>Yes</p>	<p>Fair Trade Learning (FTL) principles, which prioritize reciprocity, economic equity, equal partnership, mutual learning, cooperative and positive social change, transparency, and sustainability, are shared with all faculty conducting community-engaged (CE) projects through the Office of Global Engagement. An example of FTL principles in action is the USU partnership with Café Femenino Foundation, which gives voice to marginalized female coffee farmers through a grant program that allows women to identify projects they deem important for their communities.</p> <p>The Global Community Leadership program (GCL), a USU Study Abroad program that partners with Youthlinc, provides an integrated local and international service experience embedded in academic learning. Over the past three years, 84 students have participated in community-driven projects at home and abroad and reflected in detail on what it means to be responsible citizens engaged in humanitarian efforts.</p> <p>The Jon M. Huntsman School of Business also operates the Small Enterprise Education and Development (SEED) semester program, annually training 100 students from various majors to partner with locally-identified entrepreneurial projects, offering help with asset mapping, business skills, and micro-finance to help small businesses succeed. The SEED program has established long-term partnerships with reputable organizations in Ghana, the Philippines, the Dominican Republic, and Peru, and the program recently won the first-place award for Excellence in Co-Curricular Innovation from the United States Association</p>

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		<p>for Small Business and Entrepreneurship (USASBE).</p> <p>The USU Ethnographic Field School has provided students with classroom instruction and hands-on experience/training in ethnographic methods since 2002. Designed and coordinated by Dr. Bonnie Glass-Coffin, Professor of Anthropology, the field school acts both as an Asset-Based Community-Development (ABCD) program for a small community and a site for ethnographic field work where students can earn credits working on anthropological/sociological research. Located in Huanchaco, Peru, a fishing village on the northwest coast of Peru near Trujillo, the school has been part of rapid in-migration and urbanization that has transformed the small town of fewer than 1,000 residents with a subsistence-fishing economy into a sprawling demographically-diverse region with a district-wide population of over 50,000.</p> <p>According to Dr. Glass-Coffin, these changes as well as requests from Huanchaco residents led to a change in focus and priorities at the USU Ethnographic Field School. Beginning in 2006, the school shifted its work toward a more action-oriented anthropology, called applied anthropology. While ethnographic research is still an important component of the field school's training, USU students and community partners in four different sectors of Huanchaco also developed and implemented a model for beneficial social change that emphasizes both participatory research methods and ABCD. Students in research teams were charged with identifying local panels of community experts to inventory individual and community-wide assets and to envision, design, and implement grass-roots development projects in collaboration with these community partners.</p>
Alternative Break tied to a course	Yes	<p>Over the past five years, USU's Alternative Breaks (AB) program (founded in 1996) has significantly increased participation and improved quality by ensuring small groups (USU offers four AB programs as 1-3 credit courses over spring break. Students can apply financial aid and scholarships to ABs, breaking down potentially prohibitive economic barriers to participation. In 2019, 30% of participants applied financial aid to ABs. These ABs all employ the "Active Citizenship Continuum" (see question III.B.3) and all AB participants complete the Center for Community Engagement (CCE) survey about standardized community-engagement learning outcomes.</p> <p>Curricular ABs travel throughout the Western United States, in addition to one program in Guatemala, and all focus on a specific social or environmental issue in the host location. For example, USU students travel annually to Tucson or San Diego to learn about and respond to immigration challenges. In San Diego, students partner with the Binational Friendship Garden to maintain native plant beds and witness first-hand the reality of families who visit relatives only through a wall. Students also assist Border Angels (San Diego) and Humane Borders (Tucson) with water distribution for migrants crossing the desert.</p> <p>For the past four years, the founder of Cache Refugee Immigrant Connection (CRIC) has led USU's immigration-focused ABs. She co-facilitates daily reflection sessions, guiding students in processing their experience and discussing its application to community-engaged work with immigrants and refugees in their home community. In 2018, a Native American student from Blanding, an undocumented student covered by the Deferred Action for Childhood Arrivals (DACA), and a first-generation student whose family immigrated to the U.S. from Mexico all participated. By including local community partners as advisors as well as students who have experienced these issues first-hand, USU shows all students that the social challenges of the AB are part of who we are and where we live.</p> <p>The Guatemala International AB has similarly established a long-term partnership with Proyecto de Desarrollo, Superación y Esperanza del Niño Huérfano (PRODESENH), a non-governmental community-driven organization in San Mateo, founded by local Guatemalan teacher Judith Lopez. Recognizing that many 12-year-olds (mainly girls) left school</p>

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	<p>because families could not pay tuition, Lopez converted her home into a youth and family support center. Collaborating with partners, she helps children and youth stay in school by raising funds for tuition scholarships and requiring recipients and their caregivers (if possible) to participate in the academic and family support program. USU students engaged with this program learn about community assets and challenges from Lopez and then assist with PRODESENH projects like the on-site organic garden or resource library. The student leaders for this program are native Spanish speakers, and the advisor is a former Peace Corps volunteer. Together, they facilitate meaningful reflection about topics like ethical international engagement, immigration, community voice, and reciprocity.</p>
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A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	Yes	<p>USU is committed to institutionalizing best practices in community engagement across departments and colleges through graduate training. Graduate students enrolled in programs within Community-Engaged Departments are necessarily enrolled in courses that integrate community engagement in course requirements. For example, graduate students in Landscape Architecture and Environmental Planning (LAEP) take courses that apply disciplinary theory to benefit local communities through multi-scale design projects and transfer of knowledge and research into real-world landscape design improvement. In these courses, community partners act as co-educators and design projects are grounded in mutuality and reciprocity. In addition, students in LAEP regularly select community-based research projects with guidance from community-engaged faculty.</p> <p>Beyond graduate programs housed in Community-Engaged Departments, USU engages graduate students in the community through robust centers and training clinics. Seven USU graduate programs, ranging from Listening and Spoken Language (LSL) to Clinical Psychology, are affiliated with the Center for Clinical Excellence. The graduate degree programs in LSL focus on collaboration with the greater local and global communities. Sound Beginnings, an early-education program, offers graduate students on-site clinical and community-outreach experience in the area of early-childhood hearing loss. Sound Beginnings holds a monthly Family Education and Support Group that discusses a parent-identified topic and provides information and support for parent learning and adaptation to their children's hearing loss. All LSL graduate students complete a practicum with Sound Beginnings, and their training is thus necessarily grounded in community engagement.</p> <p>USU's graduate program in Veterinary Medicine offers several courses that are intentionally community-engaged. For example, one clinical course includes an emergency on-call system that provides help for Cache Valley veterinary clinics at night and on weekends. In addition, students must all enroll in a Grief and Loss course that integrates a Pet Loss Hotline. The hotline is operated by veterinary students trained by a licensed psychologist in counseling people who have lost pets.</p> <p>The Climate Adaptation Science (CAS) program also immerses graduate students in collaborative, interdisciplinary, community-engaged science. CAS prepares graduate researchers for careers that integrate science with management and policy and advances Climate Adaptation Science for the threatened landscape of the Interior West. Each year's new cohort of CAS trainees in this program completes a nine-credit specialization</p>

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		including two community-engaged learning (CEL) opportunities. The program provides trainees with direct experience in actionable science through an internship-research cycle. Each trainee completes a two-part internship with a government agency, non-governmental organization, or industry partner, that culminates in a community-engaged research experience.
Core Courses	No	
Capstone (Senior-level project)	Yes	Within many majors and minors—and in the capstone projects required to graduate from the Community-Engaged Scholars program and Community-Engaged Departments—students systematically engage with the community and complete core courses that ensure a community-engaged capstone experience. In Dietetics, for example, all seniors must pass a course in which students submit a 45-hour community-based capstone project. Likewise, in Social Work, students must complete a 500-hour practicum, meeting agency-identified human-service needs in communities across the state. In Communication Disorders, Psychology, Special Education, and Civil Engineering, students must complete capstones or projects that demonstrate their ability to collaborate successfully with community partners. Honors capstone projects demonstrate the potential of institutionalizing this discipline-specific work by requiring all students, regardless of discipline, to reflect upon the value of their research or creative work to the community and to discuss that value with key stakeholders. This work starts in a required pre-capstone training course and concludes with the submission of the project in a final capstone course.
First-Year Sequence	Yes	<p>USU recommends an academic course, Connections, designed to ease the transition to USU. Approximately 70% of incoming students enroll in Connections annually. USU selects Connections instructors competitively, and course size never exceeds 34 students, allowing for a personalized first-year transition experience. The curriculum for all Connections sections is the same, but each instructor teaches in a different way. Community engagement is a required topic in the curriculum, and faculty are offered support and resources from the Center for Community Engagement (CCE) to implement a community-engaged project. Over the past two years, approximately 13 sections annually have included such a project, involving more than 800 students.</p> <p>Students can also register for a Community Connections section, in which they participate in more intensive community-engagement work. In 2019, the Community Connections section will focus on three key issues: refugee support and community integration, disability rights and inclusion, and food waste and insecurity. The team-teachers of this section are CCE staff and founders of two established local non-profits currently addressing these issues. The Community Connections section is structured like an Alternative Breaks program. Arriving three days before standard Connections begins, students break into three groups that rotate through discussions and projects connected with the three key issues. Students read articles and hear from community members who are immersed in the work. The section spends these three days engaged in the community as requested by partners, followed by a one-hour instructor-facilitated reflection on the day's experience. The Community Connections section immerses first-year students in community engagement and asset mapping for key social issues and demonstrates how people and organizations in their new Logan community are working for the greater good.</p> <p>Regardless of section, all first-year students participating in Connections receive information about community-engagement opportunities and complete a writing assignment connecting the Common Literature reading experience to civic and community engagement. As described in III.A.1.12, Connections learning outcomes encourage students to explore civic responsibility and ways to become more fully engaged community members.</p>

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		<p>Ultimately, more than two-thirds of first-year USU students are introduced through Connections to community-engagement opportunities both on campus and in the surrounding community. As a critical launchpad for entering students, Connections prepares students for both general-education and major courses by teaching them to consider big questions and to make positive impacts on their communities.</p>
General Education	Yes	<p>At USU, community engagement is institutionalized in the core course requirements for undergraduate students through the University Studies segment of General Education requirements. University Studies requirements ensure that all students become Citizen Scholars, equipped to reflect and act upon a fundamental commitment to their communities. By completing both breadth and depth general-education courses as foundational work for their academic specializations, students learn about broad cultural, historical, and natural contexts shaping human experience and immerse themselves in topics outside of their academic comfort zones.</p> <p>The University Honors Program exemplifies the Citizen Scholar mission of general education by challenging faculty to team-teach across disciplines and to create opportunities for high-impact community-engaged learning that extends general education beyond the classroom. Honors Think Tank courses such as “Scientific Communication in an Alt World” and “Beyond Bears Ears,” for example, teach students not only the value but also the mechanisms of engaging effectively with their communities. As USU works this year to create a more robust assessment system for all general education courses, Honors will participate with other academic units in tracking progress toward Citizen Scholar objectives and community-engaged learning benchmarks.</p> <p>In 2017-2018, X number of general education courses in X departments were designated Community-Engaged Learning (CEL) courses, demonstrating the pervasiveness of community engagement across the university. At present, USU is in the process of undergoing an in-depth self-study, led by our new Associate Vice President of General Education. The General Education Task Force has adopted a new plan to assess student-learning outcomes in a meaningful way, and the Center for Community Engagement and Community-Engaged Faculty are actively participating in these conversations to ensure an even deeper institutionalization of community education in the general-education curriculum.</p>
In the Majors	Yes	<p>Community engagement is integrated into undergraduate majors in every USU college across all campuses. Community-Engaged Departments and Programs lead the way in their colleges or areas, offering major degree pathways that incorporate community engagement in at least 10% of course offerings and feature community-engaged research and capstone opportunities. As noted in III.A.1.14, these departments and programs include Landscape Architecture and Environmental Planning; Social Work; Environment and Society; Nutrition, Dietetics, and Food Sciences; and the University Honors Program. Beyond Community-Engaged Departments and Programs, Community-Engaged Learning (CEL) courses in every college and department integrate community engagement into many students’ major coursework.</p>
In the Minors	Yes	<p>Community engagement work required for many majors is also part of the parallel minor requirements in those departments. For example, students minoring in Social Work must take a Community-Engaged Learning (CEL) course entitled Introduction to Social Welfare, which encourages students to see and respond firsthand to the need for social and material support in their communities. The course requires 20 hours of community-engaged learning. Through formal reflection on this work, students develop an enhanced understanding of service provision, social systems, and diverse human experiences. Such understanding supports their academic learning, personal growth, and interpersonal</p>

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		ability. Students minoring in Sociology are also required to take a CEL course, Introduction to Sociology, that requires students to complete at least 15 hours of community-engaged learning with a community partner. These courses are also part of the majors in these areas.
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B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	<p>As described in III.D.7, USU conducts Engineers Without Borders (EWB) projects within the context of community standards and norms and with community-driven and implemented solutions. Through EWB, USU students and faculty have the opportunity to collaborate with communities to co-create solutions for local engineering challenges.</p> <p>The Blue Goes Green student grant program launched in 2011 when students voted to pass a student fee of .25/credit hour to fund student sustainability projects. This program hosts weekly Idea Labs that bring students together in developing effective solutions to challenging and often systemic social and environmental challenges. The Student Sustainability Office (SSO) provides resources and staff support for students developing innovative project grant proposals and continues to support students after they receive funding to ensure project completion. Examples of socially and environmentally innovative projects include:</p> <ul style="list-style-type: none"> • Plastic Recycling Machine for 3-D Printers: Recognizing the large amount of plastic waste generated by these printers, students designed a machine that recycles plastic for reuse in 3-D printers. • Pedal-Powered Speaker and Smoothie Maker: USU students designed a bike that connects to and powers speakers or a blender. The pedal-powered blender and/or speaker is used for fundraising events for local non-profits and Alternative Breaks projects and as an interactive demonstration for renewable energy. <p>USU Campus Kitchens (CK) is part of a national movement to reduce food waste and feed those in need. On the Logan campus, students transform unused food from dining halls, grocery stores, restaurants, and farmers markets into meals for the community. Because food alone will never end hunger, Campus Kitchens also develops innovative local</p>

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		<p>solutions that go “beyond the meal” by targeting hunger’s root causes. Running a campus kitchen builds leadership skills, offers entrepreneurial opportunities, and fosters personal and community relationships that students use and in their future careers. Matt Whitaker, Director of Cache County Food Pantry, says, “I’m excited about the collaboration with Campus Kitchens because it offers community members [experiencing food insecurity] greater variety while reducing food waste.”</p>
<p>Community service projects - outside of the campus</p>	<p>Yes</p>	<p>The student-driven Val R. Christensen Service Center adheres to the Center for Community Engagement’s Community Engagement principles, including reciprocity, community voice, and mutual benefit. Sixteen student-directed programs focus on serving the wider community including the following examples:</p> <ul style="list-style-type: none"> • Aggie Outdoor Volunteers program actively partners with the U.S. Forest Service and local conservation-oriented non-profits, mobilizing students to respond directly to the needs of these organizations. Project examples include trail maintenance, teaching Leave No Trace principles, and native-species tagging. • The Grandfriends program hosts two activities every week at the request of the Cache County Senior Citizen’s Center and Williamsburg Retirement Community. USU student volunteers create intergenerational connections with senior members of the community through games, filmmaking, crafts, and oral histories. • The Student Nutrition Access Center (SNAC), based on the Logan campus, supports the Cache Community Food Pantry through a yearly targeted food drive. Student organizers coordinate hundreds of USU volunteers in collecting food in the community each Monday in November, fulfilling the holiday-food needs of the local pantry. The food pantry requests specific high-need items, and they share this item list with donors before the collection. • For decades, the Service Center has hosted a Special Olympics delegation, recently adding a Unified Sports program, in which athletes with or without intellectual, developmental, or physical disabilities can together play softball, soccer, and basketball. The Service Center hosts 1-2 regional Special Olympics tournaments for athletes throughout northern Utah. • Aggie Translators supports 32 public schools in two districts with volunteer translators for parent-teacher conferences throughout the academic year. In addition, translators consistently serve at the annual Hispanic Health Fair, assisting local service providers as they talk with Spanish-speaking community members about their services. These volunteers currently coordinate and teach an evening English class twice each week at a local elementary school and two twice-weekly English classes for employees of a cheese factory. Each of these English classes was created at the request of community members. • The Food Recovery Network (FRN) gathers literally tons of unsold food from USU Dining Services to stock the shelves of the campus food pantry. At the end of each week, FRN volunteers deliver the remaining food to local non-profit service providers with clientele experiencing food insecurity.
<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>Originally named the Agricultural College of Utah, USU is particularly well-suited for a campus farmers market. Every fall, USU hosts the weekly Campus Farmers Market, connecting local farmers and artists with students and faculty to purchase locally-grown and organic food, handmade crafts, and local products. The purpose of a campus market is to offer these benefits to USU students while also supporting local farmers and artisans. Local entrepreneurs from the refugee community have been personally invited to participate in the Campus Farmers Market, generating income for their families and sharing cuisine from their country of origin with the campus community.</p> <p>The USU Student Sustainability Office organizes on-campus events such as Earth Day and Open Streets Festival, bringing local non-profits to campus to share their mission, network with faculty and students, and recruit student volunteers.</p> <p>USU Aggie Health coordinates 4-5 blood drives on the Logan campus each year, in</p>

