

**The University of Mississippi**

**First Time Community Engagement Classification Application: The  
Carnegie Foundation for the Advancement of Teaching**

**Submitted by the Division of Diversity and Community Engagement**

**13 April 2019**

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Erin Holmes, Laura Martin, Mindy Sutton Noss, Albert Nylander, Erin Oeth, and Cris Surbeck

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

Submitted on 13 April 2019.

## Preface

### **The Carnegie Community Engagement Classification Workgroup**

The Division of Diversity and Community Engagement (DCE) convened the University of Mississippi Carnegie Community Engagement Classification Workgroup on 23 January 2019 to complete the 2020 First Time Classification for Community Engagement sponsored by the Carnegie Foundation for the Advancement of Teaching.

Cade Smith (Assistant Vice Chancellor for Community Engagement) chaired the workgroup whose members included: Lindsey Abernathy (Associate Director of the Office of Sustainability), Laura Antonow (Director of the Office of College Programs and Instructional Assistant Professor Higher Education), Katie Busby (Director the Office of Institutional, Research, Effectiveness and Planning and Instructional Assistant Professor of Higher Education), Tammy Dempsey (Director the Office of Service Learning and Community Engagement, the University of Mississippi Medical Center), Erin Holmes (Associate Professor Pharmacy Administration and Research), Laura Martin (Associate Director of the McLean Institute for Public Service and Community Engagement), Mindy Sutton Noss (Dean of Students), Albert Nylander (Director of the McLean Institute and Professor of Sociology), Erin Oeth (Project Manager in the Division of Diversity and Community Engagement), and Cris Surbeck (Associate Dean Engineering and Associate Professor of Civil Engineering).

Following the path illuminated by the preceding work of Chancellors Robert Khayat, Dan Jones, Jeffrey Vitter, the McLean Institute for Public Service and Community Engagement, the UM Council on Community Engagement, the Office of Institutional Research, Effectiveness and Planning, the Division of Diversity and Community Engagement, and countless faculty, staff, students, administrators, and community partners who dedicate themselves to community engagement, the workgroup completed and uploaded UM's application to the online Carnegie 2020 First Time Framework on 13 April 2019.

This document is taken directly from UM's application. The explanatory guidance following many of the framework questions in the original framework have been moved to endnotes for reference. The information in the application framework and UM's responses are included without modification from the document that was submitted, any deviation from the original submission were a function of converting the Carnegie provided PDF to a Word document or formatting changes (e.g. altering table dimensions to fit this format).

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# Carnegie Community Engagement Classification Explanation and Definitions

## Explanation and Definitions of the Carnegie Classification for Community Engagement

“The Carnegie Foundation's Classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. In this way, it is similar to an accreditation process of self-study. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution.”

<https://www.brown.edu/swearer/carnegie>

According to the Carnegie Foundation, “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.” (Quoted directly from the Carnegie CE First Time Classification application)

# I. Campus and Community Context

## I. Campus and Community Context

### A. Description of the University of Mississippi Campus:

Founded in 1848 to provide Mississippians a liberal arts education at home, the University of Mississippi (UM) is Mississippi's oldest public institution of higher learning. UM aspires to be a preeminent public international research university and a leading force for innovation and opportunity. UM transforms lives and communities by providing opportunities for the people of Mississippi and beyond through excellence in learning, discovery, healthcare, and engagement. Classified as a Doctoral University – Very High Research Activity, UM consists of the main campus in Oxford, the medical center in Jackson, and four off-campus instructional sites. With near open-admission standards, UM ensures both accessibility to Mississippi citizens and academic excellence, as evidenced by the university's 26 Rhodes Scholars and Phi Beta Kappa chapter.

UM collaborates with communities to discover, develop, and disseminate knowledge that ultimately changes learning, behaviors, and conditions across Mississippi and around the globe. UM's 15 academic divisions include a major medical school, nationally recognized schools of accountancy, law, and pharmacy, and the Sally McDonnell Barksdale Honors College, renowned for a blend of academic rigor and opportunities for community-engaged research, learning, and service. UM houses numerous institutes and centers, including the McLean Institute for Public Service and Community Engagement, which has a mission to advance community engagement throughout UM and fight poverty through education.

UM enrolls 23,714 students from 50 states and 86 countries, including 18,012 undergraduates and 5,102 graduates. Mississippians comprise 55% of UM's enrollment, and 56% of UM's students are female. Minority ethnicities encompass 24% of the enrollment, with African American students accounting for 12%. The freshman class consists of 3,438 students with an average ACT of 25.1. Freshman-to-sophomore retention is 85%. Sixty-four percent of enrolling freshmen graduate within six years. Minority ethnicities account for 21% of UM faculty, with African Americans and Asian Americans comprising 5% and 5%, respectively. Non-U.S. citizens make up 5% of UM's faculty. UM's student-to-faculty ratio is 18:1 on the main campus.

Like the United States, the history and evolution of UM is complex and arcs toward inclusion, excellence, and justice. In 1962, a federal appeals court ordered UM to admit James Meredith, UM's first African-American student. Upon his arrival, a mob of more than 2,000 white people rioted; two people were killed before federal peacekeepers restored order. This tragic event serves as a marker of how far we have come as a nation and a university. Additionally, this tragic past provides the conviction and foundation for UM to work even harder to overcome racism and serve as an example of the benefits of diversity, inclusion, engagement, and justice. UM's commitment to these ideals are evidenced in the creation of the Division of Diversity and Community Engagement.

UM commits itself to establishing the highest levels of academic excellence, to preparing great leaders, to increasing collaborative partnerships across Mississippi and around the world, and to opening the doors of higher education to all students.



# I. Campus and Community Context

## B. Description of Communities<sup>ii</sup>:

As a Doctoral University – Very High Research Activity with off-campus instructional sites throughout North Mississippi, UM engages numerous communities with the mission to transform lives, communities and the world. Mississippi's complex circumstances, including challenges related to generational poverty, education, health and wellbeing, uniquely position UM to form significant, impactful partnerships to collaboratively address these issues.

