Attendees: Katherine L-P, Ruthbeth Finerman, Charles Santo, Leigh Hersey, Fawn Pettet, Susan Neely-Barnes, Elena Delavega, Lauren Burrow, Casey Gilewski, Timothy L. Rose (for Daphene McFerren), Keri Brondo, Kathryn Hicks, Diana Ruggiero, Bree Coburn, Donalyn Heise, Alison Happel-Parkins, Joy Clay, Stephanie Ivey, David Cox, Jenessa Gebers

Regrets: Nicole Thompson, Stan Hyland, Brian Wright, Vicki Chandler, Angie Powell, Cathy Simmons, Earnestine Jenkins

I. Welcome & Introductions – share a lesson learned
   - Begin relationship building early
   - Expect the worst
   - Building an MOU with your community partner – be very clear about what is needed and not needed on both sides, working through the MOU as an important part of communication
   - As an advocate of ES – make sure everything is woven together, should be service and teaching, a “one-stop shop,” so things don’t live in isolation
   - Connecting students to industry though ES – gives them an extra benefit and is approved by the department (coming from Engineering)
   - Rigorous in research and translational in findings, usable knowledge, balance
   - Stay in regular communication, engage in check-ins with your partner, whoever that is
   - BREATHE – so busy, but we benefit from watching our students and communities progress, so we should stop and savor that experience
   - Don’t forget why we’re doing this, beyond CV
   - Lots of communication and not taking anything for granted
   - There are lots of opportunities, so be strategic with your choices and sync them really well with your research
   - Creating her own IRB template of key words to use as a resource, to explain what she’s doing that gets it through IRB

II. ES Presentation - Dr. Lauren Burrow "Service-Learning: A Brief Analysis of Terminology and Practices"
   - Attended the Emerging Engaged Scholarship Workshop – for junior faculty
   - Also attended the ES Conference (where Dr. Hyland received his award)
   - Presented 2 papers and a poster – copy of her presentation to the ES Committee is available at: http://www.memphis.edu/esfc/esfc_esctf.php

Summary of Presentation:
   - Presented a paper entitled, “Say, “YES!” Creating Engaged Networks for Student, Community Change”
     - The “beautiful mess” and process of getting involved with ES
     - Applied the idea that teaching, research, and service are all integrated
     - Used the 2013 Independent Sector’s Value of Volunteer Time rate to calculate the “value of her and her students’ service”
     - Going to challenge herself more to produce new knowledge
     - Communityengagedscholarship.info – Community Campus Partnership for Health – for T & P
   - “Managing the Service-Learning Formula: HOW We Engage and WHO Benefits” (paper)
     - Balance of relationships
   - “Service-Learning --- Do We Know WHAT We Are Doing?” (Poster with co-author)
     - Defined the 6 types of service-learning and analyzed responses given
       - A lot of examples did not balance both service and learning
     - Argued for a common definition of service learning to have shared goals and outcomes
• When there are 6 different types and you apply them to what you’re doing – communication with partners and students allows you to utilize all 6 types, be specific and communicative with your goals
  • Students may get confused if they have “service learning” in different classes, but the projects and goals are drastically different – students should be able to have a common expectation about what service learning is
• Tenure & promotion materials – knowing their expectations and using/working within that
  o Engagement as strategy / engagement as scholarship
    ▪ Not everything is engagement, effective engagement, scholarly engagement, or scholarship engagement
  o Scholarship: traditional / engaged scholarship
    ▪ ES as traditional+
      • Demonstrating that by participating in ES you are doing both traditional scholarship and then some

- Feedback:
  o Thought it was important to create a definition of service learning
  o Liked the artistic web she created of her ES experience, said that someone once gave her the idea to write a post-it of everything they’ve done, but liked how she used that and connected everything

III. ES Program Updates -
  • $50,000/year x 3 years – promised as a pilot the to demonstrate how ES contributes to student retention and faculty scholarship.
  • Will be able to roll over funds that are not used this year to next year
  • ESRG and SCI grants are from the same pot, so any initiative cannot hold both.

  - 3 New Grant Programs – Engaged Scholarship Research Grant, Engaged Scholarship Mentor Program, Engaged Learning Fellowship
    o Need Reviewers for the various program applicants - review committee sign-up sent around at meeting (Note: We’re still looking for volunteers, please let Katherine & Nicole know if you want to serve)
    o Review will happen over the next month, not sure how many people will apply

  - Community Partner Award
    o Nicole is the point person. Karen Weddle West is supportive of the idea. We are working with President’s office to try to link this to the President’s Year of Service

IV. Action Team & Committee Reports
  o Communications & Networking
    ▪ Website is updated with new profile information
    ▪ Needs information about students – nothing on the student page currently.
    ▪ Dr. L-P asks everyone to contribute info and to let her know if there is something that is not working (i.e. broken links)
      • Alison suggests the faculty page needs to be rechecked because there are some people who are no longer here
  o ES Conference Travel
About time to put out the call for travel funding for June-December period – deadline will be end of March
Previous travel award winners will serve on the review committee, needs volunteers.

- Outreach
  - Nicole is the point person and will touch base about the 3 departments we want to try to meet with this spring.
    - We should take advantage of the higher profile ES has right now due to the new ES funding programs.

- Assessment
  - Developing an assessment tool
    - Individual data from students
    - Can determine how ES is doing overall
    - 5 key components
  - Part of how we will assess the Engaged Learning redesigned courses and student involvement in ESRG funded projects.
  - Other faculty that use ES in classes are encouraged to use the survey tool in their classes as well. Please let Nicole know if you’re interested.

- Professional Development
  - Katherine is coordinating a panel focused on framing Engaged Scholarship for T & P (a request made by junior faculty on the ESC) for end of March.
    - Junior faculty should provide questions/needs/etc.
    - Need senior faculty to volunteer or suggest people for the panel

V. Announcements
- Lauren Burrow - President’s Year of Service
  - NobleHour – faculty and students can sign up to track service hours, makes sense for ES to be a huge part of the Year of Service
  - Call for faculty video testimonials/stories about service learning, why this makes U. Memphis unique, etc. – is not doing the videos, but knows who is
- Charlie Santo - Reviving concept of Memphis Regional Design Center as a University-based design collaborative, called University of Memphis Design Collaborative
  - Interdisciplinary (+ courses)
  - 2-years of funding thus far
  - Want to begin with a massive community gathering
    - March 21, 11-4 at Central Station, “relationship therapy for Memphis,” love letters to the city
    - Publicity, entertainment
  - Projects will be holistic, comprehensive
- David Cox – has a 4 year federal grant to assess retention and completion at the University (David)
  - Needs some advice on how to get it going, would like to connect with assessment team and other members of the committee.