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		<p>partnership with the American Red Cross. These blood drives address the nationwide blood shortage and educate potential donors about the impact of their donations.</p> <p>USU's Science Unwrapped series invites the community to learn from scientists, authors, and hands-on activities focused on a range of scientific topics. These free events make science accessible to 300-500 community members each month. USU sends topics in advance to local science teachers so that they can incorporate them into lesson plans, and high school students often earn extra credit for attendance. After the main presentation, local school groups and Girl Scouts troops present hands-on science activities, alongside university academic clubs.</p> <p>The USU Utah Conservation Corps Urban Community Farm (UCC UCF) is a civic-engagement and education program providing opportunities to participate in a community food project and a four-season conservation farm. The UCC UCF aims to address community food insecurity; increase participation in community agriculture; and provide education in organic agriculture, sustainability and self-sufficiency. The UCC UCF partners with the USU Student Nutrition Access Center (SNAC), Cache Community Food Pantry, local non-profits, and USU faculty to assess and address community hunger, education, and food security needs. The program relies heavily on community and student volunteers, most notably the Logan River Academy, which provides meaningful volunteer opportunities for youth on the autism spectrum.</p>
Alternative break - domestic	Yes	<p>In addition to four curricular Alternative Spring Breaks, USU offers co-curricular Alternative Breaks over fall break (2) and Martin Luther King (MLK) weekend (1). These Alternative Breaks programs occur closer to home over three-day weekends, making these programs more affordable and accessible to students with employment or family commitments. USU Alternative Breaks programming and curricula adhere strictly to principles of reciprocity and community voice.</p> <p>Over MLK weekend and Fall Break, students regularly travel 80 miles south to the state capital, Salt Lake City, where homelessness has almost doubled since 2016. State officials cite a combination of factors, including lack of funding for the groundbreaking Housing First policy, stagnant wages, housing cost increases, and a nationwide opioid epidemic. USU Alternative Breaks has multiple long-term partnerships with Salt Lake City non-profit and government organizations tackling this issue in creative ways, including the Fill the Pot ministry that hosts a weekly community meal in Pioneer Park, where many homeless citizens sleep, and The Inn Between, a hospice-care facility for homeless people who are terminally ill. Prior to traveling to Salt Lake City, students explore the root causes of homelessness in Utah, through readings and documentaries. Because USU works with established partners who have communicated their needs, students prepare activities or fundraise in advance. While in Salt Lake City, students respond to specific needs that have been identified by the community partners. In exchange, community partners share information about their organizations and the issues and challenges they currently face. All USU Alternative Breaks programs include structured daily reflection, where students can process their experiences and apply them to their personal lives or local communities.</p>
Alternative break - international	Yes	<p>As described in III.A.2.1, International Alternative Breaks are offered for credit in collaboration between USU Study Abroad, in the Office of Global Engagement, and the Center for Community Engagement. USU International Alternative Breaks offers a program in Guatemala every other year, and one in Peru on alternate years, with established community-based non-governmental organizations. Topics of sustainability and ethical community engagement are at the heart of daily reflections.</p>
Student leadership	Yes	<p>Each year, the student body elects a Service Vice President (VP) for the USU Student Association. This VP receives training on the development and maintenance of reciprocal</p>

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		<p>campus-community partnerships and helps student leadership to incorporate high-quality community engagement into traditional campus activities.</p> <p>In addition, students can apply for leadership positions within the Val R. Christensen Service Center. Students are selected through a competitive process to serve as directors of the 16 student-driven community-engagement programs. Upon successful completion of a directorship, students can apply for Issue Area Coordinator positions, which focus on health and ability, youth and education, or social justice and sustainability. Issue Area Coordinators offer training, mentorship, and support to student program directors.</p>
Student internships	Yes	<p>Approximately 300 AmeriCorps co-curricular internship positions are offered through the Center for Community Engagement (CCE) in response to specific community requests. CCE AmeriCorps interns are placed with Utah Conservation Corps to address the needs of land-management agencies throughout the state, including the National Park Service, the Forest Service, and the Bureau of Land Management. CCE AmeriCorps interns also serve with America Reads tutoring programs (described below under Work Study), the Student Sustainability Office, Aggie Blue Bikes Cooperative, and 15-20 statewide non-profit partners, including Wasatch Community Gardens, Canyonlands Field Institute, and Utah Clean Energy. All CCE AmeriCorps programs uphold community-engagement principles, and all interns must complete a post-service Qualtrics survey that includes standardized community-engagement learning outcomes.</p>
Work-study placements	Yes	<p>Since 1998, USU's Education Outreach work-study program, housed in Student Affairs, has partnered with Logan City Parks and Recreation and Cache County and Logan City school districts to provide safe spaces, mentoring, and tutoring in After-School Club (ASC) programs. USU's work-study program annually employs 140 students to engage in the community through America Reads, thus enabling Cache Valley ASC programs to reach over 1,100 youth per day.</p> <p>Data from the Logan City Alliance for Youth indicated in 2012 that Cache Valley After-School Clubs consisted, on average, of 50% minority students, and one in three students participating in a Cache Valley after-school programs is Limited English Proficient (LEP). This number is 7% higher than the state average. In response, the Education Outreach program began intentionally recruiting college students from underrepresented minority backgrounds to serve as mentors to minority and LEP children in local after-school programs. Many of these USU students could not volunteer to mentor without pay, and the work-study wages and an AmeriCorps education monetary award make it possible for them to do so. Since 2012, local school-age children can see themselves as college students because of their work-study America Reads mentors.</p>
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	<p>USU regularly hosts socially- and environmentally-responsible local companies, such as Malouf Fine Linens and Caffé Ibis, to present to students and discuss the values and principles upon which their companies are built. Cache Valley's Malouf Fine Linens supports local agriculture and employee health and wellness by providing in-house farm-to-table lunches for their employees. In addition, company representatives frequently speak with USU students about their partnership with Operation Underground Railroad, an anti-child-sex-trafficking organization. Partnering with Operation Underground Railroad, the Malouf Foundation has produced a series of training videos that show citizens the physical, emotional, and behavioral signs of trafficking; the process by which perpetrators groom and lure victims; and some ways to help children already trapped in trafficking situations.</p> <p>Caffé Ibis, another Cache Valley business, exemplifies social and environmental responsibility. In addition to their commitment to producing the best cup of coffee, Caffé Ibis strives to make the world a better place. For owner Sally Sears, this commitment is embodied in a coffee project started by women in remote rural Peru. In 2016, Sears</p>

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		<p>facilitated a partnership between the Center for Community Engagement (CCE) and the Cafe Femenino Foundation, a women-owned, fair-trade coffee cooperative. In 2017, 12 USU students and two faculty/staff members traveled to Peru with Sears as part of a USU Alternative Break, to work with coffee farmers in the small Andean village of Coral de Piedra. USU students worked alongside local community leaders and villagers to build a community greenhouse, a project proposed by women coffee farmers through the Cafe Femenino Foundation grant program. USU students raised funds to hire their teacher, a Quechua man from rural Peru who was trained in community agriculture. Together, USU students and local coffee farmers learned from him how to construct a greenhouse appropriate for the area, using local materials and tools. Upon their return to Logan, Sears hosted a reception and photography exhibit at Caffé Ibis's downtown location. Student travelers presented their personal experiences in Peru to the Logan community, emphasizing their deepened understanding of the importance of triple-certified coffee that is fair-trade, organic, and bird-friendly.</p> <p>Sears, have consistently contributed to our local and global communities and have won multiple awards for environmental stewardship and social justice, among them the USU Diversity Award, USU Sustainability Award, and the USU Presidential Award for Community Engagement. Sears serves as a mentor and role model to USU students, many of whom are Caffé Ibis employees.</p>
Living-learning communities/residence hall/floor	Yes	<p>EcoHouse in USU's Living and Learning Community (LLC) engages students with sustainability issues on campus and in the wider community. Students living in EcoHouse can serve in leadership roles and receive additional training and engaged leadership experience. EcoHouse conducts Second Saturday community projects in collaboration with the USU Student Sustainability Office. These projects have included volunteering with the Urban Community Farm and trail maintenance and invasive weed removal with the U.S. Forest Service.</p> <p>Honors House, located conveniently near the University Honors Program office in USU's LLC, is an entire four-floor building that is home to 96 honors students, most of whom are in their first or second years at the university. Because community engagement is one of four key learning outcomes for all honors students, residents of Honors House are encouraged to participate in community-engaged programs on campus, for which they earn honors credit, to take Community-Engaged Learning (CEL) courses through Honors or their departments, and to participate in group activities for the good of the community.</p> <p>In 2019, USU will open its doors to a new Native American Living Learning Community. The Native American student housing community was created to provide a sense of community and support for Native American students living on the Logan campus by offering a space for building fellowship through the sharing of Native American cultures. The need was identified by Native American students, who are steadily growing in number at USU.</p>
Student teaching assistants	Yes	<p>In Community-Engaged Learning (CEL) courses, instructors often use Undergraduate Teaching Fellows (UTFs) to facilitate community partnerships, organize transportation, or purchase project materials. CCE funding is available to help support some UTF positions. The Transforming Communities Initiative, for example, uses undergraduate teaching assistants to assist with the annual community-based research project that is part of the social work program's course sequence. The University Honors Program's UTFs also support community-engaged work in its CEL courses.</p>
Athletics	Yes	<p>The Aggie Ambassadors program is designed to provide USU student-athletes the opportunity to support and engage with the local community that supports their teams. USU's Athletic Department is committed to serving the community, and coaches and</p>

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		student-athletes from all sports take pride in giving back to their communities in mutually beneficial ways. Thus, not only do Aggie student-athletes engage in community work for personal and career development, but they also respond to community requests, conducting free community programs and speaking engagements, such as Women-in-Sports days. USU Athletics tracks the community engagement of all student-athletes, and more than 300 student athletes completed 1,770 hours of community service in 2017-18.
Greek Life	Yes	USU Fraternity/Sorority Life (FSL) is based on academic excellence, community service, leadership, and personal growth. Community service is the foundation of fraternities and sororities, and each chapter provides support to community non-profits throughout the year, typically in partnership with their national organization and local non-profit organizations. Fraternity and sorority members engage in hands-on service by giving back to their local community and also raise awareness and funds for local organizations through programs and events hosted in the community. USU fraternity and sorority members regularly use AggieSync and the Val R. Christensen Service Center to connect with projects that community partners request.
Other (please specify)	Yes	<p>The International Friends Program (IFP) strengthens USU's engagement with the global community by offering international students and visiting scholars, their families, and the people of Cache Valley opportunities for interaction and friendship. As an incorporated Utah non-profit, the IFP has created a ten-member board that includes one member from the USU's Office of Global Engagement (OGE), two USU students, one USU International Student Council (ISC) representative, one USU student nominated by ISC and/or OGE, and five other positions from the community at large, including Logan Rotary Club members. IFP's partnership agreement with USU provides for mutual support in pursuit of IFP and OGE goals. Coordination of persons and activities requires staff and infrastructure assistance provided by the USU OGE. The non-profit raises funds for activities off campus.</p> <p>The IFP offers USU's international students and scholars the following benefits:</p> <ul style="list-style-type: none"> • Opportunities for public speaking • Increased understanding of U.S. culture • English practice in a non-classroom setting • Friendships that ease anxieties • A variety of local knowledge and experience <p>The IFP offers the USU students and the Cache Valley community the following benefits:</p> <ul style="list-style-type: none"> • Development of friendships with those from other cultures • Opportunities to offer requested and appreciated service • Participation in international celebrations and recognition of students

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

Yes

B.2.1 Please describe the system used and how it is used.

From 2012-2017, USU's Center for Community Engagement (CCE) promoted and managed Aggies Giving Service (AGS), a web-based tool that enabled students to log community-engagement hours volunteered with a campus group or on their own. AGS was an adequate homegrown system, but because it lacked sophisticated reporting and filtering features, the CCE began researching more robust and systematic tracking systems.

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In 2017, AggieSync (USU's branding of the OrgSync platform), made its debut on campus. AggieSync integrates with Banner, USU's primary student-information system, and is therefore accessible through the MyUSU campus landing page used by every current student, staff member, or faculty across all USU campuses. Faculty teaching CEL-designated courses must now require students to track and record community engagement in AggieSync. In addition, Community-Engaged Departments must all use AggieSync as their systematic tracking mechanism. The Aggie Blue Leadership Conference, a gathering of incoming first-year students who earn 1-2 credits depending on the number of service hours logged, now use AggieSync as their accountability mechanism.

Through AggieSync, students can download a Full Involvement History at any time; they can also request a more formal Co-Curricular Transcript from the CCE. Professors have integrated these cumulative reports into course requirements to help students document required community engagement.

AggieSync will likely migrate to Campus Labs and GivePulse in 2020, and the CCE is working closely with Academic and Instructional Services (AIS) to ensure a seamless migration.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

Yes

B.3.1. Please describe the pathways and how students know about them.

USU's co-curricular programming provides students with pathways for deeper and more complex community engagement over time. USU recognizes student growth and development through these levels of programming in various ways, including leadership positions, awards, and transcript designations. The Val R. Christiansen Service Center, located within the Center for Community Engagement (CCE) in the Logan campus student center, is a critical point of student connection with these programs. Since many student clubs and offices are adjacent to the Service Center, collaboration and access to community engagement arise naturally at the heart of campus.

The USU Alternative Break (AB) program is an early stop for many USU students on the community-engagement developmental pathway. Prospective AB participants learn about the program through a variety of sources, including classroom invitations, campus advertisements, and social media. The program uses the Active Citizen Continuum, developed by Break Away, as a tool to help students understand their own development from community members to volunteers to conscientious citizens to, ultimately, active citizens. Upon returning to Logan after spring break, participants attend a reorientation that includes introductions to local non-profit organizations whose missions align with AB experiences. Thus, opening the door for deeper engagement within the local community.

Alternative Breaks is a common starting point for more intensive involvement with the student-driven Service Center, where students can apply for leadership roles that allow for growth from Program Directors (volunteers), to Issue Area Coordinators (conscientious and active citizens), to eventual candidacy for the Service Vice President position. While the Service VP is an elected position open to student candidates from across the university, successful candidates typically leverage Service Center experience to their advantage. Service Center leaders at all levels are eligible for 300-hour AmeriCorps terms, which support these students as they engage more deeply in the community. All service center leaders must have sufficient community-based

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experience to provide informed feedback on proposed student programs and projects.

Another pathway toward student leadership development is through Aggies Think Care Act (ATCA), described further in III.D.1. The ACTA student-ambassador program supports students with multiple required trainings in diversity and inclusion, sustainability, and civic engagement as they work toward becoming campus leaders in inclusion, civility, and social responsibility. ATCA works closely with the CCE, student clubs, and other campus groups. Monthly ATCA meetings convene more than 30 ATCA representatives from across student affairs and academic units. Students learn about the ambassador program through personal invitations from ATCA representatives, departmental messaging, and social media.