At the statewide-level, UM's economic impact on Mississippi totals \$2.9 billion and enables 43,121 jobs across the state, meaning that one out of every 37 jobs is supported by UM activities. Among non-education industry sectors, the university delivered the greatest impact in the healthcare and social assistance industry sector, supporting 13,496 jobs in fiscal year 2016-17.

The main campus is in Oxford, a city in north Mississippi with a population of 24,000 within Lafayette County, population 54,374. The area is influenced by the university community, with intellectual, arts, and recreational activities abundantly available. Compared to the rest of the state, Oxford residents are typically younger, more educated, more socially and politically progressive, more likely to rent, and face higher housing costs. Additionally, the local community has a higher concentration of both part-time and permanent residents of wealth; frequently UM alumni.

In Oxford, people identifying as non-Hispanic Whites and African American comprise 73 and 21% of the population, respectively. This compares to Mississippi's demographics of 57% non-Hispanic Whites and 38% African American. Oxford residents include 4.1% foreign-born persons, compared to 2.3% for Mississippi. Since 2010, Oxford and Lafayette County grew by 24% and 15%, respectively while the population of Mississippi grew by 0.5%. Subsequently, growth in Oxford placed pressure on housing. The median value of owner-occupied homes in Oxford and Lafayette County are \$227,400 and \$163,500, respectively, compared to \$105,700 for Mississippi. Lafayette County is relatively more prosperous with 12.6% of families living in poverty, compared to 16.6% of families for Mississippi. Collectively, growth, development, and affluence in Oxford has heightened concerns about disparities in income, wealth, and access to essential services, especially for community members living in poverty.

UM-Oxford is located about 35 miles east of the Mississippi Delta, an area of cultural and historical significance, intensive agriculture, and complex challenges. The population of 11 "core Delta" counties in the floodplains of the Yazoo and Mississippi Rivers was estimated as 202,058 in 2017, a decline of 9.5% since 2010. The demographics of the Delta include 70.6% non-Hispanic Black/African American and 25.6% non-Hispanic Whites. Almost 30% of the families in the Delta live in poverty. Because of the proximity to campus and numerous well-developed and sustained relationships, UM scholars engage in multiple collaborative, mutually beneficial partnerships within the region.

The UM Medical Center is in Jackson, the capital city. The 2017 population of Jackson was 166,965. Since 2010, Jackson's population declined by 3.8%. Jackson is within Mississippi's most populous county, Hinds Co., population 239,497. African Americans comprise 81% of Jackson's population, with non-Hispanic Whites comprising 17%. In Jackson 31% of people live in poverty. (Source: 2017 Pop. Est., US Census Bureau; Data Cent. MS)

## II. Foundational Indicators

### II. Foundational Indicators

#### 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:

Vision statement: "The University of Mississippi aspires to be a preeminent public international research university and a leading force for innovation and opportunity in Mississippi, the United States, and the world."

Mission statement: "As Mississippi's first comprehensive, public university and academic medical center, the University of Mississippi transforms lives, communities, and the world by providing opportunities for the people of Mississippi and beyond through excellence in learning, discovery, healthcare, and engagement.

"The mission of the University of Mississippi is to create, evaluate, share, and apply knowledge in a free, open, and inclusive environment of intellectual inquiry. Building upon a distinguished foundation in the liberal arts, the state's first comprehensive university serves the people of Mississippi and the world through a breadth of academic, research, professional, and service programs. The University of Mississippi provides an academic experience that emphasizes critical thinking; promotes research and creative achievement to advance society; uses its expertise to engage and transform communities; challenges and inspires a diverse community of undergraduate, graduate, and professional students; offers enriching opportunities outside the classroom; supports lifelong learning; and develops a sense of global responsibility."

"In pursuing its mission, the University of Mississippi community reaffirms its identity and purpose as fundamentally academic; nurtures excellence in teaching, learning, creativity, and research; provides the best, accessible undergraduate education in the state of Mississippi; offers high quality undergraduate, graduate, and professional programs; and devotes its knowledge and abilities to serve the state and the world."

<https://olemiss.edu/aboutum/mission.html>

Similarly, the vision and mission of the University of Mississippi Medical Center is to be a premier academic health sciences system that is recognized nationally for high-quality clinical care, for innovative research and for training committed healthcare professionals who work together to improve health outcomes and eliminate health disparities by improving the health and well-being of patients and the community through excellent training for health-care professionals, engagement in innovative research, and the delivery of state-of-the-art health care.

<https://www.umc.edu/UMMC/Mission%20and%20Vision.html>

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

## II. Foundational Indicators

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

In April 2014, the University of Mississippi's Inaugural Celebration of Service included the presentation of the annual Algernon Sydney Sullivan Award (<http://mclean.olemiss.edu/sullivan/>). Nationally, the Algernon Sydney Sullivan Award was established in 1890 to honor individuals who exhibit nobility of character, exemplified by selfless service to others and the community. This is UM's highest award in honor of service recognizing community members, students, staff, and/or faculty. Award criteria emphasize placing service to others and the community before oneself, while embodying the qualities of honesty, morality, ethics, integrity, responsibility, determination, courage, and compassion. Individuals who do not actively seek recognition are prime candidates for this award.

In January 2019, the university announced the Inaugural UM Excellence in Community Engagement Awards recognizing outstanding accomplishments in community-engaged (CE) research, learning, and service, and engaged scholarship (<http://mclean.olemiss.edu/excellence-in-community-engagementawards/>). Created and administered by UM's Council on Community Engagement, the annual award recognizes and rewards ongoing or recently completed CE research, learning, and service and engaged scholarship; therefore, applications focus on accomplishments and existing CE projects and not proposed future CE projects. Faculty, staff, and students from Oxford, off-campus instructional sites, and UMMC are eligible for this award.

The award application incorporates UM's CE definitions, CE and partnership frameworks, and engaged scholarship model, serving as an educational intervention for both established and developing CE scholars. Applicants contextualize their project, its goals, and the mutual benefits to university and community collaborators. Applicants also inventory the types of partnerships within the project as outreach, consulting, involvement, shared leadership, and/or community-driven. They explain how the partnerships formed, evolved over time, and are sustained. Furthermore, applicants explain how they assess the project and its partnerships and processes. Finally, UM representatives reach out to the community partners and capture their feedback on the actions and strategies used by the project leaders to ensure mutuality and reciprocity in the partnership while welcoming other community partner feedback.

Peer reviewers select one CE finalist from each of the CE research, CE learning, CE service, and engaged scholarship project categories. Each project finalist team receives a \$1,000 award to further their community-engaged work. The UM Excellence in Community Engagement Award recognizes the two most outstanding CE project teams and includes two \$5,000 awards to further teams' community engagement.

In February 2019, UM's Council on Community Engagement and Vice Chancellor for Diversity and Community Engagement approved a 10-year plan for advancing community engaged research, learning, and service at UM (<http://mclean.olemiss.edu/files/2019/04/Ten-Year-Community-Engagement-Plan.pdf>). In this plan, the Division of Diversity and Community Engagement establishes a priority of funding four Excellence in Community Engagement Awards for \$5,000 each. The areas of excellence currently include community-engaged research, learning, and service and engaged scholarship.

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### 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<sup>iii</sup>:**

Community-engaged (CE) research, learning, and service initiatives have existed as strategic priorities at the University of Mississippi for more than a decade. UM's understanding of the breadth and depth of CE and the community's perception of UM's engagement continues to improve as diffuse assessment activities are centrally integrated through the Council on Community Engagement (CoCE) and the Division of Diversity and Community Engagement (DCE). These units now centrally connect community feedback from decentralized engagement activities.

The specific systematic assessment activities for community perceptions include: the UM-Partner Roundtable Series, numerous community advisory boards across divisions and departments, the Center for Population Studies' partnership listening sessions, the University of Mississippi Medical Center (UMMC) Community Health Needs Assessment, UMMC Patient Surveys, the UM Community Partner Survey, the Civic Action Plan Stakeholder Survey, the UM Excellence in CE Award Application, the UM Transmittal Sheet for external grant proposals, the UM strategic planning process, and ongoing two-way conversations in structured and non-structured settings between scholars and partners.

A broad range of organization types participate in these processes. Most partners expressed value and appreciation for UM engagement approaches, outcomes, and impacts. Some partners provided constructive feedback regarding the growing number of volunteers, lack of training, and need for coordination of UM volunteers working in their organization. UM now works to address the issue of volunteer oversaturation and create new CE value through CoCE and DCE.

In 2016, CoCE recommended expanding the mission of the newly conceptualized Division of Diversity and Inclusion to include CE, allowing the community perceptions of UM's engagement to be integrated more broadly into the university's organizational structure. DCE was formally established with the hiring of the Vice Chancellor for Diversity and CE in 2017. In 2018, DCE hired a Vice Chancellor for CE. In 2019, CoCE reviewed and approved a DCE 10-year plan to advance CE, including recommending a dedicated office to support faculty, staff, students, and communities engaged in CE research, learning, service, and engaged scholarship.

Similarly, the UMMC Office for CE and Service Learning was founded in 2016 to expand a highly successful School of Nursing service learning office to include the entire UMMC. The office assesses the institutionalization of CE with an emphasis on community partnerships and reports progress with an annual self-assessment that influences CE.

In 2019, the UM Excellence in CE Award incorporated systematic assessment of community perceptions of the institution's engagement with the community. While completing the award application, CE scholars explain the purpose of the project and assessment methods of the project and partnerships. Community partners are subsequently contacted by UM representatives and asked to evaluate UM's recognition of their role in the project, perceptions of the project's engagement and impact on community, inclusion of community

## II. Foundational Indicators

voice, steps the project takes to ensure mutuality and reciprocity, and the collection and sharing of feedback between community partners and UM.

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

#### **B.2.1 Describe how the data is used<sup>iv</sup>:**

Over the previous five years, UM has moved toward systematic and integral methods of aggregating data for community engagement (CE) tracking and assessment, improving previous approaches that were episodic, ad hoc, and related to graduate research, program/department/institution accreditation, external classification or awards applications, and regulatory compliance measures. Five years ago, aggregate data primarily focused on activities and outputs, with activity and participation numbers being the reporting parameter. Today, UM uses aggregate data to understand needs and aspirations of the community, faculty, staff, and students; describe the depth and breadth of community engaged activities at UM; measure CE participation rate; gauge stakeholder satisfaction; and inform strategic planning for institutional priorities.

The McLean Institute, the Division of Outreach and Continuing Education, and the Division of Research Development historically led decentralized CE assessment activities with support from the Office of Institutional Research, Effectiveness, and Planning. Because of needs identified through aggregated assessment of CE, UM has greatly expanded its administrative capacity for CE support since 2014.

CE assessment now focuses on understanding internal and external factors influencing CE and underlying assumptions about engagement that shape UM stakeholders' conceptualization and participation in CE and engaged scholarship. This informs UM strategic planning and resource allocation to improve institution and community climates and systems of support for CE. Finally, because of improved understandings of CE dynamics, UM continues to implement improved education, tracking, assessment, and administrative support for CE partners and practitioners, as exemplified below.

The McLean Institute was founded in 1984 as a community development institute that used a listen-first partnership approach. In 2012, UM expanded the McLean Institute's mission to include advancing CE as an institutional priority. Recognizing the need to connect CE practitioners from across the institution and the community, the McLean Institute chartered the UM Council on Community Engagement (CoCE). After assessing numerous community partners, CoCE concluded that excessive individual and uncoordinated student engagements were creating additional problems within the community. CoCE heard the need for greater institutional support for CE and recommended a university organizational change.