The CCE Excellence in Community Engagement (ECE) digital badge and the Community-Engaged Scholars programs allow students first to earn an ECE badge and then to build upon this foundational work through the more rigorous Community-Engaged Scholars (CES) program. As noted in III.A.1.11, the prestigious CES transcript designation recognizes students who complete rigorous program requirements. Students typically learn about the CES program through classroom visits and immersive experiences in the Service Center. Community-Engaged Scholars experience numerous developmental milestones along their community-engagement pathways; this designation documents and recognizes those achievements.

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

USU staff from units across campus are actively engaged in professional activities that advance best practices in curricular and co-curricular engagement.

For example, the Associate Director of the Center for Community Engagement (CCE) has presented the Community Bridge Initiative (CBI) model, including lessons learned from implementation across USU campuses, at state and regional Campus Compact meetings and conferences, City Council meetings, and statewide Engaged Faculty Institutes. USU has become a statewide leader in the practice of giving voice to community partners through CBI, a model for reciprocal partnerships that has been adapted for three other institutions in Utah.

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This professional activity extends to publication: the Utah Conservation Corps (UCC) program director wrote and published the Inclusion Toolkit: A Guide to Including and Engaging People with Disabilities in Service and Conservation. This guidebook and accompanying DVD provide AmeriCorps programs across the nation with step-by-step guidance in becoming more inclusive; the guide also includes program models, sample curricula, and information on adaptive equipment. The DVD features equipment demonstrations and explains inclusive concepts through interviews with AmeriCorps administrators, community partners, and team members and leaders. All members of the UCC staff regularly present their unique program ideas at state, regional, and national conferences, modeling for others how USU includes underrepresented populations and reduces our carbon footprint.

USU's staff also secure funding to share their work publicly. USU's Center for Persons with Disabilities (CPD), in collaboration with the University of Kentucky and the University of Alaska-Anchorage, is creating a Mental Health and Intellectual/Developmental Disabilities National Training Center (NTC). This federally-funded NTC will build workforce capacity to meet the needs of individuals with co-occurring intellectual and developmental disabilities and mental illness. Trainings will be available nationwide and may be completed for continuing-education credit. Products developed through this initiative will include the NTC website, web-based training modules, training curricula, webinars, marketing materials, evaluation reports, needs assessments, policy briefs, and white papers; all such products will be reviewed to ensure adherence to principles of accessibility, inclusion, and positive portrayal of persons with disabilities.

Partnering with the refugee community and non-profits to offer youth-development programming, USU Extension operates a New American Program designed to empower refugee youth in Utah. In 2017-18, USU 4-H held 78 outreach events that engaged more than 2,800 refugee youth in Utah. The Program Coordinator developed a curriculum for the program, designed and implemented an evaluation plan, and authored an impact report that was submitted to community partners and USU Extension.

Similarly, the USU LGBTQ+ Program Coordinator designed and bi-annually delivers an LGBT 101 + LGBT relationship violence training for Citizens Against Physical and Sexual Assault (CAPSA). In addition, the Program Coordinator established and manages the Queer Cache Valley Coalition, an LGBTQ+ umbrella organization that keeps members updated on events and efforts in the community and shares resources and support. The Program Coordinator involves student leaders from the LGBTQ+ Program in these efforts.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been

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disseminated to others through scholarly venues as illustrated in the question.

Faculty from every USU college publish scholarship on community-engaged teaching and learning. We have highlighted five particularly productive faculty members:

Joyce Kinkead, Professor of English, regularly publishes scholarship of teaching and learning related to community engagement. In 2017-2018 alone, she published three papers on two community-engaged honors courses examining local food sustainability. Over two iterations of this course, student groups worked with community members, markets, schools, refugee gardeners, and USU Dining Services to create sustainable solutions for community-identified issues. Additionally, Dr. Kinkead mentored one of her honors students, Kyleigh Tyler, who published an article on the process and results of that Honors Think Tank course.

Jess Lucero, Associate Professor of Social Work, publishes work related to her community-engaged teaching. In one of her courses, for example, Dr. Lucero partnered with the Community Outreach Specialist at Utah's Division of Fair Housing to conduct a statewide assessment on the knowledge and attitudes concerning fair housing law among Utah's general public. Along with their community partner, the team published results of student learning outcomes from this community-engaged course.

Nancy Mesner, Professor of Watershed Sciences, runs the Streamside Science Program and trains formal and informal educators on the use of water-quality lessons that their team has developed and assessed for effectiveness. The team provides training and monitoring equipment to hundreds of educators across the state each year and publishes guides, toolkits, and peer-reviewed scholarship.

Mark Brunson, Professor of Environment and Society, has identified a comprehensive pedagogical approach for training doctoral students to be translational scientists who can effectively collaborate with decision-makers, stakeholders, citizens, and the community. His scholarship underscores skills, content areas, and dispositional attributes that lead to translational research in environmental science, as well as a set of instructional approaches that can be used to build those competencies.

Brunson, M. W., and M. Baker. "Translational training for tomorrow's environmental scientists." *Journal of Environmental Studies and Sciences* 6 (2016): 295-299.

Kinder, T., N. Mesner, M. Larese-Casanova, K.H. Lott, A. Cacheline and K. Leksander. "Short Term Environmental Education Programs: Changes in Knowledge and Attitude." *Natural Sciences Education* 44 (2014): 18-25.

Kinkead, J. A., and K. Curtis. "Seeking SOLE Food: Sustainability and Service Learning in an Honors Think Tank Course." *Journal of Service Learning in Higher Education* 7.2 (2018): 1-15.

Kinkead, J. A., A. Sand, B. Thoms, D. Pumphrey, and E. Davis. "Curating Exhibitions as Undergraduate Research." *CUR Quarterly* 37.3 (2017): 12-27.

Lucero, J. L., J. Evers, J. Roark, and D. Parker. "Using Community-Based Research to Improve BSW Students' Learning in Community Practice: Bringing the Macro into Focus for Traditional and Distance Learners." *Journal of Teaching in Social Work* 37 (2017): 260-279.

Schwartz, M.W., J.K. Hiers, F.W. Davis, G. Garfin, S.T. Jackson, A.J. Terando, C.A. Woodhouse, T.L. Morelli, M.A. Williamson, and M.W. Brunson. "Developing a translational ecology workforce." *Frontiers in Ecology and the Environment* 15.10 (2017): 587-596.

Tyler, K. "Service Learning: Changing Students through Non-Traditional Education." *Undergraduate Journal of*

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Service Learning and Community-Based Research 6 (2017): PAGES. Web. March 22, 2019.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

USU values and rewards community-engaged scholarship of all types; faculty from every college, across all campuses, have contributed to the scholarship of engagement in their fields. Identifying scholarship of engagement is straightforward with USU's Digital Measures system, as described in II.F.1. Faculty and staff's scholarship of engagement is deeply rooted in USU's land-grant mission, and USU values and rewards scholarly production of peer-reviewed publications, technical reports, policy briefs, community toolkits, and community presentations, recognizing all such work as evidence of the institution's mission-driven community-engagement strategy.

Below is a select list of 2017-2018 peer-reviewed publications and presentations from faculty across USU's colleges, campuses, and Cooperative Extension. In their respective fields, each of these scholarly works reports on the process and/or findings of community-engaged research or advances ideas of community partnership building and public participation:

Belton, L.R., S.N. Frey, and D.K. Dahlgren. "Participatory Research in Sage-grouse Local Working Groups: Case Studies from Utah." *Human-Wildlife Interactions* 11.3 (2017): 287-301.

Curtis, K., and R. Brain. "Utah Farm-Chef-Fork: Linking rural growers with urban chefs to enhance local food sourcing." In S.L. Slocum and C. Kline *Linking urban and rural tourism: Strategies in sustainability*. Boston, MA: Centre for Agriculture and Biosciences International, 2017: 202-215.

Fields, D. A., Y.B. Kafai, T.M. Nakajima, J. Goode, and J. Margolis. "Putting making into high school computer science classrooms: Promoting equity in teaching and learning with electronic textiles." *Exploring Computer Science. Equity, Excellence, and Education* 51.1 (2018): 21-35.

Flint C.G., C. Mascher, Z. Oldroyd, P.A. Valle, E. Wynn, Q. Cannon, A. Brown, and B. Unger. "Public intercept

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interviews and surveys for gathering place-based perceptions: Observations from community water research in Utah." *Journal of Rural Social Science* 31.3 (2016): 104-124.

Larese-Casanova, M., and M. Prysby. "Connecting People to Nature and Supporting Stewardship with Master Naturalist Programs." *Human-Wildlife Interactions* 12.2 (2018). Article 11. Web. March 22, 2019.

Searle, K.A., T. Casort, B.K. Litts, and S. Benson. "Connecting Space and Narrative in Culturally Responsive Making in ARIS with Indigenous Youth." *Proceedings of 2017 FabLearn Conference on Creativity and Fabrication in Education*. Stanford, CA: Association of Computing Machinery, 2017. 1-4.

Williams, R. "Voices from Drug Court: Community-Based Oral History at Utah State University." *Utah Historical Quarterly* 86.2 (2018): 70-86.

In addition to peer-reviewed publications, USU faculty regularly publish curricula and training materials, creative works, fact sheets, technical reports, and other works that disseminate the findings from community-engaged projects. A select sample includes the following work:

Brower, N., C. Washburn, and K. Bradford. "Marriage Survival curriculum: Strengthening communities one couple at a time." *The Forum for Family and Consumer Issues*. In press, 2019.

Daniels, S.E., and L. Belton, L. "Utah Refugee Needs Assessment: Employment and Education." Prepared under contract to the Utah Department of Workforce Services, 2015.

Lopez, C. Logan, *We Are Your Neighbors!* Documentary film. (2015). This film explores the experiences of Latinx people living in Cache County from the 1960s to the present.

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

D.1.1. Please describe and provide examples:

Several campus groups collaborate to address issues of diversity, inclusion, and social responsibility at USU and in the wider community, and community engagement is woven throughout this work.

Since she became USU President in October 2016, Noelle Cockett has signaled broad university commitment to diversity, inclusion, and social responsibility, by investing in initiatives such as Aggies Think Care Act (ATCA) and the Latinx Cultural Center.

Aggies Think Care Act (ATCA), a campus-wide initiative championed and funded by President Cockett, challenges all Aggies to acknowledge and act upon principles of diversity, human dignity, and social

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responsibility. ATCA sponsors the annual Inclusive Excellence Symposium designed to empower USU students, staff, faculty, and community members to work together toward diversity, inclusion, and social change through education, collaborative partnerships, and research. This year, ATCA and President Cockett co-sponsored the first annual Diversity Dinner at Logan High School, bringing members of the campus and Cache Valley communities together in dialogue about diversity, inclusion, and social responsibility.

As part of ATCA, USU's Access and Diversity Center (ADC), is charged with advocacy and support for students from marginalized populations. Much of this work is in partnership with community. USU's LGBTQA+ programming leadership, for example, has co-created resources with community groups including PFLAG (LGBTQ+ Family and Allies organization) and the newly formed Cache Pride Center. ADC played a key role in planning Logan's first Pride Festival in 2017.

In addition, USU opened the Latinx Cultural Center (LCC) in 2018, which facilitates service, engagement, advocacy, and visibility for the Latinx community on campus, in Cache Valley, and throughout the region. The center works with local schools and non-profits like the English Language Center and Cache Refugee and Immigrant Connection to strengthen partnerships between USU and the community.

Since 2014, the USU Interfaith Initiative has also united students and community members in a common desire to engage in the community for the greater good through thoughtful discussions of deeply held religious (or non-religious) beliefs.

In spring 2019, USU President Noelle Cockett formed a Task Force on Diversity and Inclusion charged with developing a five-year strategic plan to meet the following goals:

1. Increase recruitment, retention, and success of faculty, staff, and students from underrepresented groups.
2. Promote an inclusive campus climate characterized by equity, mutual respect, and a sense of belonging.
3. Equip students with cultural competence necessary to succeed as global citizens.
4. Make diversity and inclusion a part of USU's academic excellence.
5. Create networks for sharing resources and collaboration among USU faculty and staff engaged in diversity work.
6. Share findings and best practices with the communities where USU campuses are located.

The Center for Community Engagement (CCE) is working with this task force to accomplish goals 3 and 6. To that end, the CCE offers training and resources for developing reciprocal campus-community partnerships. The CCE also offers cultural competency training for Community-Engaged Scholars and other student groups from across campus, preparing them to engage with diverse, often marginalized, populations both on campus and in the community.

D.2. Is community engagement connected to efforts aimed at student retention and success?

Yes

D.2.1. Please describe and provide examples:

The Association of American Colleges & Universities (AAC&U) recommends community engagement and service-learning as high-impact practices that increase student retention. As noted in III.A.1.4, community-engaged learning activities are part of USU's academic curricula across all colleges and departments, and the

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Center for Community Engagement (CCE) has formally supported this instructional strategy for more than a decade with faculty and curriculum development. Ensuring that our students have access to courses that analyze real-world problems and collaborate with community partners in addressing those issues, USU puts this high-impact pedagogical approach at the heart of its promise to shape Citizen Scholars.

The Utah System of Higher Education (USHE), our statewide educational governing body, recommends regular student engagement with specific curricular and co-curricular high-impact practices. In 2017, USHE recommended that each Utah institution establish the goal that all students participate in two high-impact practices during study at the undergraduate level. USU regularly assesses the precise impact of community-engaged learning on student persistence. While a key outcome of Community-Engaged Learning (CEL) is to develop socially engaged citizens, it is also clear that “students who engage in community service, volunteering, and service-learning opportunities have positive outcomes related to retention.” USU is therefore committed to supporting the ongoing design, implementation, and assessment of high-impact pedagogical practices like community engagement. USU’s Center for Student Analytics oversees ongoing program evaluation to measure the effects of high-impact practices like CEL on our student-retention and general-education learning outcomes.

The University Honors Program exemplifies how community engagement and other high-impact practices result in USU student retention. As mentioned in III.A.1.2, civic/community engagement is one of four key learning outcomes for honors students, and the University Honors Program is USU’s most recent Community-Engaged Department/Program. While honors students are typically highly motivated, the high-impact practices in honors education, including CEL, engage these students in their educations and thus lead to measurably increased retention rates. Since Fall 2013, 969 students have enrolled at USU as honors students seeking bachelor degrees. About 87% of those students earned a bachelor’s degree (85% of those from USU) within five years (by spring 2018), and over 6% more are still enrolled in higher education. Fewer than 8% of students who were enrolled at some point in honors dropped out of higher education altogether without a degree (from USU or elsewhere). Honors models the value of high-impact pedagogical practices for USU as a whole and collaborates with other units on campus to help communicate the connection between high-impact practices, like CEL, and long-term student success.

Howe, E. C., and K. Fosnacht. “Promoting democratic engagement during college: Looking beyond service-learning.” *Journal of College and Character* 18.3 (2017): 155-170.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

Yes

D.3.1 Please describe and provide examples:

USU has an institutional review board (IRB) that focuses its mission on respect for persons, beneficence, and justice. The board is composed of 12 regular voting members, two of whom are members of the community rather than university representatives. The USU IRB is currently searching for a community member who will be a designated advocate for incarcerated persons. This community representation on the board exceeds minimum requirements.

The IRB chair is a community-based researcher, and the board conscientiously and routinely involves

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community-based consultants in application review. The IRB also works diligently and systematically to give local communities around the state of Utah the opportunity to provide input on IRB review processes and relevant applications. This work is most visible in the IRB's oversight of proposed research with Native American populations; for these applications, the board defers entirely to tribal review processes whenever possible. Similarly, when subjects in proposed research are members of underrepresented groups, the board typically recommends representation of those groups on the research team.

Social justice is at the heart of all research reviews completed at USU. To that end, the IRB has sought funding to ensure that the translations of consent forms into other languages are as high-quality as the approved forms in English; the IRB funds translation of certain documents with an agreement that the researcher whose documents are translated will attempt to provide research-related resources to the community where the work is completed. This process ensures that researchers provide benefits to the underrepresented communities where their research projects are based.