In 2015, UM created the Division of Diversity and CE. UM hired the inaugural Vice Chancellor for Diversity and CE in 2017. In 2018, UM hired an Assistant Vice Chancellor for CE with the explicit purpose of advancing CE research, learning, service, and engaged scholarship by implementing institution-wide systems, incentives, and support for community partners, faculty, staff, and students. Similarly, in 2016, the University of Mississippi Medical Center (UMMC) expanded the School of Nursing Office of Service Learning into an institution-wide Office of CE and Service Learning.

## II. Foundational Indicators

Building on the CE successes initiated in the UM 2020 Strategic Plan's Transformation through Service priority (ca. 2012), UM's 2018 Flagship Forward Strategic Plan included M Partner and the Community Well-being Flagship Constellation as central components, advancing UM's institutional commitment to community engaged research, learning, service, and engaged scholarship. Recognizing the administrative demands and funding opportunities within these strategic CE priorities, the Office of Research and Sponsored Programs designated a Research Administrator II to support the initiatives.

## II. Foundational Indicators

### 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:**

The University of Mississippi emphasizes community engagement (CE) in executive communications, brand identity, the UM website, college/school magazines, and through the work of the central University Communications office. The previous two chancellors focused heavily on CE in their investiture speeches and their strategic plans. Chancellor Dan Jones proclaimed, "at the University of Mississippi, we have the opportunity and responsibility to move beyond the transformation of individual lives. We must purposefully participate in transforming our community, state, nation and world." Chancellor Jeffrey Vitter stated, "as Mississippi's flagship university, we also embrace our responsibility to address our state's most pressing issues" improving the health of Mississippians and promoting "economic and community development through partnerships, community-engaged scholarship, innovation, and entrepreneurship."

UM's homepage features a tab for "Community & Service" <https://olemiss.edu/>. An internal UM Communications database search of "community engagement" returns more than 8,000 results for public marketing material, websites, and other media. CE features heavily in the annual magazines of UM's colleges and schools. Education Edge (School of Education) features CE in a cover story on the Marks Project (pg 24) based in the Mississippi Delta; "Willie Price Lab School Earns National Accreditation" (pg 13); "Teachers Help Students 'Fuel to Learn'" (pg 15); and "Principal Corps Inducts 10th Class." (pg 19). <http://education.olemiss.edu/edge/>

The View from Ventress (College of Liberal Arts) features four CE activities: "New Pathways to Health and Opportunity Initiative" (pg 4); "Global Food Security and Health Field School in Zambia" (pg 20); "Tackling Grand Challenges, Flagship Constellations, Community Wellbeing" (pg 21); and "Indigenous Art and Activism." (pg 22); <http://libarts.olemiss.edu/the-view-from-ventress-newsletter/>

Ole Miss Engineer (School of Engineering) features CE in "Engineers without Borders Builds Infrastructure." (pg 15). [https://engineering.olemiss.edu/news/olemiss\\_engineer/2017-18/olemissengineer2017-18.pdf](https://engineering.olemiss.edu/news/olemiss_engineer/2017-18/olemissengineer2017-18.pdf)

Business First (School of Business) features CE in "MBA Students Raise Money to Train Companion Dog" (pg 8) and "UM Students Help Manage Investments for TVA" (pg 12). <https://www.olemissbusiness.com/businessfirst/>

Honors Report (Honors College) features CE in "Teaching an Interdisciplinary Service-Learning Course in Mississippi Delta and East St. Louis, MO" (pg 20); "Mississippi River and Gulf of Mexico Ecology and Drinking Water Lead Surveys" (pg 20); "Interuniversity Collaboration with Partners in the Gulf Coast Studying Water Quality" (pg. 24); "Student Partnered in National Investigation of Hate Crimes" (pg 29); and "RebelTHON Dance Marathon raised \$265,912 for Children's Hospital (pg 33). <https://www.honors.olemiss.edu/wp-content/uploads/2018/10/Honors-Report-2018.pdf>

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UM News (Central University Communications News Website) features multiple stories including CE including "Brisack Makes History as UM's First Female Rhodes Scholar," the story of a student who is a champion for human, civil and labor rights in Mississippi and has worked as a teacher-adviser, a labor organizer, and defender of Mississippi's sole abortion clinic. <https://news.olemiss.edu/brisack-makeshistory-ums-first-female-rhodes-scholar/> Additionally, UM News published a feature, "Two Receive UM's Highest Honor for Public Service," on Terrius Harris and Ann G. O'Dell, president of the board of directors of the Pantry of Oxford-Lafayette County. Harris and O'Dell were honored with 2018 Algernon Sydney Sullivan Awards in recognition of their volunteer work. <https://news.olemiss.edu/two-receive-ums-highest-honor-public-service/>

**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.:**

For more than two decades, UM's leadership explicitly promoted community engagement (CE) through strategic planning, fundraising, institutional initiatives, and communications. UM's commitment to CE transcends the legacy of UM's previous three chancellors.

Robert Khayat served as chancellor from 1995 – 2009. In one of his first acts, he secured a \$5.4 million gift from the Barksdale family to establish an honors college. The Barksdales stipulated that the Honors College train the brightest minds in an atmosphere of service to community. The UM Honors College created the Community Action Challenge to support students in CE activities while promoting leadership development and linking community needs with individual students' concerns and interests. CE activities typically occur in the areas of public policy, public health, education, the environment, literacy, poverty, and social justice.

Daniel Jones served as chancellor from 2009 – 2015. His investiture theme, "Transformation through Service," captured his commitment to serving communities when he stated, "Certainly, it's a meaningful day for me personally, but my hope is that the focus will be on the university and what we are doing as an institution to meet our mission... Our university has the position of being the flagship liberal arts university for a state that has dramatic needs, so I do want us to clearly focus on what we can and should be doing to not only transform individual lives, but to transform communities, and I mean community in the broad sense of local, state, nation and world." <https://news.olemiss.edu/jonesinvestiture/>

Jeffrey Vitter served as chancellor from 2016 – 2019. Chancellor Vitter tirelessly promoted CE research, service, and learning in UM's mission, strategic priorities, and institutional initiatives. In his investiture speech, Dr. Vitter stated that he "joined in Nelson Mandela's belief that 'education is the most powerful weapon you can use to change the world.'" Dr. Vitter continued, "as Mississippi's flagship university, we (UM) also embrace our responsibility to address our state's most pressing issues" improving the health of Mississippians and promoting "economic and community development through partnerships, community-engaged scholarship, innovation, and entrepreneurship."



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Later in the speech, he stated, “a key part of our flagship mission is to build healthy and vibrant communities — a mandate that takes many forms ... Imagine what we can do if we channel the talents of our university — our entire university — to partner with towns and cities — one at a time — to enhance every aspect of community life. Imagine! This big idea surfaced in our university-wide leadership retreat... we will be looking to all of you to identify resources and partnerships to support an integrated approach.”

<https://chancellor.olemiss.edu/keynote-address/>

Chancellor Vitter’s “big idea” was ultimately named M Partner, which he described as “a powerful and innovative partnership that will help us advance our goal of building healthy and vibrant communities.” He continued, “The M Partner approach seeks to foreground the community voice, so I’d like to lead with the priority projects identified by our partner communities of Charleston, Lexington, and New Albany.”

<https://www.cs.olemiss.edu/vitter/communications/blog/mpartner>

### **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:**

In UM 2020 (ca. 2012), community engagement (CE) was conceptualized as civic engagement, service, research, and learning delivered through partnerships between UM faculty, staff, and students with community partners. These partnerships allowed for the creation, dissemination, and application of knowledge that impacts the state, nation, and world while creating engaged citizens that transform other individuals, communities, and regions.

<http://irep.wp.olemiss.edu/wpcontent/uploads/sites/154/2014/07/UM2020Report.pdf>  
(pages 18 and 22)

UM 2020 – page 18: Priority of Excellence: Faculty; UM will encourage and support a culture of community engagement through academic programs and community partnerships, supporting such a culture is key to enabling faculty members to apply their expertise through services and to respond to the needs of students and the state and region.

UM 2020 – page 23: Priority of Excellence: Transformation through Service for faculty, staff, students, and alumni - Create an infrastructure that facilitates and encourages community engagement; Develop partnerships to effectively facilitate transformation; Establish a culture that celebrates, rewards, recognizes, and values community engagement; Identify and support target areas of community engagement; Develop a common service vernacular. In November 2016, Chancellor Vitter used the occasion of his investiture to announce several ambitious goals in UM’s most recent strategic plan, Flagship Forward (ca. 2016), including UM’s intent to lead the way in addressing important research challenges in the state and world by capitalizing on multidisciplinary synergies.

Healthy and Vibrant Communities is one of the four strategic pillars in Flagship Forward. Chancellor Vitter stressed the University’s renewed commitment to revolutionize its community engagement through M Partner and UM’s Community Wellbeing Flagship Constellation. <http://flagshipforward.olemiss.edu/inspiration/>

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Subsequently, UM announced Lexington, Charleston, and New Albany as three pilot communities for M Partner, a community partnership program that seeks to match university capabilities with the goals and needs of local communities. Whether those needs relate to health care and education, economic development and policy, marketing and tourism, resiliency, or core government systems, the goal of M Partner is to develop a mutually beneficial relationship. The initiative aims to create substantial and sustainable results that will be viable in the community for decades to come and enhance the educational experiences of students and research and engagement programs of the university.” <http://mpartner.olemiss.edu/>

Furthermore, UM’s multidisciplinary Community Wellbeing Flagship Constellation partners with communities across the rural-urban continuum to understand and improve their economies, personal health, environmental health, food security, housing, and infrastructure. Ultimately, understanding, trust, and collaboration allow communities and UM scholars to create stronger, more vibrant communities. <http://flagshipconstellations.olemiss.edu/community-wellbeing/>

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### 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<sup>v</sup>:**

The University of Mississippi integrates the community’s voice into CE planning and uses layered methods at the institution, college/school, program, and project levels. Former Chancellor Vitter started his tenure at UM with a 100-day listening tour to understand the community’s voice. These listening sessions at all instructional sites and in communities across

Mississippi laid the foundation for UM’s strategic plan Flagship Forward. One of the four foundational pillars, Healthy and Vibrant Communities, is explicitly CE and is supported by the catalyzing and capacity building CE initiatives: M Partner and the Community Well-being Constellation (see <http://flagshipforward.olemiss.edu/healthy-and-vibrantcommunities/#transformative-initiative> ).

The success of integrating the community’s voice in UM’s most recent strategic plan was preceded by the work of the McLean Institute, which fulfills its mission by forming and sustaining mutually beneficial partnerships with public and private entities beyond the academy. The McLean Institute, in conjunction with UM’s Council on CE (CoCE), integrates the community’s voice using town hall, small group, and individual conversations. Furthermore, McLean captures community input by conducting interviews and surveys with partners and using prioritization and planning meetings, formative and summative evaluations, after action reviews, and the sharing of final results with the community.

For UM college/schools and departments, community voice is heard through advisory boards, community partner orientations and trainings, formative and summative evaluation, and two-way communications while UM scholars are working side-by-side with community members. In professional programs of study, CE activities are primarily practicums, internships, and residencies that fulfill experiential learning requirements. These CE activities are predicated on partner and student reflection and evaluations to ensure mutuality and reciprocity. Most departments within the Medical Center, Engineering, Pharmacy, Applied Sciences, and Education have layered methods from the college/school down to the individual CE courses that capture and aggregate community voice and formally report student learning and community benefit to their respective accrediting bodies.

UM also captures community voice with less structured CE activities. In 2016, UM institutionally recognized experiential learning as a high impact practice and began developing methods to track, monitor, and assess these activities. In fall of 2018, the Internship Coordinators Network was instituted as a community of practice for UM personnel coordinating experiential learning. This network of assistant deans, directors, and coordinators from across the institution bring their community partners’ voices into the UM planning and assessment processes.