In addition to its commitment to soliciting input from Utah communities, USU's IRB exceeds requirements for oversight of federally-sponsored research. In 2018, the federal government will require only "single IRB" review for all multisite research projects. To ensure broader, more community-based review under these new guidelines, USU has joined an organization that ensures the opportunity for local communities to provide input on review processes. This membership allows USU to gather input about IRB processes from communities across not only Utah but the entire United States—and thus to ensure, both internally and externally, that the university board follows best community-based practices in institutional review.

Placing the university's land-grant mission at the heart of the institutional review board mission and practices, USU makes clear to researchers, community members, and other institutions the value we place on the essential connection between the university and the community.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

USU's Office of Research provides the campus community with education and outreach resources to ensure that research reaches a broad audience and clearly benefits society. Their website defines "broader impacts" and offers clear advice for how to make them, providing descriptions of potential community partners that steer researchers toward the Center for Community Engagement (CCE) and AggieSync, along with Utah 4-H, USU's "Science Unwrapped" series, Cooperative Extension, and the Native American Summer STEM Mentorship Program. These resources shape the way that researchers engage with communities across the state.

USU researchers across campuses currently work on 117 active National Science Foundation (NSF) grants, involving six of USU's eight colleges, with oversight from the offices of Research and Graduate Studies. In the College of Education and Human Services, Dr. Victor Lee's \$324,000 NSF research grant for Tabletops to Screens: Developing Board Games and Learning Materials to Support Connected Learning around Computational Thinking and Coding involves a two-year partnership between USU and the Cache County school district. The project objectives are to co-design, develop, and pilot instructional materials such as board games and coding exercises that integrate computational thinking and computer science into elementary school

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classrooms to broaden participation, especially of girls.

In the College of Engineering, Dr. Wayde Hamilton Goodridge's Spatial Ability and Blind Engineering Research (SABER) won a \$399,000 federal research grant from the National Federation of the Blind to examine correlations between spatial ability and self-efficacy in blind youth. The broader impacts of this research are to develop community-based engineering curricular interventions to improve the spatial ability of blind youth and to include this population more systematically and impactfully in STEM fields.

A cross-college interdisciplinary example of USU's NSF funding is iUTAH, a statewide research and community-engagement project that worked with nearly all Utah communities to explore how population growth, climatic variability, land-use change, and human behavior affect water-resource sustainability. iUTAH supported 20 undergraduate iFellows and more than a dozen graduate research assistants between 2012 and 2018. Dr. Mark Brunson, one of USU's prominent community-engaged scholars, oversaw iUTAH's community engagement and supervised students' independent community-based research on water science and sustainability issues in Utah communities.

The CCE is currently collaborating with the Office of Research to raise faculty awareness about the potential impact of federally funded research on community partnerships that address community-identified needs in mutually beneficial ways. The Vice Provost for Research and Dean of Graduate Studies and the Director of Research Development have enthusiastically supported the CCE's effort to establish a presence in grant-writing workshops and in research initiatives coming out of the Office of Research. USU plans to become increasingly involved with the National Alliance for Broader Impacts, with the aim of institutionalizing a community-engaged approach to relevant grant applications from USU faculty, staff, and students. The CCE, in collaboration with the Office of Sponsored Programs, will continue to track the number of federally funded grants that include broader impacts of research and to assess the impact of this work on students, faculty, and communities.

D.5. Does the institution encourage and measure student voter registration and voting?

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

The Student Advocate Vice President for the Utah State University Student Association (USUSA) promotes and incentivizes both student voter registration and voting. Each year, this student VP collaborates with the Center for Community Engagement (CCE) in voter-education initiatives such as National Voter Registration Day and Campus Cup. The VP serves on the Government Relations Council (GRC) and oversees the Student Lobbyist Program, both of which advocate politically for student interests at the city, county, and state levels and raise student awareness on campus of current civic and political issues. The GRC lobbies annually on students' behalf at the Utah State Legislature and involves students in civic action and the political process. Voter registration and student voter turnout are therefore key goals of the GRC.

One example of the collaborative nature of this work occurred on September 25, 2018, when the CCE, Residence Life, USUSA, and the GRC joined forces to host a National Voter Registration Day party that registered 237 voters and celebrated student civic engagement with live music, free food, and photos with an Uncle Sam mascot at the center of the Logan campus. This event kicked off a month of voter-registration tables staffed by volunteers in colleges and residence halls across campus.

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Similarly, every other fall, students from all Utah public and private university campuses compete for the Campus Cup, an award sponsored by the Lieutenant Governor's Office of Elections. This award recognizes the school with the most voter registrations and actual votes, tracked through social-media tagging. USU won the Campus Cup in both 2014 and 2016.

Most recently, USU has formed a neighborhood council of off-campus students working with Logan City Council and the Mayor's office to encourage student voter registration and voting. As students collaborate with local elected officials, motivation to support local elections will likely increase.

In addition to voter registration, the USU Institute for Government and Politics sponsors debate watch parties and hosts current and former legislators as guest speakers. Likewise, USU's Center for Women and Gender (CWG) co-sponsors Real Women Run community events, empowering women to participate fully in public life and civic leadership through elected political office. These events always feature voter-education materials and information.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

Complementing and enhancing community engagement, USU provides regular opportunities for students to engage in dialogue across disciplines about controversial social, political, or ethical issues. USU faculty facilitate student Book Labs that focus explicitly on cross-disciplinary discussion of a wide range of civic and cultural issues. In addition, as discussed in III.D.1., the campus-wide Aggies Think, Care, Act (ATCA) initiative creates and promotes opportunities for students to engage in conversations about equity, diversity, and inclusion and to take action in their communities. By branding with the ACTA logo all campus activities and events that reflect ATCA principles of community (diversity, human dignity, and social responsibility), USU helps students, faculty, and staff identify and engage in these opportunities.

In 2018, for example, the Institute of Government and Politics and ATCA hosted a panel on the public university's role in both protecting free speech and fostering inclusivity. ATCA has also worked with Aggies UNITE (Understanding and Navigating Intersections in Thoughtful Exchanges), a student-led group that brings together people from campus and the community to discuss key controversial issues in their local and global communities. The group's purpose is to bridge gaps in understanding through intentional dialogue and listening. Aggies UNITE is an extension of the College of Humanities and Social Science's Equity and Diversity Committee, a committee charged by the dean with fostering inclusion. The group hosts monthly forums on potentially contentious issues including the legalization of marijuana, healthcare access, immigration and the border wall, and reproductive rights, involving community experts in guiding productive dialogue that extends beyond campus.

Similarly, USU's Access and Diversity Center (ADC) sponsors regular panels, documentaries, and guest speakers to engage students in difficult conversations about diversity and inclusion. This work leads to action: in 2017, for example, after American political activist, scholar, and author Ibram X. Kendi gave a keynote presentation on

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“How to be an Anti-Racist,” students, faculty, and staff formed the USU Anti-Racism group, which meets regularly to support and guide student activism and advocacy. In 2018, the Center for Women and Gender and ADC co-sponsored Dr. Angela Davis, who spoke to more than 3,000 campus and community members about the intersection of art and social justice. In 2019, the Black Student Union sponsored Lex Scott, leader of Black Lives Matter Utah and the United Front Civil Rights Organization, to speak about the movement and call the community to action through smaller group discussions. Honors and CCE promoted these events and guided students in reflection on their experiences.

USU’s Interfaith Initiative and Interfaith Student Association (ISA) facilitate such discussion across potential religious divides. In 2017, USU hosted a program to train students from throughout the Mountain West as interfaith leaders, equipped to initiate dialogue on their campuses. At USU, the ISA and Interfaith Initiative lead regular “Better Together” roundtables where students can talk with people from different religious traditions. The ISA sponsors regular, popular interfaith panels and discussions on topics such as “Queer Identity and Religion,” a topic of particular relevance in religiously conservative Utah.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?

Yes

D.7.1. Please describe and provide examples:

USU not only offers such programs but grounds them in reciprocal exchange, mutual benefit, and reciprocity.

The Huntsman School of Business Social Entrepreneurship course connects students with community partners in developing community-driven socially innovative projects. For example, CRIC (Cache Refugee and Immigrant Connection) identified the need for local refugee community members to develop entrepreneurial skills, and students were able to meet this need by applying course content to one-on-one mentoring sessions in entrepreneurship. Similarly, the Small Enterprise Education and Development (SEED) program in the Huntsman School of Business (see III.A.2.1.) annually trains 100 students to assist potential entrepreneurs, identified by established in-country partners, with asset identification, small-business building principles, and funding.

USU’s Engineers Without Borders chapter (EWB) supports global community-driven development programs by collaborating with local partners in Mexico, Peru, Uganda, and the United States. The collaborations result in the design and implementation of sustainable community-based engineering projects that also help students develop as responsible leaders. EWB-USU’s principal activities include supplying clean water, providing alternative energy, improving sanitary conditions, enhancing educational programs, and assisting with tasks requested by the local people.

USU continually identifies and revises new EWB projects based on ongoing interaction with community members and the in-country Non-Governmental Organization (NGO). A portion of each trip is dedicated to assessing both the effectiveness of past projects and opportunities for new projects in the communities. On a recent trip to Mexico, for example, a meeting with the Community Water Board led to a new project, although the meeting’s original purpose was to review final designs for a water tank to provide a more reliable water supply for the community. The meeting’s discussion led community members to realize that what they initially believed was a need for a more reliable water supply was actually a need for improved distribution of existing

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water to outlying community members. This project revision resulted from the long, productive working relationship between EWB-USU and the community, which invited community members to express themselves openly during visits and meetings. This collaboration will undoubtedly yield a successful and sustainable solution based on strong community collaboration.

HackUSU, now in its fourth year, is an annual 36-hour competition to solve everyday problems in technology or programming with collaborative software and hardware development. This competition, which always includes a social-innovation category, draws more than 300 computer science and engineering students from across Utah to USU each year. The 2018 competition theme was homelessness, and participants prepared for their own innovative work by learning from experts about the nature and consequences of homelessness and from state officials about various databases related to social services in Utah. Groups then developed apps or other tools to address issues of homelessness in Utah.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	<p>The Aggie Center for Enrichment (ACE) is a skills-learning lab at USU Eastern offering non-credit open-entry/open-exit courses that participants can complete at their own pace. ACE provides community members and businesses with hands-on training in skills such as reading, writing, math, and computer systems. ACE meets a community-identified need for continuing adult education in Price and Blanding, two rural, economically-vulnerable parts of Utah.</p> <p>Protecting almost 1,200 acres of open space, including an historic farm, 800 acres of valuable wetlands, and miles of streams and diverse wildlife habitat, the USU Swaner Preserve and EcoCenter in Park City collaborates with partners to ensure that conservation efforts are comprehensive and meaningful to the larger community. The</p>

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		<p>10,000-square-foot LEED Platinum EcoCenter is a public resource and houses interactive exhibits about the surrounding environment. The center works with local educators and community groups to offer weekly nature tours, wildlife viewing opportunities, summer camps, environmental education for children and adults, an evening lecture series, and a gift shop with local eco-friendly art.</p> <p>Another much-loved community-based learning center is the USU Botanical Center. The center guides the conservation and wise use of plant, water, and energy resources through research-based educational experiences, demonstrations, and technology. The USU Botanical Center offers educational opportunities for children and adults and features an urban fishery, walking and biking trails, wetland areas that support birds and other wildlife, a volunteer-tended garden, a seasonal farmers market, and a full schedule of community classes, workshops, educational field trips and events.</p> <p>Located within the USU Botanical Center, the Utah House project is a grass-roots effort arising from concern for the environment. In 1996, USU Extension sponsored a workshop to discuss the possibility of building an eco-demonstration home in Utah. Attended by almost 100 people, this workshop resulted in the idea of creating the Utah House, a project that engaged over 50 people in teams focused on turning the vision of the house into a reality. The Utah House now serves as a demonstration and learning center, educating and empowering the public about new ways of building homes and creating landscapes that promote energy efficiency, water conservation, universal design principles, healthy indoor environments, and the sustainable use of all resources. Open to the public, the Utah House offers tours, workshops, youth programs, and field trips.</p>
Tutoring	Yes	<p>As described in III.B.1., the CCE Education Outreach program provided 142 after-school tutors to 16 Cache Valley public schools in 2017-18. These work-study America Reads tutors worked with approximately 2,000 students daily. Local public schools request USU America Reads tutors and work collaboratively with USU to develop program goals and activities.</p> <p>For USU students who do not qualify for federal work-study or cannot make a full-year commitment, Aggies for Education provides an opportunity to tutor youth in local elementary, middle, and high schools upon request. Aggies for Education is an established student-driven program within USU's Val R. Christensen Service Center. The program also conducts youth- and education-related community projects as requested, such as assisting the local food pantry in providing backpacks of food to help liberate Utah children from weekend hunger.</p> <p>The Cache Valley Community Writing Center, a USU Writing Center program, offers weekly writing workshops and one-on-one tutoring to local residents at the Logan City Library. Residents can get help with personal writing projects, including resumes, articles, and poetry.</p>
Extension programs	Yes	<p>USU Extension embraces a community-engagement partnership approach in numerous outreach programs that range in topic from agriculture to finance and include the programs described below.</p> <p>The East African Refugee Goat Project of Utah seeks to develop a stable supply of goat meat for three African-refugee communities in the Salt Lake valley. USU Extension partners with the Refugee Services office, the International Rescue Committee, and almost 3,000 refugee-community members in this work. The partnership formed when the refugee community approached Extension with the idea and asked for assistance in creating a coalition to provide such educational programming and support. Similarly, USU 4-H partners with the Church of Jesus Christ of Latter-Day Saints' Refugee Services to</p>

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		<p>empower the refugee community to build a sustainable structure that incorporates life, college, and career readiness skills in youth. The program promotes a “pay it forward” environment where older teens, alumni and caring adults mentor youth. Refugee youth within the program are now applying their leadership and project-specific skills to mentor and teach younger youth.</p> <p>In addition to community programming, USU Extension often responds to needs via surveys. For example, Extension worked with Ogden City County to help create and distribute a survey to ascertain chicken-owners’ opinions of raising chickens at home and viewpoints on raising and marketing poultry. Ogden City Council used this information to inform their decision to allow the raising of chickens within city limits.</p> <p>The USU Extension Youth Mental Health First Aid program is designed to increase mental-health awareness among Davis County adults and was developed in response to a Davis County request, since the youth suicide rates in Davis County were so high. The training teaches adults how to help youth with mental health problems in non-crisis and crisis situations. Over 1,500 youth have been helped with referrals to professional services, self-help strategies, or other support mechanisms by adults who have attended these trainings.</p> <p>The USU Extension Community-Based Conservation Program (CBCP) is built upon the core principle that partnerships are key to achieving sustainable conservation results. One example of this work regards sage grouse, which require large amounts of land for their survival. Facilitating this land use demands the CBCP to engage in extensive coordination between multiple parties to achieve conservation results.</p> <p>Finally, USU Extension has partnered with the United States Department of Agriculture (USDA) Rural Development to create and facilitate the USU Extension Home Buyer Course, which trains first-time home buyers in home-ownership issues and evaluates their readiness to buy. This course is required nationally for home buyers applying for a USDA Rural Development Housing Loan and others applying for local home-buyer assistance grants and low-interest loans. Partnership with the USU Family Life Center’s Housing Counseling Program allows got this program’s certification by Department of Housing and Urban Development as an approved Home Buyer Course. By partnering with USDA Rural Development Housing Division, USU Extension has earned approval as one of three online home-buyer education programs nationally. With these programs, 238 people received home purchase assistance in 2018.</p>
Non-credit courses	Yes	<p>The USU Summer Citizens program offers approximately 70 non-credit courses to Logan-based seniors during the summer. These courses focus on healthy living and lifelong learning, and include subjects such as smartphone basics, World War II history, geology, modern Islam, water aerobics, and fly fishing.</p> <p>The USU Summer Citizens program launched in 1976, as a partnership between USU, Logan City, and the Cache Chamber of Commerce, to promote Logan, Utah, as a summer destination for seniors seeking a moderate climate, as well as cultural and educational resources. USU faculty from the Caine College of the Arts and community leaders, including the Cache Valley Visitors Bureau Director, members of the Utah Festival Opera and Musical Theater, and the director of the Lyric Repertory Company, annually promote the program to retirement communities across Arizona, Texas, and California.</p> <p>The USU Summer Citizens program draws approximately 1,000 people every year not only to enroll in USU classes but also to attend performances, including live theater, opera, and daily downtown concerts. This program is mutually beneficial to both USU and the Logan community: while students and faculty enjoy opportunities to teach and engage not only with the senior citizens but also with world-class performers, the City of Logan benefits</p>