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Finally, UM's Excellence in CE Awards require UM applicants to explain how the partnership itself is assessed, how mutual benefit and reciprocity are ensured, the impact on partners, and how the partnership evolved over time. Community partners are contacted and asked six Likert-type questions and two open-ended questions about their voice being considered, inclusion in the decision-making, receipt of program outputs, and the broader mutuality and reciprocity of the partnership. Interestingly, the partners state more articulately and emphatically the positive impacts of the partnership on their organization and stakeholders when compared to the UM faculty, staff, or student applicant's summary of the same.

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### 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<sup>vi</sup>:**

The University of Mississippi is a Carnegie Doctoral University: Very High Research institution with 15 academic college/schools. Areas of community engagement (CE) evolved independently within many college/schools and departments. Although the specific CE activities and staffing across these units varies depending on the units' mission, the essential features of mutually beneficial and reciprocal partnerships are consistent.

The UM Medical Center's (UMMC) six schools coordinate CE ranging from free medical clinics, high school STEM learning programs, and community-based health initiatives. The Office for CE and Service Learning (OCESL) was founded in 2016 to expand a successful School of Nursing service-learning office to the UMMC.

Similarly, the School of Law has a long history of CE partnerships. UM Law's legal clinics represent clients seeking justice, often under arduous circumstances. Frequently partnering with economically marginalized neighborhoods or groups of death row prisoners, these partnerships strive to achieve just and equitable outcomes, regardless of one's social or economic starting point. The staff supporting UM Law's CE activities report to the Dean.

In 2012, UM began to centralize its CE efforts within the McLean Institute. The mission of the McLean Institute is to advance transformation through service at the University and fight poverty through education in Mississippi. To facilitate institution-wide collaboration, the McLean Institute chartered the Council on Community Engagement (CoCE), a university-wide committee with representatives from each college/school, including UMMC and UM Law. Today CoCE is recognized as a university standing committee.

In 2014, CoCE recommended that the newly conceptualized Division of Diversity be expanded to include CE. This captured a unique opportunity to merge diversity and equity initiatives on campus with CE activities across the state. In 2017, the Division of Diversity and Community Engagement (DCE) hired its inaugural Vice Chancellor, and shortly thereafter the McLean Institute was aligned with the DCE.

DCE staff includes the vice chancellor for diversity and CE, assistant vice chancellor for diversity, assistant vice chancellor for CE, two project managers, one program coordinator, an executive assistant, and an administrative secretary. DCE is charged with institutionalizing CE culture, systems of support, and rewards at UM. The McLean Institute staff includes a director, associate director, two project managers, and an administrative secretary. The McLean Institute serves to connect UM scholars with communities to advance the research, learning, and service mission of UM. Additionally, the McLean Institute also houses several CE initiatives.

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UM's Flagship Forward Strategic Plan included two strategic priorities rooted in multidisciplinary CE research, learning, and service activities that span the UM-Oxford's and University of Mississippi Medical Center's missions. Because of the additional complexities of the CE activities within the initiatives, in 2018, the Office of Research and Sponsored Programs designated a Research Administrator II position to assist in CE project conceptualization, proposal, and administration.

In 2018, the Internship Coordinators Network was instituted as a community of practice for employees coordinating experiential learning activities. Representatives from units across UM share best practices and resources to improve and expand internships as a high impact practice at UM.

### **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<sup>vii</sup>:**

A comprehensive inventory of internal budgetary allocations dedicated to supporting institutional engagement with community, excluding embedded costs like faculty teaching service-learning courses, reveals \$2,501,300 in internal allocations. When some embedded costs are included, the amount increases to \$4,036,300.

The units with the most concentrated budgetary investments include: The School of Law (\$665,352), the Division of Diversity and CE (DCE) (\$472,000), the McLean Institute (\$270,000), Athletics (\$156,000), and the Center for Math and Science Education (\$150,000). When some imbedded costs are included, the Haley Barbour Center for Manufacturing Excellence is allocated \$200,000 and the Department of Psychology and Psychology Clinic is allocated \$165,000. The colleges/schools and divisions that administer these units are connected through the Council on CE (CoCE).

UM has made a significant investment in institutional engagement with community through its support of the DCE, the McLean Institute, CoCE, and the University of Mississippi Medical Center (UMMC) Office of Community Engagement and Service Learning (OCESL). UM supports the permanent salaries of the vice chancellor for diversity and CE, the assistant vice chancellor for CE, the project manager for CE, and an administrative secretary. DCE recognizes exemplary community-engaged research, teaching, service, and scholarship and is responsible for advancing an institutional culture of engagement through the creation of system-wide supporting infrastructures and incentives for faculty, staff, students, and communities.

Similarly, in 2015, the UMMC created the internally funded OCESL within Academic Affairs. OCESL institutionalizes CE at UMMC through pedagogical support and GiveGab, a social media platform for promoting, managing, and tracking CE activities.

The establishment of M Partner, a UM strategic CE initiative, triggered a significant increase in institutional support for the McLean Institute. Historically, the director and the administrative assistant salaries have been permanent annually reoccurring UM budget items, but other McLean staff have been soft funded. With M Partner, the salary of the associate director and half of the salaries of two project managers are provided by institutional annually renewed funds. These staff members lead several CE initiatives,

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including Catalyzing Entrepreneurship and Economic Development, an initiative aimed at addressing actionable partnerships to promote community and economic development; LOU Saves, an asset building and financial education program; M Partner, a key component of the Flagship Forward strategic plan that aims to improve quality of life in partner communities; and the North Mississippi VISTA Project, a national service program to build capacity for organizations that fight poverty through education. McLean Institute staff provide strategic vision for these initiatives, conduct program evaluation, and have published their research in peer-reviewed journals.

This institutional support has made it possible to leverage additional funds through grant writing and fundraising. The McLean Institute alone has secured more than \$6 million since 2012 to support its programmatic efforts around CE. These funds have supported undergraduates, graduate students, and faculty members who partner with communities to develop strategies to address persistent poverty and have created summer learning and enrichment programs for underserved youth from across the state.