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		<p>from a thriving downtown performing-arts district. In 2016, the Cache Valley Chamber of Commerce awarded the USU Summer Citizens Program the Outstanding Economic Impact Award.</p> <p>In addition to the USU Summer Citizen Program, USU Cooperative Extension offers over 100 non-credit courses to the community, such as Pesticide License Certification, Master Gardener, Food Safety, and Master Naturalist.</p> <p>USU Regional Campuses and Centers also offer non-credit community-education classes, in response to the interests of the community. These classes include Basic Computers, Yoga, Grant-Writing, Wilderness Medicine, Cake Decorating, Parenting, Addiction, and Photography.</p>
Evaluation support	Yes	<p>The Social Work Program trains over 100 graduate students in each cohort across USU campuses. Faculty teaching the Program Evaluation course (SW 6650) lead their students in building partnerships with local human-service agencies; together, they collaboratively develop evaluation plans that meet the research and evaluation needs of agencies.</p> <p>Dr. Derrick Tollefson, Department Head of Sociology, Social Work, and Anthropology, is a program-evaluation expert who regularly offers his evaluation support to fledgling non-profits and contracts with numerous state and federal agencies to evaluate the effectiveness of programs focused on domestic violence, drug court, child welfare, mental health, and substance abuse. For example, he offered his pro bono evaluation support to the Utah Domestic Violence Coalition to evaluate the use of protection order among victims of domestic violence in Utah.</p>
Training programs	Yes	<p>Two examples of training programs that reflect different ways of adopting a community-engagement approach are the Urban and Small Farms Conference and the Urban Homestead Expo, described below.</p> <p>The Urban and Small Farms Conference provides high-level resources and training to local producers, farm managers, entrepreneurs, and farm staff. The conference was developed in response to a stated community need for technical training and networking for this audience. Local producers and farm owners have become core partners in developing future programming. Through annual surveys, they determine topics, timing, and relevant speakers.</p> <p>The Urban Homestead Expo was developed in response to a large and diverse group of hobby homesteaders requesting through social media local classes and resources that were otherwise unavailable. The Urban Homestead Expo provides opportunities for this audience to come together, form a larger network, and learn skills they can apply to improve their situations. Additionally, feedback from the participants has been used to modify the Expo to ensure its success in meeting both their needs and the needs of the university.</p>
Professional development centers	Yes	<p>USU Extension runs Utah Small Business Development Centers (SBDC) that support small-business owners with one-on-one counseling, business-skills training, business planning, financial analysis, break-even analysis, marketing, and loan-packaging services. The SBDC's network of 11 regional centers around the state provides professional assistance in all areas of small-business development, in conversation with businesses about their needs.</p> <p>The School of Teacher Education and Leadership (TEAL) in USU's College of Education and Human Services offers year-round professional learning opportunities in arts integration for K-12 teachers, instructional coaches, arts specialists, and USU students. Participants</p>

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		learn key skills, build networks with other educators, and develop techniques and strategies for successful arts integration in all subject areas.
Career assistance and job placement	Yes	<p>The Rural Online Initiative (ROI) through USU Extension provides education, training, and services to Utah's rural workforce and businesses. The ROI is a clearinghouse for online opportunities in remote employment, freelance work, and online commerce, allowing workers to seek remote jobs from their home counties and businesses to draw on a broader statewide labor pool. The ROI engages in active community outreach by holding town hall meetings and skills-based workshops that grow program participation across 15 Utah counties. By connecting rural Utah residents to the on-demand, freelance economy, the ROI helps to raise income and increase prosperity in economically-challenged rural communities across the state.</p> <p>The USU Center for Persons with Disabilities' Developmental Skills Laboratory (DSL) provides services to youth and adults with developmental disabilities who are living in Cache Valley, Utah, and southern Idaho. Services focus on inclusion and integration, and individualized support ensures community access, independence, and productivity. DSL provides opportunities to seek employment in competitive integrated settings and adheres to the Home and Community-Based Settings Regulation requirements.</p>
Other (please specify)	No	

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	<p>USU's 2017- 2018 Year of the Arts was a cross-disciplinary effort to highlight the power to illuminate, transform, and inspire through the arts. University and community partners, including the Lyric Repertory Theatre, Cache Arts, the American Festival Chorus, and the Utah Festival Opera, collaborated on a year-long schedule of events celebrating the impact of the arts on the community. During this year, more than 200 cultural events and programs were offered to the public. This impact extends well beyond one year: USU supports ongoing community arts-education programs, performances, speakers, and exhibits. The Nora Eccles Harrison Museum of Art (NEHMA), for example, works with local educators to offer museum tours and classroom visits with its Mobile Art Truck for K-12 students, community organizations, and civic groups.</p> <p>The USU Department of English's Writing Center also engages the literary community with Helicon West, an open-microphone series held at the Logan City Library since 2005. Bi-monthly events bring in regional authors and poets, as well as local creative writers, to share their work with the community. Helicon West consistently draws audiences of 30-70 twice monthly, and student and community volunteers contribute their time and talent to celebrate literature and writing.</p> <p>The USU Anthropology Museum hosts a free, public First Saturday family program each month; these events draw an average monthly group size of 75. The museum's anthropology teaching trunks include lessons and hands-on activities developed with local educators; the trunks can be checked out to educational and community groups. Furthermore, the museum's bilingual program gives local Spanish speakers the</p>

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		<p>opportunity to enjoy the museum.</p>
Athletic offerings	Yes	<p>As described in III.B.1., USU student-athletes are encouraged by the Athletics Department to respond to community requests and provide positive role models for local youth. The Aggie Ambassadors program is designed to provide student-athletes with opportunities to get involved with the local community that supports their teams. Community partners can submit requests online through Aggie Ambassadors. Coaches and student-athletes across all sports take pride in their community involvement and ability to give back.</p> <p>In 2017-18, USU student-athletes worked with local elementary schools to deliver fitness activities at family nights; USU football players spent the day with local third graders, helping children apply physics concepts learned in school through a variety of football drills; student athletes collaborated with the Family Place, a local non-profit, to provide activities for their annual fundraiser; and USU Athletics sponsored over 20 summer sports camps.</p>
Library services	Yes	<p>The USU Library is always open to the general public. In addition, ten public-access stations are available free to the community. These stations also allow public access to licensed library databases. The collection-development department makes sure to include language in our contract that allows on-site access to these resources. Members of the public are able to use any of USU's collections while in the building. To obtain circulation privileges, they pay a small annual fee of \$25.00.</p> <p>Librarians work directly with K-12 educators to bring students to the library for tours, content-focused education through Special Collections, or library-exhibition visits. Special Collections staff can also be found in the community serving as History Fair judges. The Library also serves the public through programming events that are always advertised as "free and open to the public," including lectures, symposia, and exhibits.</p> <p>USU is also the Federal Depository Library for the state of Utah, meaning that by federal law, the library provides free public access to government publications.</p> <p>The mission of Special Collections and Archives is to document the history and culture of northern Utah for future generations of all Utahns, not only students and faculty. The library holds many historic materials but also regularly works with many contemporary communities to tell their stories, including materials related to the opioid project, refugee and immigrant collections, outdoor tourism/recreation communities, and more recently the Shoshone nation. To provide wide access to both historical collections and USU scholarly research, the Digital Initiatives department ensures electronic access to content through many openly-available platforms.</p> <p>USU's Library of Congress Field School trains students in ethnographic fieldwork techniques by participating in collaborative projects such as the 2017-18 collaboration between USU, the American Folklife Center, and Grand Teton National Park to document ranching traditions at the Triangle X Dude Ranch, a concessionaire of Grand Teton National Park. Ranching traditions have been preserved, archived, and made available to the public with a digital exhibit in USU's Special Collections and Archives.</p>
Technology	Yes	<p>The College of Engineering and departments of Instructional Technology and Computer Science run affordable weeklong summer computer science App Camps, where local children learn how to build apps and high school youth can serve as their mentors. This program engages children while they are out of school and builds both confidence and leadership skills.</p> <p>In addition, the USU Space Dynamic Lab (SDL) supports science, technology, engineering,</p>

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		<p>and mathematics (STEM) K-12 activities that educate and engage young people in STEM disciplines and careers. The demand for scientists and engineers is growing, as discoveries in these areas play a critical role in how we live and the quality of our lives.</p> <p>SDL provides funds, resources, and expertise for events and activities implemented by several organizations, including the USU STE2M (science, technology, engineering, education, and mathematics) Center, campus student association chapters, the College of Engineering, Utah's STEM Action Center, and others.</p> <p>STEM K-12 programs supported by SDL and other USU Departments and Programs include:</p> <p>Engineering State: The USU College of Engineering offers a fun-filled, four-day summer camp for more than 250 students entering their senior year of high school. Participants explore how engineering has changed our world and learn what earning a degree in engineering means.</p> <p>Girls App Camp: The goal of the camp is to encourage women to pursue computer science. In this program, young women ages 14 to 18 serve as mentors to younger participants.</p> <p>Physics Day at Lagoon: Physics Day at Lagoon amusement park is one of the premier STEM outreach activities in the Intermountain West and draws more than 8,500 high school and middle school students and teachers from five states.</p> <p>Noche de Ciencias: SHPE (Society of Hispanic Professional Engineers) offers a Noche de Ciencias each year with a focus on Hispanic middle and high school students and their parents. USU students facilitate hands-on workshops and visit with parents about college opportunities for their children.</p> <p>Engineering Extravaganza: This program for high school girls and their parents is sponsored by USU's Society for Women Engineers chapter. More than 68 girls and their parents attend every year and are introduced to engineering disciplines through participation in hands-on labs hosted by the College of Engineering departments.</p> <p>Bridgerland and Other Local Science Fairs: Hosted by the USU STE2M Center, the Bridgerland Science and Engineering Fair is a regional event that happens every year at USU. All schools in Cache and Rich Counties are invited to send the top 50% of their local science fair projects to this regional fair.</p> <p>MicroLADA: SDL also played a significant role in the USU STARS! GEAR UP MicroLADA program. This program was developed to help teachers and students learn more about plant growth and considerations in micro-gravity environments.</p>
Faculty consultation	Yes	<p>Many faculty at USU offer their consultation services to the community in ways that are consistent with community-engagement principles. For example, Dr. Lisa Boyce, Professor of Human Development and Family Studies, regularly partners with a local adolescent residential-treatment facility to conduct program evaluations for continuous program improvement. The evaluation support has led the treatment facility to a higher level of accreditation, one that requires a process in place to document progress on key procedures and outcomes.</p>

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		<p>As another example, Dr. Patrick Belmont, Associate Professor of Watershed Sciences, consults with the Minnesota State Legislature, Minnesota Pollution Control Agency, Minnesota Department of Agriculture, Minnesota Board of Water and Soil Resources, and county-level Soil and Water Conservation Districts. His work has involved convening a diverse stakeholder group to evaluate a variety of approaches to reducing sediment pollution in one of the most problematic rivers in the state of Minnesota. The group included farmers, agriculture industry representatives, representatives from environmental-consulting firms, as well as local, state, and federal agency staff. Stakeholders provided input on the system's functionality and a list of socially-acceptable management practices. The team built a mathematical model in collaboration with the stakeholders, modifying the model many times according to stakeholder feedback. Ultimately, the stakeholders used the model to develop a consensus strategy for reducing sediment pollution.</p> <p>USU Extension also provides horticultural and agricultural diagnostic services in every Utah county. Locals meet with community-based faculty and work together to solve issues in their landscape, gardens, or on their farms or ranches, such as animal nutrition deficiencies.</p>
Other (please specify)	No	

E.2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the

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activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email:

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

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Partner #1

Project/Collaboration Title	Addressing Food Insecurity on Campus and in the Community
Organization Name	Cache Community Food Pantry
Point of Contact	Director of Cache Community Food Pantry
Email	
Phone	
Institutional Partner	USU Val R. Christensen Service Center (SNAC Food Pantry & Campus Kitchens), Student Sustainability Office (Food Recovery Network), Dietetics Program, Dining Services
Purpose of this collaboration	According to the U.S. Department of Agriculture, over 1/3 of all available food in the United States is uneaten and wasted. At the same time, up to half of the nation's college students go without meals. According to a recent study, 32% of USU students experience food insecurity; and prior to this partnership, food insecure USU students could not access the community food pantry. This partnership diverts food from landfills while addressing food insecurity on campus and in the community. The partnership also gives USU students real-world experience as they juggle food safety with food justice and access.
Length of Partnership	10+ years
Number of faculty involved	2-3 Dietetics Faculty
Number of staff involved	3 full-time
Number of students involved	Approximately 1,000
Grant funding, if relevant	In 2017-18, this partnership received \$2,000 for equipment and materials from Bear River Health Department, and \$5,500 in start-up funds from the National Campus Kitchens Project
Impact on the institution	USU students are committed to the joint causes of fighting food waste and getting food to hungry people, and the student-led initiatives of Student Nutrition Access Center, or SNAC (established 2010), the Food Recovery Network (started in 2014) and the Campus Kitchen at USU (launched in 2018) reflect this dedication. The Cache Community Food Pantry (CCFP) not only showcases a model from which students learn, it also supplies nonperishable food to SNAC on a weekly basis, essentially fueling the anti-hunger work on campus. Approximately 500 USU students utilize SNAC each month, giving them access to food provided through Food Recovery, the Cache Community Food Pantry and Campus Kitchens. These students experience increased health benefits, exposure to greater variety of foods, greater financial security, and ultimately a much higher likelihood of academic success and graduation.

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Impact on the community	Each year, students support the CCFP by leading a community-wide food drive, called Stuff-a-Bus, during the month of November that targets specific food donations requested by CCFP. In June 2019, student AmeriCorps members will regularly serve at the CCFP during community food distribution hours, enabling the pantry to meet community demand during their busiest time. Additionally, as the Campus Kitchen at USU finds its footing, students will send repackaged meals made with recovered food to the CCFP, increasing the variety of food choices. According to Matt Whitaker, Cache Community Food Pantry Director, "Before SNAC was established, the food pantry had quite a dilemma about where to draw the line with USU students. If we went by income guidelines, most students would qualify; however, if we served the student demographic, we would quickly run out of food for families that were reliant upon us for support. Families were our priority, so we had to deny service to students unless they had children. SNAC filled this gap for us. We no longer have to worry about student need. The CCFP is able to supplement the SNAC pantry, and in turn, the CCFP receives approximately 10,000 pounds of requested food items donated through the USU November Stuff-a-Bus program, as well as year-round donations through the USU Food Recovery Network program. We each provide the other with critical resources that would otherwise be unavailable." As students move on to become community leaders and influencers, their knowledge, experience and understanding of these issues is likely to influence their future decision making.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	

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Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	Promoting Family Wellbeing through University-Community Connections
Organization Name	The Family Place
Point of Contact	Executive Director
Email	
Phone	
Institutional Partner	Assistant Professor, Social Work
Purpose of this collaboration	<p>The Family Place was established in 1982 as a small facility in Logan, Utah, known as The Child & Family Support Center. They began with the goal of providing a safe shelter for children involved in crisis situations, and have since expanded to meet the needs of all families in the community. The Family Place has been actively partnering with Utah State University for over 30 years in community efforts to strengthen families and protect children. The Family Place was the community organization recipient of USU's 2018 Diversity Award. This award celebrated their work as an organization that promotes diversity, accepts and celebrates individual differences, and makes it a priority to build and enhance relationships with diverse people and cultures. The Family Place has partnered with USU on countless projects related to practicum and internships, community-engaged learning, fundraising, community programming, and research. Recognizing the strong, longstanding partnerships that USU has with The Family Place, President Noelle Cockett facilitated a site visit with Deans, Directors, and Vice Presidents in 2018. During this visit, USU and The Family Place strategized mutually beneficial ways they could continue to partner with the greater goal of promoting family wellbeing in our local community. A recent and particularly meaningful collaboration between USU and The Family Place is the Trauma Resiliency Project. The purpose of this project is to help children and their families to integrate traumatic experiences, improve parent-child relationships, and increase coping skills and recovery after trauma.</p>
Length of Partnership	30 years
Number of faculty involved	1 faculty with the Trauma Resiliency Project, and approximately 10 additional faculty with Community-Engaged Learning courses
Number of staff involved	4

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Number of students involved	15
Grant funding, if relevant	\$400,000 from Substance Abuse and Mental Health Services Administration
Impact on the institution	The Trauma Resiliency Project provides an excellent training opportunity in research for undergraduate and graduate students. Through structured practicum and internships, as well as paid research assistantships, students from Social Work and Human Development and Family Studies have opportunities to work with families whose children have experienced traumatic events through conducting assessments and videotaping parent-child interactions. Graduate students involved in the project have gained important supervisory skills. Students are also learning more about the importance of positive parent-child interactions in resilience after trauma through their coding of videotaped interactions. The Trauma Resiliency Project has raised the profile of USU as a leader in the area of trauma in the State.
Impact on the community	The Trauma Resiliency Project is promoting healing by enabling children and their families to obtain evidence-based trauma treatment and services, including Attachment, Regulation, and Competence (ARC). Services associated with the project include a therapeutic child center, home visiting, parenting classes, group education and clinical treatment, and individual and/or family trauma treatment. In addition, the collaborative team is working to increase the awareness of the community on the impact of trauma, and the role of supportive adults in promoting healing after trauma. Through supporting and educating parents and other adults, the team is working to actively prevent trauma in young children. The project is providing training and resources to teachers, physicians, and community members. The activities associated with this project are meeting critical needs identified by the agency after more than 35 years of direct service to families and children in crisis. _____, the PI on the Trauma Resiliency Project and a faculty member at USU, views her colleagues at The Family Place as co-collaborators in every step of the project, and thus the community voice has been present in identifying needs and responding to them with project activities. With the robust community education arm of the project, community leaders, parents, and other stakeholders can speak the language of trauma-informed care. Just five years ago, this was not the case.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

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Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #3

Project/Collaboration Title	Hillcrest and Woodruff Neighborhood Planning
Organization Name	Logan City Community Development
Point of Contact	Logan City Planner/Community Liaison
Email	
Phone	
Institutional Partner	Associate Professor, Social Work

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Purpose of this collaboration	Over the course of two years, MSW students and faculty partnered with Logan City Community Development to plan, design, execute, and report findings for an asset-based community assessment. This partnership arose from USU's Community Bridge Initiative (CBI), a place-based community-engaged learning model that enables students to utilize knowledge obtained in the classroom to tackle real-world problems identified by the community. The need for a community assessment was identified by the community partner, Logan City, in order for their office to intentionally involve community members in the planning process. Although public input is a standard ingredient in community planning efforts, the representation of community members' diverse voices is often lacking due to the challenges involved with effectively engaging with a representative number of neighborhood residents. Social work students and faculty aimed to change that by engaging in a door-to-door neighborhood canvassing community assessment that asked neighborhood residents in two distinct neighborhoods, in two separate years, to identify what they liked about their neighborhood, what they wished they could change, and what they needed from their community planners and elected officials. Students collected, analyzed and presented data from the Hillcrest neighborhood residents in 2015 and the Woodruff neighborhood residents in 2017 to the Neighborhood Council and City officials. The overall purpose of this partnership was to meet a critical need identified by the partner and provide a mechanism for the community's voice to inform the planning process.
Length of Partnership	4 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	60
Grant funding, if relevant	n/a
Impact on the institution	The institutional impact of this partnership centers on the training of social work graduate students. Social work education aims to prepare students to become research-informed practitioners, and practice-informed researchers. The Community Bridge Initiative (CBI) partnership with Logan City offered an opportunity for students to apply theoretical concepts and perspectives and provided an excellent training ground for students to develop competencies necessary for those in their profession. The partnership led to a funding opportunity for faculty and funding for an MSW student to assist with writing Logan City's Analysis to Impediments of Fair Housing, a plan required by the Department of Housing and Urban Development for every Community-Development Block Grant jurisdiction in the United States. Ultimately, the partnership has grown to one where the community partner and social work program view each other as co-educators of USU students and co-collaborators who call on each other regularly for assistance and input on research, assessment, and community development tasks.
Impact on the community	The community impact from the Hillcrest and Woodruff Neighborhood Planning partnership can be expressed in two distinct ways: (1) the partnership provided Logan City Community Development with the resources necessary to effectively incorporate public participation in their planning process; and (2) community members from Hillcrest and Woodruff neighborhoods were able to inform the planning process in a more substantial and systematic way than previous neighborhood planning efforts. Ultimately, Logan City Planners and the Hillcrest and Woodruff neighborhood councils were able to better incorporate the needs/desires of the community as the official neighborhood plan was devised and adopted. This was especially important in the Woodruff neighborhood, which is one of Logan City's poorest neighborhoods.

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Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Project/Collaboration Title	Connecting Refugees and Students through Community Engagement
Organization Name	Cache Refugee Immigrant Connection
Point of Contact	Founder & Board Chair
Email	
Phone	
Institutional Partner	Multicultural Psychology, Huntsman School of Business, Global Communication Program, College of Education, Social Work Program, Sociology Department, Anthropology Department, and Folklore Program (English Department)
Purpose of this collaboration	This partnership serves the dual purpose of networking USU students and refugee newcomers into the local community through community engagement. Students come to Cache Refugee Immigrant Connection (CRIC) to gain an intercultural experience close to home and a more personal understanding of the U.S. immigration system, and local refugees come to CRIC looking for assistance in navigating the systems that comprise their new lives in the United States. Truth be told, college student volunteers are not always equipped to deal with such tasks as calling the IRS or interfacing with collections companies, and CRIC utilizes more experienced community volunteers to meet these needs. USU students, however, are adept with computers, quick to use internet resources to identify resources and services, and willing to learn. They also talk about their college experiences with refugee and immigrant clients who are close in age and aspire to attend university. Without this partnership, CRIC would not have the capacity to meet the current needs of the refugee community, refugee youth would miss out on a critical connection to higher education opportunities, and CRIC would have fewer channels to raise awareness about the Burmese Muslim, Karen, and Eritrean refugees who call Cache Valley home.
Length of Partnership	4 years
Number of faculty involved	13
Number of staff involved	1-2
Number of students involved	Approximately 90 per year
Grant funding, if relevant	\$4,000 annually from the USU Provost's Office

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Impact on the institution	<p>Overwhelmingly, students who spend time at CRIC report positive growth experiences as they learn about different perspectives, cultural practices, and the refugee resettlement process. Some students have become dedicated volunteers after their community-engaged learning course requirements have been fulfilled. Numerous USU Community-Engaged Learning (CEL) courses have responded directly to CRIC's community-identified needs, enabling students to apply course content in meaningful ways. In 2015, for example, a psychology undergraduate student responded to a CRIC-identified need to establish an employment clinic where refugee clients could receive resume and job searching assistance in a relaxed atmosphere. Students enrolled in the upper-division Multicultural Psychology course staffed this successful clinic. In time, however, the refugee and immigrant communities reported that job seeking was no longer a priority as many job seekers were now employed. Instead, the refugee community identified preparation for the U.S. naturalization test as their highest priority. Over the course of several semesters, Multicultural Psychology students and faculty switched focus to studying for citizenship. Students who participated in this CEL course reported that their worldview opened as they helped tutor a refugee community member and recognized their own lack of knowledge about their native country. In addition, documenting, preserving, and celebrating the stories of Cache Valley refugees is an important goal of Utah State University's Folklore Program and Fife Folklore Archives (FFA). In May 2015, in collaboration with CRIC and the Karen community, the FFA hosted a Library of Congress Field School for Cultural Documentation: "Voices: Refugees in Cache Valley." Field school students worked to document Cache Valley's recent refugee communities. This collection houses the physical recordings and associated materials of the interviews which took place during this field school.</p>
Impact on the community	<p>CRIC has rapidly become an established community non-profit filling a critical community need. CRIC's small staff consists of a part-time program manager, a part-time volunteer coordinator, and one full-time AmeriCorps VISTA member. Currently, there are 300-400 refugee residents living in Cache Valley, and student and faculty engagement gives CRIC the capacity to meet the needs of this growing population. CRIC is proud to offer USU students the opportunity to get off campus and engage with communities that they might not encounter otherwise. As students and refugees are constantly moving in and out of the community, there is constant need for networking and orienting. In the short-term, USU students and faculty have directly informed CRIC's developing volunteer program by providing feedback and information for volunteer training programs, recruitment strategies, and policies. In the long-term, it is anticipated that USU partnerships will evolve in response to the changing needs of local refugee and immigrant communities, allowing for new departments and programs to collaborate in meaningful ways. The community-at-large is often unaware of their refugee and immigrant neighbors, and as CRIC partners with USU to advance its integration and educational mission, members of the wider community will learn more about themselves and the people around them.</p>
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	

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Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #5

Project/Collaboration Title	Connecting Community with the Natural World
Organization Name	Stokes Nature Center
Point of Contact	Interim Executive Director
Email	
Phone	
Institutional Partner	USU College of Natural Resources, and USU Center for Community Engagement

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Purpose of this collaboration	The 20-year collaborative partnership between USU and Stokes Nature Center (SNC) has enabled SNC to become an established, thriving non-profit that provides high-quality nature education programs for the local community and numerous community-engaged learning and research opportunities for students and faculty. In 2017-18, when SNC underwent reductions in funding and staff, the Community Bridge Initiative (CBI) provided a clear mechanism to identify the urgent need for consistent staffing and facilitated the co-creation of a faculty-led, credit-bearing, semester-long internship program for USU students. This new internship program enabled SNC to not only continue providing the same level of high-quality nature education, but also expand their offerings and reach through marketing and community outreach. Through this intensive, credit-bearing internship program, USU students serve as Naturalist Educators, Nature Center Hosts, Community Outreach and Engagement Interns, and Marketing Interns. Collaborative projects with CEL courses have also helped SNC reach new and larger audiences in the community through market research, targeted marketing, and marketing plans.
Length of Partnership	20+ years
Number of faculty involved	Approximately 50
Number of staff involved	5-10
Number of students involved	150+
Grant funding, if relevant	n/a
Impact on the institution	USU and Stokes Nature Center have had a deep and mutually beneficial partnership since the center was founded in 1997. Dr. Allen Stokes was a USU professor who studied under the famous wildlife ecologist, Aldo Leopold. He was a beloved wildlife professor at USU from 1952-1976, and was actively engaged in local social and environmental issues until his death in 1996. More than anything, Stokes loved getting people out in nature and teaching natural history. The legacy of Allen and Alice Stokes lives on at Stokes Nature Center where USU faculty comprise approximately 75% of the Board of Directors and USU students earning degrees in fields such as Environmental Science, Education, Marketing or Outdoor Product Design are given opportunities to apply research methods, teach environmental education programs, complete intensive semester-long internships, and develop outdoor products that can be tested by local youth. In the spirit of Allen Stokes, USU Faculty frequently teach programs or engage their students in the center's conservation and education work.
Impact on the community	Stokes Nature Center (SNC)'s small professional staff relies heavily on USU student interns, AmeriCorps members, faculty, and Community-Engaged Learning (CEL) courses to meet the needs of the community by providing affordable, accessible, high-quality programs. The recent Community Bridge partnership project through USU's Center for Community Engagement has allowed SNC to collaborate and partner with USU and its students in a way it hasn't done before. Through this partnership, SNC identified the need for more consistent staffing and co-created an intensive semester-long internship program that offers students professional experience and university credit while providing SNC with energetic and knowledgeable interns, guided by USU faculty, who are able to expand capacity and offer programs to new and larger audiences. USU courses have also completed market research for SNC, helping the organization better understand the community it serves.
Project/Collaboration Title	
Organisation Name	

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Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Logan River Restoration Project
Organization Name	Logan City Mayor's Office
Point of Contact	Logan City Mayor

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Email	
Phone	
Institutional Partner	USU College of Natural Resources
Purpose of this collaboration	<p>The Logan River is an integral part of the greater Bear River ecosystem and a community asset. Cache Valley citizens are attracted to the river and enjoy the aesthetics, recreational values, and wildlife resources associated with this high-quality river, which supports fish, wildlife, and many plant species unique to riparian and wetland habitats. The Logan River also provides water for irrigation, municipal water supply, and hydroelectricity. Prior to this partnership, USU Professor Dr. Frank Howe, stated that the Logan River was managed like a channel rather than a river. According to Howe, "Resources focused on flood prevention and irrigation. The management had removed native vegetation along the river and non-native invasive species had taken over, reducing habitat for birds and other wildlife species. In addition, the flow had been restricted and the river was cut off from its floodplain." Five years ago, when a Logan City river project received widespread criticism from local citizens and experts, a group of USU professors from relevant disciplines stepped up to help. This resulted in the formation of the Logan River Restoration Task Force, representing broad stakeholder interests that all revolve around the Logan River. The Task Force assembled focus groups representing residential, commercial, recreational, and agricultural interests to identify over 20 different social and ecological indicators of river health, including recreation, flood control, private property impacts, water quality, species diversity, and riparian vegetation. All of these indicators were evaluated by the Task Force, looking at the current conditions, target conditions, and desired future conditions of these various indicators. To protect the Logan River from degradation and the growing threats of floodplain development, the Task Force developed a Conservation Action Plan (CAP) that covers these indicators and provides a baseline for this and future Logan River project designs, ultimately making the river a better place for social and ecological values. The CAP is a dynamic set of objectives that can be revised as needed when new threats or conservation solutions are identified.</p>
Length of Partnership	5 years
Number of faculty involved	20
Number of staff involved	2-5
Number of students involved	Approximately 475
Grant funding, if relevant	\$800,000 in State & Federal Water Quality Funds, including EPA grants and State Nonpoint Source Pollution funding
Impact on the institution	<p>According to Dr. Frank Howe, the Logan River Restoration project serves as a local outdoor classroom for USU students and allows world-renowned ecologists to work on a local issue that matters to their community. Over 20 courses and programs from multiple disciplines have been involved with various aspects of the partnership, including the First-Year Connections program, senior capstone projects, and graduate research (including 6 Master's Degree projects, and 2 Ph.D. projects).</p>

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Impact on the community	Because of this collaboration, the Logan River is now managed as a river ecosystem rather than a channel and protected from further degradation. According to Holly Daines, Logan City Mayor, the Logan River Restoration Task Force has been a tremendous benefit to Logan City over the past five years. USU faculty have provided expertise to improve river restoration project designs and outcomes, helped to secure matching grants to move the project forward, and offered ongoing support throughout project implementation. Since the initial project, the task force has continued to offer valuable input on a number of other restoration projects which not only improve flood management, restore riparian areas, improve river flow, fish and wildlife habitat, but will also provide added recreational benefit for citizens at public park locations and along new sections of city trail adjacent to the river. The task force has assisted with the design of a future "Blue Trail" and has helped investigate potential projects with the Army Corps of Engineers. According to Mayor Daines, members of the task force have been cooperative and collaborative resulting in excellent outcomes, some of which may not have happened without the partnership. Dr. Frank Howe, Chairman, has been key to this successful, ongoing relationship.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Phone	
Community Partner Name	
Community Partner Contact	
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Partner #7

Project/Collaboration Title	Building Community through Performance, Education, and Appreciation of Choral Art
Organization Name	American Festival Chorus & Orchestra
Point of Contact	Board Chair
Email	
Phone	
Institutional Partner	USU Caine College of the Arts
Purpose of this collaboration	The American Festival Chorus and Orchestra (AFCO) was co-created in partnership with Utah State University out of a shared desire to offer musical performing opportunities to community members, students and faculty that build community and celebrate the human experience. The AFCO not only performs sacred music, but also patriotic, classical, popular, gospel, and other forms, bringing together a diverse group of over 200 singers from a 90-mile radius in a shared community-based music experience. According to AFCO board member and USU faculty member, Abby Benninghoff, "Choral singing, the most popular form of performing arts in the United States, creates a shared experience for performers and audiences unlike any other art form. When the choral music draws on the rich history and values of a nation and is regularly performed by its ordinary citizens (as opposed to professional recording artists), such music promotes understanding, appreciation and awareness at personal and community levels with great effect." This partnership not only brings together USU and community singers and musicians, it also contributes significantly to the cultural and performing arts in the state of Utah via performances that entertain, educate and celebrate the interests and tastes of the citizens of Cache Valley and beyond.
Length of Partnership	11 years
Number of faculty involved	Approximately 20 USU faculty each year at all levels of the organization, including volunteer singers, orchestra members, and leadership positions
Number of staff involved	Approximately 40 USU staff participate each year at all levels of the organization, including volunteer singers and leadership positions
Number of students involved	10-15 with American Festival Chorus plus another 35-40 with USU Chamber Singers
Grant funding, if relevant	Since 2009, \$334,500 from the Cache County RAPZ program and the Sorensen Foundation