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

#### **E.3.1 Describe specific external funding<sup>viii</sup>:**

External funding at the University of Mississippi provides a total of \$15,828,977 to support institutional engagement with community.

Since 2014, the Center for Math and Science Education has received \$5M. Similarly, the McLean Institute has been awarded more than \$2M from the Robert M Hearin Support Foundation to provide undergraduate scholarships, graduate fellowships, and faculty grants to support research that promotes community and economic development through actionable community partnerships through a program named Catalyzing Entrepreneurship and Economic Development (CEED). Over 60 UM students have received funding through CEED, along with 8 faculty fellows. CEED also hosts an annual entrepreneurship forum that has grown into a statewide gathering that fosters dialogue from leaders in the public, private, and nonprofit sectors who are dedicated to raising quality of life in Mississippi.

The North Mississippi VISTA Project (NMVP) was established in 2011 and builds capacity for Title I School Districts and nonprofit organizations seeking to fight poverty through education. Funded by the Corporation for National and Community Service, NMVP represents an investment of over \$600,000 per year in up to 25 full-time, yearlong VISTA members and 10-25 Summer Associates. Recognizing the value of this initiative, the institution also provides funding for half of the project manager position that oversees NMVP.

External funding in the School of Law totals \$3,751,680. Funding is dedicated to community engagement through direct representation of clients and/or projects that improve the ability to represent them and provide legal services to them. The Mississippi Law Research Institute is supported by a line item from the Mississippi Legislature. The National Sea Grant Law Center and the Mississippi-Alabama Sea Grant Legal Program are grants funded, and the Continuing Legal Education program is funded through program fees.

External funding in the School of Pharmacy totals \$1,508,066. These funds support collaborative partnerships with the following: Mississippi State Department of Health/CDC

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(Community and Clinical Linkage Program, Pharmacist-delivered Medication Management in Federally Qualified Health Centers in the Delta region, Connecting Communities to Care Collaborative, Hypertension Summit Initiative); Pharmacy Telehealth Initiative (UMMC Pharmacist integration in telehealth services); University of Alabama-Birmingham Clinical and Translational Science Award; Mississippi Community Education Center/Families First of Mississippi (Healthy Hearts in the Heart of the City: Connections for Cardiovascular Health); Astra Zeneca Foundation; James C. Kennedy Wellness Center, Charleston, MS (First Responders and the Community to the Rescue – University of Mississippi/M Partner Initiative); James C. Kennedy Wellness Center, Charleston, MS (Diabetes in Charleston: Early Intervention for Improved Outcomes – University of Mississippi/M Partner).

External funding in the School of Nursing totals \$1,350,000. The Sisters of Mercy have given UMMC \$50,000 a year for quite a few years in support of the Mercy Delta Express Project. This funding supports the cost of a large mobile clinic. The Mississippi Department of Education supports 2 nurse positions at \$50,000 a year to work in school-based clinics. Two HRSA grants have provided positions for Lanier High School's Health Service Academy and a psychiatric-mental health nurse practitioner that covers all clinics.

### **E.4 Is fundraising directed to community engagement? Yes**

#### **E.4.1 Describe fundraising activities directed to community engagement<sup>ix</sup>:**

The UM Foundation has been instrumental in cultivating donor support that has yielded over \$1 million in support of the McLean Institute since 2012. Additionally, the Foundation has sought philanthropic and foundation support to advance the work of the Flagship Constellations that seek to take an interdisciplinary approach to addressing grand societal challenges in community wellbeing, disaster resilience, harnessing the power of big data, and understanding the complexities of the human brain. A \$1 million gift sustains the work of these interdisciplinary scholarly efforts. The UM Foundation has successfully raised funds to pilot M Partner, a community partnership initiative, generating over \$200,000 in just one year to support faculty research, student support, and seed funds for community-driven projects.

Several student organizations participate in fundraising activities directed toward community engagement activities.

Fraternities and sororities raise funds for their philanthropies such as St. Jude's Children's Research Hospital or Make-AWish Foundation. Campus ministries and other student organizations raise money for causes such as mission trips or other outreach efforts. The student-led RebelTHON is the largest single fundraising event culminating in a one-day dance marathon celebration of a year-long fundraising effort to benefit Blair E. Batson Children's Hospital at the UM Medical Center. In 2018, this event raised \$265,912. In times of natural disasters, students have also been involved in raising relief funds to be sent to affected communities.

Each of UMs 32 Greek-letter chapters are responsible for completing community service as a part of their Core Values Awards submission for the Office of Fraternal Leadership & Learning and for the respective inter/national organization. In the Fall 2018 semester, 30 of 32 chapters reported having completed 44,237 hours of community service. Additionally, they collectively donated approximately \$352,994.63 to local and national philanthropies



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such as The Cystic Fibrosis Foundation, Make-A-Wish Foundation, Oxford Food Bank, St. Jude's and North Mississippi Animal Rescue.

**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\*:**

As a public institution, the University of Mississippi must comply with state laws around purchasing, procurement, and property control. Mississippi law prohibits the transfer of university property to any non-governmental agency. Accordingly, university property can only be transferred to other state or public entities such as municipalities, county governments, school districts, and public administrative offices. The property transfer process is closely controlled by UM Procurement Services to ensure that state law, property inventory control, and data security policies are followed.

UM partners with numerous school districts across North Mississippi to transfer surplus UM property, particularly computers and other digital technologies to school districts. The process requires the Superintendent to file an official letter of request to the Office of Procurement Services stating how the property will be inventoried and used by the school. This ensures that ownership of the property will be appropriately maintained by the district. UM's Procurement Services assesses the surplus equipment. If the equipment includes any data storage media, the Office of Information Technology is contacted to ensure that all data are removed before the equipment is transferred. The receiving district personnel arrive on campus, sign the appropriate paperwork, and take ownership of the property.