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Impact on the institution	This partnership gives USU students unique opportunities to practice their music and performance skills in partnership with a large-scale choir in a community setting before large audiences. The AFCO regularly performs with the USU Chamber Singers (typically 34-40 students), and USU students majoring in musical theater are often featured soloists in the community favorite family pops performances. The partnership with USU has been recognized by AFCO with financial contributions to USU in support of the renovations to the new Daines Concert Hall and for the purchase of new concert percussion equipment for shared use by faculty and students of the Music Department and AFCO.
Impact on the community	AFCO's partnership with USU is enduring and essential to the organization's success. Since its founding in 2008, the AFCO has collaborated with USU faculty, staff, and students, to meet a shared mission of community engagement through choral music. Under the direction of Dr. Craig Jessop, AFCO contributes significantly to the cultural and performing arts in the state of Utah. The diverse repertoire entertains, educates and celebrates the interests and tastes of the citizens of Cache Valley and beyond. The AFCO is a world-class, nationally known performing arts organization that produces up to five distinct concert events during the academic year reaching a total audience in excess of 10,000 patrons from the Intermountain West region. Additionally, the summer season includes special performances with the Logan-based Utah Festival Opera and Musical Theatre company and the USU Alumni Band. AFCO's collaboration with other Cache Valley performance groups such as Bell Choirs, the Cache Children's Choir, the Utah Festival Opera, and others makes this a true community collaboration. In addition, the AFCO has become a major tourist attraction for the area that complements and extends the season for visitors brought to the valley by other programs. Many chorus members are music teachers in local schools, meaning that the quality of musical education in the public schools increases through their participation.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
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Community Partner Name	
Community Partner Contact	
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Partner #8

Project/Collaboration Title	Adaptive Outdoor Recreation for Youth & Adults with Disabilities
Organization Name	Common Ground Outdoor Adventures
Point of Contact	Executive Director
Email	
Phone	
Institutional Partner	Social Work Program, Center for Community Engagement, Outdoor Product Design Program, Landscape Architecture & Environmental Planning, Marketing, Community-Engaged Scholars, College of Natural Resources, Outdoor Program
Purpose of this collaboration	Logan, UT is a community with abundant outdoor recreation opportunities. Common Ground Outdoor Adventures (CGOA) was founded over 25 years ago as a collaboration between the USU Outdoor Program and the Northern Utah Independent Living Center (OPTIONS). Prior to this partnership, people with disabilities did not have access to outdoor recreation and were excluded from participating with their families and friends. From 1993-1997, CGOA relied heavily on USU to provide outdoor equipment and outdoor leadership training through the USU Outdoor Program. In 1997, CGOA established itself as a 501 (c)(3) non-profit, and the current USU partnership enables the organization's small staff to provide high-quality, life-enhancing outdoor recreation opportunities to over 3,600 community members with disabilities annually. Without this partnership, CGOA would be unable to meet the community demand for affordable, inclusive, adaptive outdoor recreation.
Length of Partnership	25+ years
Number of faculty involved	Approximately 25 each year

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Number of staff involved	Approximately 5
Number of students involved	Approximately 75 each year
Grant funding, if relevant	Approximately \$10,000 in matching AmeriCorps funds each year
Impact on the institution	USU students seeking degrees in fields such as Social Work, Public Relations, Marketing, Graphic Design, Landscape Architecture, Outdoor Product Design and Outdoor Recreation gain valuable real-world experience that applies directly to their coursework or degree programs. Students also receive training and information from professionals in the field of adaptive outdoor recreation. Through this partnership, students are able to fulfill capstone requirements, conduct Community-Engaged Learning (CEL) projects, complete Social Work Field Practicums, and volunteer in meaningful ways through AggieSync.
Impact on the community	Because of this collaborative partnership, CGOA is now an established non-profit that meets critical social and recreational needs for people with disabilities throughout Northern Utah. Under the guidance of USU faculty, students provide valuable products such as marketing materials, landscape architectural designs, natural history guides, and adaptive outdoor recreation equipment. Ultimately, the partnership creates deliverables and volunteer support that increase program capacity, enabling CGOA to expand its reach and improve program quality for community members with disabilities. The USU students who engage with CGOA go on to become community members and leaders with greater understanding of disability rights, adaptive recreation, and inclusion techniques and practices, enhancing the community at-large.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
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Community Partner Name	
Community Partner Contact	
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Partner #9

Project/Collaboration Title	Housing Justice in Cache Valley
Organization Name	Bear River Association of Governments (BRAG)
Point of Contact	Homeless Coordinator
Email	
Phone	
Institutional Partner	USU Social Work Program
Purpose of this collaboration	The Social Work Program at USU has partnered with Bear River Association of Government's (BRAG) Homeless Services and Community Development offices since 2017 on numerous community-engaged projects all aimed at better understanding and more effectively responding to homelessness in Northern Utah. As the Community Action Agency in Cache, Box Elder, and Rich counties, BRAG operates federally-funded housing and human services for all of Northern Utah. The region has witnessed a stark increase in the number of homeless individuals and families in the past five years. Despite having effective coordinated entry, prevention, diversion, and transitional housing services, the area lacks emergency services and permanent supportive housing. The partnership between the social work program and BRAG began with the agency's expressed need for community assessment and morphed into a robust, ongoing partnership involving practicum placements, community-engaged learning, undergraduate research, and community-based participatory research. The overall purpose of the partnership is for USU and BRAG to co-collaborate to bring data-driven solutions to the issue of homelessness in Northern Utah.
Length of Partnership	2.5 years
Number of faculty involved	4

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Number of staff involved	2
Number of students involved	100 (over 2 years)
Grant funding, if relevant	\$5,000 from the College of Humanities and Social Sciences
Impact on the institution	<p>The partnership with Bear River Association of Governments (BRAG) consists of numerous elements. Social work faculty serve on the Local Homeless Coordinating Council (LHCC), a citizen and stakeholder decision-making group led by BRAG. This community embeddedness opened opportunities for faculty to collaborate on community assessment projects identified as a need by the LHCC and BRAG. The social work program conducted a high-quality community assessment as part of a two-course sequence with 4 faculty members and 80 enrolled students. Following this, students delivered their findings to the LHCC and local elected officials. The assessment findings highlighted the need for a more complete homeless response system, including permanent supportive housing and emergency shelter. Continued partnership between the social work program and BRAG led to a practicum placement in homeless services. This practicum placement has been an incredible learning context for social work students, and has led to employment in the agency for USU alumni. In 2018, BRAG approached the social work program for assistance with its Point in Time (PiT) count, a homeless count that happens on one night in January in every city in the United States. The PiT has become a standard community-engaged learning opportunity for approximately 55 social work students every year. Beyond this, BRAG assisted with recruitment for an undergraduate student's funded research project that examined how social cohesion impacts risk of homelessness. Overall, the impact of this partnership on students and faculty in the social work program is immeasurable. Students were afforded a real-world learning context and an opportunity to respond to an urgent social justice issue in their community, and faculty were able to build local and statewide relationships with housing sector stakeholders which led to board appointments and funding opportunities.</p>
Impact on the community	<p>Before the social work program's partnership with BRAG, there was significant community misinformation regarding the causes, consequences, and extent of homelessness in the community. Since 2017, numerous community assessment projects have established the need for an expanded homeless response system - arming local service providers and advocates with the data necessary to bring a collective sense of urgency to the issue. The number of Point in Time count volunteers has quadrupled in the past 3 years, and the increase in volunteers has led to higher counts. With higher counts, BRAG receives more federal funding to funnel into homeless services. Most significantly, the spirit of collaboration between USU and the Local Homeless Coordinating Council has reinvigorated the efforts of the council and in 2019, the group will partner to craft an ambitious, but feasible Area Homeless Plan that will include participation from every jurisdiction in the Northern Utah, Tri-County area. This partnership is a true representation of mutuality and reciprocity.</p>
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
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Community Partner Name	
Community Partner Contact	
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Partner #10

Project/Collaboration Title	Mentoring Local Youth through After-School Programs
Organization Name	Cache County School District
Point of Contact	
Email	
Phone	
Institutional Partner	USU Education Outreach Coordinator

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Purpose of this collaboration	The After-School partnership between USU and Cache County and Logan City After-School programs enables USU students, many from marginalized backgrounds, to serve as mentors and role models for over 1,000 local youth throughout Cache Valley. The partnership provides critical academic support for local school children and enables parents to work knowing their children are safe and cared for.
Length of Partnership	20+ years
Number of faculty involved	1-2 each year
Number of staff involved	8 each year
Number of students involved	140 each year
Grant funding, if relevant	Approximately \$340,000 annually through 21st Century Community Learning Centers and State funding through the Utah Department of Workforce Services, Department of Childcare Services
Impact on the institution	Utah State University benefits from the partnership with Cache County and Logan City School Districts in several ways. First, partnering with school districts to provide tutoring and mentoring for underserved students gives USU a presence in most of the public schools in Cache Valley. This presence helps USU fulfill its land-grant mission to serve the public and aids in recruiting efforts, particularly among underserved populations. Second, USU students pursuing degrees in Education, Social Work, and Family and Human Development, have the opportunity to work in paid positions relevant to their coursework. Students are paid through the Federal Work-Study program, so their wages enable them to pay for school, which in turn improves retention rates. Upon graduation, these students not only have a degree, but also experience in their field of study.
Impact on the community	USU student mentors work with approximately 1,100 local children and youth from Logan City and Cache County Schools every day. According to data from the Alliance for Youth, Cache Valley after-school programs consisted of approximately 50% minority students in 2012. USU students mentoring youth in after-school programs mirror these demographics with at least 50% coming from similar economic and demographic backgrounds. Thus, enabling local youth to see themselves as college students. USU students not only provide positive role models and mentorship, but also critical academic and enrichment support. During the first hour of after-school programs, USU students work with small groups of students and help with homework completion. During the second hour, USU students lead enrichment club activities. After-school enrichment clubs include art, drama, robotics, STEAM activities, sports, healthy lifestyles, physical fitness, coding, and board games. At the middle schools, USU students organize Aggie clubs where middle school students learn about higher education at USU and cover topics such as admission requirements, financial aid, courses, and majors. Without this campus-community partnership, Cache Valley after-school programs would be 1/3 of their current size and unable to provide extensive positive social, behavioral, and academic support to students. Additionally, many children would not receive homework support and would be unprepared in class. In schools where USU students serve as mentors, test scores have increased, sometimes so much that the schools no longer qualify for grants intended to improve academic success. In addition to partnering with the districts, USU is an active member of The Alliance for Youth (AFY). Formed in 1999, this convening group is comprised of representatives from USU, local school districts, government entities, and non-profit organizations who share a common goal to provide high-quality after-school programs for Cache Valley youth. The AFY shares resources in a spirit of collaboration, allowing for simplified data sharing and increased grant-writing resources for all partners.

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
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Community Partner Name	
Community Partner Contact	
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Partner #11

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2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Project/Collaboration Title	Non-Profit Funding Information Network
Organization Name	City of Moab
Point of Contact	
Email	
Phone	
Institutional Partner	USU Moab, Associate Vice President
Purpose of this collaboration	Moab, Utah is home to approximately 100 non-profit organizations, serving, Moab, Grand County and neighboring communities. The community is very rural and lacks support resources typically found in metropolitan areas. Due to its remoteness, community non-profit leaders had limited access to grant-writing resources and information prior to this partnership. This unique partnership between Utah State University, the City of Moab, and WabiSabi Non-Profit Network provides local non-profits and individuals with access to the online Foundation Directory, the most comprehensive non-profit funding resource in the United States, along with grant information, and grant-writing workshops. Workshop topics include: How to Identify Funding Sources, How to Write Winning Proposals, Understanding Project Budgets, and How to Find and Apply for Fellowships and Scholarships.
Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	3
Number of students involved	126 community members took grant-writing classes at USU
Grant funding, if relevant	\$1500 start-up funds from City of Moab, \$750 from WabiSabi
Impact on the institution	Through the provision of classroom space, database access, workstations and wireless internet, the Funding Information Network has enabled USU Moab to become the regional hub for non-profit funding information and resources. In 2017-18, the Funding Information Network brought 126 local professionals and individuals to the USU Moab campus to learn about grant writing and utilize the grant databases. Many attendees travel from nearby counties to attend these classes and workshops. In addition, dozens of local non-profit directors and board members attend the "Introduction to The Funding Information Network" session at USU Moab through the annual Moab Business Summit.
Impact on the community	This partnership provides vital instruction to the directors and board members of approximately one hundred local nonprofits serving Moab, Grand County and neighboring communities, as well as many employees from local government agencies who require grant-writing skills. Grants are crucial to support Moab's essential services such as the women's shelter, after-school programs, the Humane Society and dozens more nonprofits. One hundred percent of participants responding to a survey stated they recommend the workshops to others. All rated the resources as "very important" to their community-engaged work. After taking grant-writing classes, all expressed they had increased knowledge and confidence about preparing and writing successful grants.
Project/Collaboration Title	

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
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Community Partner Name	
Community Partner Contact	
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Partner #12

Project/Collaboration Title	Arts Access Initiative
Organization Name	Fast Forward Charter High School

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Point of Contact	, Teacher
Email	
Phone	
Institutional Partner	Arts Access Program Director, USU Caine College of the Arts
Purpose of this collaboration	Prior to this partnership, children and youth with disabilities in Cache Valley did not have access to high-quality inclusive, adaptive art education. The USU Arts Access program, housed within the Caine College of the Arts, partners with numerous schools and community partners to co-create experiences in the arts with students with disabilities in ways that increase respect and understanding within the greater community. Arts Access also connects teachers with USU resources to help them incorporate art for all students.
Length of Partnership	3 years
Number of faculty involved	2 USU faculty with guidance from Dean, Associate Deans, Advancement Officer and Financial Officer, plus 6 faculty from Fast Forward Charter School
Number of staff involved	1
Number of students involved	8-10 USU students and approximately 93 local elementary, middle, and high school students
Grant funding, if relevant	\$17,440.00 in grant support in the 2017/18 academic year from the Kennedy Center's VSA program
Impact on the institution	USU has benefitted from this partnership by gaining increased understanding of the real, experienced needs of K-12 students with disabilities and their support groups (parents, faculty, staff, administration). This understanding has enabled the USU Arts Access and Art Education programs to develop more focused, tailored programs that are responsive to community-identified needs. In addition, the local demand for the Arts Access program has demonstrated the importance of the arts for individuals with disabilities across USU units, further justifying the need for the proposed Disability Studies minor.
Impact on the community	Partnering with 16 elementary schools, 3 middle schools, and 6 high schools, the USU Arts Access program has worked collaboratively with local educators to bring arts education to children and youth with disabilities across Cache Valley. In addition to schools, the Arts Access program has co-created projects with 2 university-based programs and 3 local non-profit organizations that work with people with disabilities. In 2017-18, Fast Forward Charter High School (FFCHS) students partnered with an elementary school class of students with disabilities (mainly Autism Spectrum Disorder), brainstormed across FFCHS grade levels and courses, and then conceived, directed, and implemented a multi-arts installation in the downtown Logan business district that was experienced by over 1,200 community members. Through this partnership, students with Autism Spectrum Disorder experienced an increased sense of personal value, self-agency, and creative confidence while community members experienced increased empathy and understanding of individuals with disabilities as reported in extensive follow-up interviews with FFCHS students, faculty, and community members. According to Raymond Veon, Arts Access Director, "USU Arts Access partnerships are most successful when we listen to the community and engage in regular dialogue to better understand and respond to the real needs of the community."
Project/Collaboration Title	
Organisation Name	

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Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
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Community Partner Name	
Community Partner Contact	
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Partner #13

Project/Collaboration Title	Restoring the Escalante River Watershed
Organization Name	Escalante River Watershed Partnership
Point of Contact	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Email	
Phone	
Institutional Partner	USU Utah Conservation Corps,
Purpose of this collaboration	Prior to this partnership, the Escalante River was choked with non-native woody invasive Russian olive and tamarisk, preventing wildlife and hikers from accessing the river, impacting aquatic species, and outcompeting native cottonwood and willow. The purpose of this 10-year collaboration has been to restore and maintain the natural ecological conditions of the Escalante River and its watershed and involve local communities in promoting and implementing sustainable land and water use practices.
Length of Partnership	10 years
Number of faculty involved	2
Number of staff involved	10
Number of students involved	Approximately 50 annually
Grant funding, if relevant	\$150,000-\$300,000 annual AmeriCorps match from Walton Family Foundation and Federal Land Management Agency Partners
Impact on the institution	This partnership has given hundreds of USU Utah Conservation Corps (UCC) AmeriCorps members (many completing Natural Resource degrees or entering resource management careers) the opportunity to be involved in a multi-year, cutting-edge habitat restoration project that includes multiple federal and state land management agencies as well as non-profits, businesses, and local citizens. This partnership has also received positive press in local, regional and national media outlets which has benefitted the institution.
Impact on the community	In a community divided by a national monument designation, the Escalante River Watershed Partnership (ERWP) has brought together community stakeholders representing federal and state land management agencies, county and city governments, non-profits, private interests, and research scientists, to work together to restore and maintain the Escalante River and its associated watershed. The USU UCC AmeriCorps program has been an active member of this coalition since its beginning, and has played a critical role in reducing the spread of Russian olive and tamarisk and bringing this riparian corridor back to its natural status. In addition to the many ecological benefits, the town of Escalante and surrounding communities have benefitted through enhanced opportunities for recreation that strengthen the local tourism economy.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
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Institutional Partner	
Purpose of this collaboration	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
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Community Partner Name	
Community Partner Contact	
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Partner #14

Project/Collaboration Title	USU Permaculture Initiative and Moab Bee Inspired Gardens Partnership
Organization Name	Moab Bee Inspired Gardens (BIG)
Point of Contact	
Email	
Phone	
Institutional Partner	USU Permaculture Initiative

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Utah State University on 5/15/2018. Last modified on 7/19/2020.

Purpose of this collaboration	Moab was settled over 100 years ago near the Colorado River, and occupies an area that is home to many plant species only found in this desert ecosystem. Moab's unique geography and variety of pollinators, including beetles, flies, butterflies, birds, the European honey bee, and approximately 900 native bee species, has inspired old and new residents to help sustain this diversity through growing perennial, drought tolerant, and native plants. Utah is considered by the Department of Wildlife Resources to be the second driest state in the Nation. Ironically, water use data indicates that residents in this state are among the top water users per capita in the nation. While some of this water is used for industry, as in most Western states, a great deal of it is used to water landscapes around homes and businesses. In 2013, after attending a pollinator habitat planting workshop, a group of local organizations and individual citizens were inspired to take action in their community. In response, Dr. Roslynn McCann, Director of USU's Permaculture Initiative, brought together a team of community partners to envision and create what is now the Moab Bee Inspired Garden (BIG) Initiative. Partners include Moab City, Community Rebuilds, the Grand Conservation District, MoaBees Beekeepers, Bureau of Land Management, USDA Natural Resources Conservation Service, and USU students and faculty. The purpose of this partnership is "To inspire efforts toward pollinator health, water conservation, and food and forage systems using gardens, workshops and resources in a way that benefits our community and ecosystems."
Length of Partnership	5 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved	Over 700 workshop participants
Grant funding, if relevant	\$9,132 Utah Division of Water Quality, \$4,000 USU Matching Funds, \$700 WabiSabi Make-A-Difference, \$300 Moab Arts Council, and \$500 Slow Food Utah
Impact on the institution	The diversity of locations and designs found in these gardens provides a myriad of research opportunities for USU, and increases the possibility that Moab residents and visitors may find something at these gardens that inspires them in their own landscape projects. For the USU Moab Campus permaculture garden alone, over 120,000 gallons are now harvested annually either directly into the garden soil or into a series of rain tanks for later use - all in a climate that only receives nine inches of rain per year. This calculation was taken using the impervious surface footprint in square feet (roof, sidewalk, and parking lot) x average annual rainfall in feet x 0.623 (converting cubic feet to gallons) x runoff coefficient (.90 for asphalt and .95 for roof).
Impact on the community	Over a dozen BIG teaching gardens now exist in the Moab area, demonstrating water-wise, pollinator-friendly, perennial edible design. Hundreds of residents have attended educational workshops and implementation days, and Moab now has an application for residents to join the movement. Moab has conducted retrospective post and pre-assessments with community members attending workshops, and has seen significant positive changes in knowledge and skills gain.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

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Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #15

Project/Collaboration Title	Painted Horse Partnership
Organization Name	Painted Horse Diabetes Prevention Program
Point of Contact	Director,
Email	
Phone	
Institutional Partner	, USU Extension Family Wellness Program

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Purpose of this collaboration	The Family Wellness Program with USU Extension, _____ has been partnering with Painted Horse Diabetes Prevention for the past 7 years. In Utah, diabetes is the seventh leading cause of death, and in Duchesne and Uintah Counties, one in ten Native Americans has diabetes. When _____, the Diabetes Prevention Director with Painted Horse was hired 8 years ago, she invited _____ to join the Tribe's Wellness Committee. The partnership started in the spirit of listening to and respecting the voice of the Ute Tribe and developed by co-collaborating to promote health and wellness in the community. In the third year of the Painted Horse Partnership, both _____ were honored in the region and state for their excellence in partnering to promote health and wellness. This partnership has flourished for the past 7 years, with activities ranging from youth development to community-based nutrition outreach. The overall purpose of the Painted Horse Partnership is to join university and community resources to increase community capacity, identify and leverage community assets, and promote community-based diabetes prevention and overall health and wellness.
Length of Partnership	7 years
Number of faculty involved	5 faculty/year
Number of staff involved	6 staff/year
Number of students involved	approximately 20/semester
Grant funding, if relevant	Grant funding totals over 1 million dollars and includes RWJF Well-Connected Communities grant, Walton Family Foundation 4-H Healthy Living Grant, and funding from the Ute Tribe
Impact on the institution	This partnership gives USU Extension the ability to engage with the Ute Tribe Uintah and Ouray Reservation community members and partner to deliver wellness programs that increase health through all stages of life. This partnership gives USU faculty and staff professional development opportunities, such as the Good Health and Wellness in Indian County Coalition (GHWIC) trainings and attendance at the Native American Nutrition Conference, which guides their Extension service to the neighboring tribal community. Additionally, the partnership has been vital to successfully accruing federal grants and resources.
Impact on the community	The Painted Horse Partnership has impacted the Ute Indian tribal community through increased capacity to deliver diabetes prevention and health management program activities. Shared staffing and expertise, occasional forms and flyers, and invitations to other Extension staff to participate have resulted in increased youth opportunities and participation in summer camps, Family Meal Time classes, a Garden Box Project (66 to date placed at homes and worksites), and summer nutrition programs in two reservation communities. Through the 2017 Well Connected Communities grant, a Youth Coordinator was hired to support a youth council and youth-adult partnerships within the Good Health and Wellness in Indian Country Coalition (GHWIC). In 2018, through collaborative efforts with _____ the GHWIC coalition, USU Extension secured National Institute of Food and Agriculture (NIFA) and Substance Abuse and Mental Health Services Administration (SAMHSA) grants to reduce the fatal opioid poisonings and harms from substance misuse disorders in rural and tribal populations across the state. A professional from the Ute Indian tribal community has joined the USU Family Wellness Program to lead these Opioid Harm Reduction efforts as the Tribal Opioid Resource Center Coordinator. The first rural and tribal community Naloxone (Opioid overdose Reversal) trainings were held in April 2019. The Painted Horse Partnership is truly grounded in reciprocity and mutual benefit. The exchange of resources, co-collaboration, and sustainability of the partnership are the bedrock of the community impact.
Project/Collaboration Title	

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Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

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E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

USU has outlined its mission-driven strategy for community engagement in an institutional Civic Action Plan (CAP) that emphasizes and strategically supports partnerships grounded in mutual benefit and reciprocity. USU's CAP is a key document with quantifiable indicators used to measure the university mission's engagement core theme.

As noted in II.B.2., the Community Bridge Initiative (CBI) is one of USU's strongest and most recognized strategies for sustaining and enhancing mutual benefit in campus-community partnerships. All CBI community partners, faculty, and students are provided with the Guide to Developing Reciprocal Community-Campus Partnerships, which outlines the requirements and essential components of reciprocal partnerships, defines best practices for developing mutually beneficial partnerships, and identifies practical methods for sustaining these partnerships. In addition, the CCE clearly states on its homepage the core value of "reciprocal partnerships that inform community-driven change" and makes this guide available online.

For global engagement, USU's International Community-Engaged Learning program has adopted Fair Trade Learning (FTL) standards and principles, described in III.A.2.1., as best practices. These principles emphasize reciprocity and community voice. The USU Study Abroad website links to FTL standards and principles, and the Center for Community Engagement (CCE) has developed a learning module for all faculty wishing to incorporate community-engaged learning into study-abroad programs.

Aggies Think Care Act (ATCA) challenge all Aggies to act upon the key community principles of diversity, human dignity, and social responsibility, both on campus and in our communities. The principle of social responsibility, in particular, calls upon Aggies to elevate the academic experience through civic engagement grounded in mutual respect and reciprocity. With the express approval of President Cockett, these three Principles of Community guide planning of university-wide events and programming and shape the institutional response to morally and socially challenging situations both on and off campus. Placing diversity and community voice at the heart of our institutional approach to community engagement, ATCA, under the president's direction, organized the annual Cache Valley Diversity Dinner. The event, held at Logan High School, initiated critical dialogue among 150 Cache Valley community leaders from diverse backgrounds and USU leaders, including President Cockett. The dinner opened needed conversations about diversity and social responsibility grounded in reciprocal campus-community partnership, and culminated in specific action plans for these partnerships. As an ongoing presidential initiative, this event illustrates a key institutional strategy for enhancing and sustaining interaction with the community to promote mutuality and reciprocity.

For Extension, new faculty orientation specifically directs faculty to provide community-engaged programming through reciprocal partnerships that are based on community-driven needs assessments. Extension faculty role statements (noted in II.F.4.2.) specifically call upon faculty to implement and direct programming that responds to community/clientele needs and issues; they also partner with advisory groups, related agencies, and organizations to identify and meet local community needs.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings

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regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

The Center for Community Engagement (CCE) engages their Community Advisory Council in dialogue about how best to share assessment information with all involved parties. New and returning Community Bridge Initiative (CBI) partners receive an annual packet of information that includes an annual report with the previous year assessment findings; the CCE hand delivers and personally discusses this report with each community partner. In 2017-18, assessment information revealed that 91% of students who completed Community-Engaged Learning (CEL) courses or participated in CCE programs “understood how to work with community partners to identify community assets, opportunities, and challenges.” At the same time, only 80% of community partners reported that the partnership was mutually beneficial. The CCE discussed these results with community partners and discovered that not all partnerships were using the Scope of Work (SOW). The CCE addressed this issue by sharing partner survey results with faculty and emphasizing to both faculty and partners that the SOW is a required step in reciprocal-partnership development. The CCE can make informed partnership matches, but the faculty and partner must meet to clarify and agree upon shared goals, expectations, and deliverables.

In addition, the CCE sends the Community Engagement Impact Assessment (CEIA) survey to all faculty who report community-engaged teaching, research, service, or creative work in Digital Measures (DM). At present, the CEIA survey complements the DM tracking of community engagement: annual faculty reporting information is synthesized by USU’s Office of Analysis, Assessment, and Accreditation (AAA) and shared with the CCE, which then administers the CEIA survey in collaboration with the Provost’s office. Following the next CEIA survey administration period in 2020, the CCE will randomly select ten community-engaged partnerships/projects from the CEIA survey data to serve as assessment artifacts for a system of checks and balances in faculty assessment of this work. This deeper form of analysis will query community partners, students, and faculty through standardized surveys and interviews. Their triangulated perspectives together will reveal more clearly the quality and impact of the community engagement and the extent to which mutual benefit and reciprocity defined the partnership. Using these findings, USU is poised both to recognize exemplary work and to engage in targeted improvements to community engagement across the institution.

USU Extension requires all community partnerships to collect feedback, share findings, and improve reciprocity on a continual basis. County Extension offices must systematically collect and share program feedback and findings to community partners, including the county government in each geographic area. This data sharing allows for discussion of program impact and future modifications, ensuring reciprocity and mutual benefit.

IV. Reflection and Additional Information

(Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

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Since 2015, USU has been actively preparing for the 2020 Carnegie Community Engagement application and classification. The application process enabled us to elevate campus conversations around Community Engagement (CE) and develop a Civic Action Plan driven by USU senior leadership. The institutional self-study uncovered processes and policies to be strengthened, clarified, and enacted to better align with the values and spirit of community engagement. For example, the process motivated faculty and administration to unanimously support the inclusion of specific CE language in promotion and tenure criteria. Likewise, the process strengthened and reinforced the use of existing platforms, such as AggieSync and Digital Measures, to record, track, and assess community-engaged teaching, learning, and research. Most importantly, the process gave USU a common language and shared institutional goal to not only obtain the classification, but also deepen and improve partnerships across all USU campuses in ways that encourage reciprocity, community voice, and mutual benefit.

It was a great privilege to hear stories from across the institution and witness the quantity and quality of community engagement taking place throughout the state. The land-grant mission of USU drives programs, units, colleges, students, faculty, staff, and leadership to look outward, think big, and meaningfully connect to people and places in Utah. Community engagement has been fundamental to USU since its founding; and because of this, the changes needed to increase the institutionalization of Community Engagement were prioritized and championed by USU Provost Galey and approved unanimously by faculty senate.

The Carnegie application process provided a clear framework to engage a diverse and institutionally representative 40-member task force in conversations that increased collaboration and encouraged sharing of best practices related to community engagement. Beyond the Carnegie year, this task force will continue to convene and report to the Provost in an effort to further institutionalize community engagement.

(Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

The responses we have provided for each question have been thoughtfully and painstakingly constructed, with input from administration, faculty, community partners, staff, and students. Although fitting our responses into 500-word narratives was, at times, seemingly impossible, we are confident that our responses reflect the most meaningful and significant illustrations of our institutional engagement with the community.

While the application contact is USU Provost Francis Galey, who provided institutional leadership, guidance, and support throughout the process, the application was written by the Carnegie Community Engagement Writing Team:

Kate Stephens, M.A.
Associate Director of USU Center for Community Engagement

Dr. Jessica Lucero
Associate Professor of Social Work and Director of USU's Transforming Communities Initiative

Dr. Kristine Miller
Professor of English and Director of the University Honors Program

(Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

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USU recognizes that Cooperative Extension work is not always equivalent to community engagement. It is only when the expectation of mutual benefit and reciprocity is clearly established and expertise is sought from community partners that extension work meets the criteria for community engagement.

Utah State University takes seriously its land-grant mission. Place-based, locally driven community engagement occurs through a robust regional campus system that serves students in every corner of the state. Although question 1.A. asked about USU's campus context, it was difficult to capture the extent of USU's regional campuses and the ways in which these campuses and centers are embedded in 33 distinct communities across the state. For example, USU's Master of Social Work program enrolls approximately 80 nontraditional students from rural communities across the state. Social Work faculty are close collaborators with community agencies, placing students in year-long internships that increase the organizational capacity to respond to community-identified concerns. As an illustration, the rural, critical access hospital in Price, Utah approached the Social Work program about developing training opportunities that would support a workforce prepared for integrated care. The Price campus is developing training options for MSW students to respond to this community-identified need which will expand access to mental health care for rural community members in primary care settings.