Because community-engaged work in rural communities frequently includes partnerships with community members and local governmental agencies, surplus property transfers to local government are common. The Quitman County Marks Project is a community-led initiative focusing on advancing education, workforce development, and economic opportunities in Quitman County. This partnership includes local citizens, school, local government, and university partners. The Quitman County administrator has accepted ownership of surplus UM property and developed a wish list of additional items to provide resources for an education and workforce development initiative in Marks, MS. Marks project members from UM then work with UM Property Control to stay abreast of surplus property and facilitate the legal transfer of property to the Quitman County Administrator.

Community engagement offices at UM have been innovative in their approaches to invest funds in community programs. For example, LOU Saves is an asset building program in the Lafayette-Oxford-University community that combines multigenerational financial education with child savings accounts. While staff at the McLean Institute write the grants that generate funding for the program, the grant proposals include a provision that calls for the seed and incentive funds to be routed through a third party custodian so as not to come into conflict with regulations around public funds being used as gifts for individuals. The McLean Institute also partners with campus-based fraternities and sororities to raise funds for seed deposits and matching incentives, which are also routed through a third party.

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### **E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement? Yes**

#### **E.6.1 Please describe business operation practices tied to the local community<sup>xi</sup>:**

The guiding philosophy of the Division of Diversity and Community Engagement (DCE) is that efforts to increase diversity, inclusion, and equity and to promote intentional community engagement are complementary and interconnected missions. This approach is heavily influenced by the work of Strum, Eatman, Saltmarsh and Bush (2011) in their Full Participation framework.

The Division of DCE in partnership with the Department of Human Resources at the University of Mississippi offers the Diverse, Inclusive, and Equitable Search Committees Training to the university community. Search committees are a crucial function of UM and a key leverage point in advancing diversity, equity, and inclusion at the University.

Search committee training is divided into 3 distinct sections: 1) selecting committee members that offer and contribute diverse perspectives to the search process; 2) addressing and mitigating implicit and explicit forms of bias to ensure each committee member can fully contribute their diverse perspectives in the process and candidates from all backgrounds are given an opportunity to be successful; 3) maximizing the diversity in the applicant pool using strategies that mitigate barriers of access, particularly for historically underrepresented groups. The information in this training offers responsibilities for unit leaders, hiring managers, search committee chairs, and search committee members.

The Mississippi Board of Trustees of State Institutions of Higher Learning (IHL) governs all public universities in Mississippi, including UM. In 2013, IHL passed an initiative to assist minority businesses and facilitate the procurement process between universities and minority businesses. The Mississippi Public University Minority Economic Opportunity Initiative gives both universities and minority businesses the tools they need to ensure that more minority businesses will have opportunities to be included in the bidding process.

IHL is focused on diversity efforts among students, faculty, and staff, and is committed to seeking ways to include more minority businesses in the bidding process when universities request quotes and bids on goods and services. "The Minority Economic Opportunity Initiative is an important step forward in reaching the Board of Trustees' goal of increasing diversity on our university campuses," said Trustee C.D. Smith, chair of the Board's Diversity Committee. "Our goal is to expand opportunities and help minority businesses to grow and thrive."

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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<sup>xiii</sup>:**

UM employs several approaches to capture campus-wide data on CE. Since 2014, the McLean Institute has conducted a student engagement survey every three years, collecting data in tandem with the National Survey of Student Engagement (NSSE). Modeled on instruments developed by Indiana University Purdue University Indianapolis (IUPUI), the survey measures participation in service-learning, co-curricular service, attitudes around these activities, career aspirations, and the extent to which community involvement has created a sense of connection with faculty, staff, peers, and the broader community.

Because of the diversity of CE activities at UM and their relevance in student learning, development, program accreditation, and research/service grant evaluations, various accrediting and external funding agencies have prescriptive systematic tracking, documentation, evaluation, and reporting requirements. This results in program/project-specific tracking and evaluation systems to ensure success in meeting accreditation and project evaluation standards. There are about 12 platforms used campus-wide to document, evaluate, and report CE activities, including: GiveGab, CALIPSO, eValue, Pharm Academic, UM Faculty Activity Reports, and the UM Transmittal Sheet for Sponsored Projects, as well as use of readily available software.

Units track participation, activities, and outputs. Supervisors and partners co-observe student competencies and coordinate formative and summative evaluations. Many units use partner and advisory board listening sessions, surveys, and conversations to capture desires, needs, barriers, and opportunities. Scholars and partners work collaboratively to document broader outcomes and impacts of the CE activities and ensure mutual benefit. The dispersed CE data is then aggregated to the department, college/school, division, and university level as needed.

As UM established supporting CE infrastructure, it moved from surveying deans, directors, and chairs about CE toward data collection at the individual faculty member level through the UM Transmittal Sheet for Sponsored Projects and the Faculty Activity Report. In 2018, the Office of Research and Sponsored Programs created a “collaborations page” and included the question, “Did/will you partner with any non-higher education collaborators (i.e. public or private organizations, groups, or individuals) to conceptualize and/or conduct this project?” This allows UM scholars to designate proposals as “likely CE” without making false assumptions as to what is, and is not, CE. Additionally, the Division of Diversity and CE, the Office of Institutional Research, Effectiveness and Planning, the Office of Information Technology, and the Office of the Provost conducted a feasibility study of including the same question on each artifact in the UM Faculty Activity Report. This will allow UM faculty to designate each artifact within their research, teaching, and service domains as a CE activity. To ensure proper implementation of this system and introduce the improvement to faculty, administrators, and staff this CE tracking improvement will take place in the 2019/2020 academic year.

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

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### **F.2.1 Describe how the institution uses the data from those mechanisms<sup>xiii</sup>:**

The University of Mississippi uses these data for division, college/school, department program, curriculum, course, and activity assessment, evaluation, and revision. At the micro-level, data from campus-wide tracking mechanisms are used to guide programs to support student success and enable greater CE collaboration between partners, faculty, staff, and students. High Impact Practices working groups used student service-learning data to make recommendations to the Provost on strategies to promote retention, progression, and graduation through CE activities. The Office of Institutional Research, Effectiveness, and Planning found that UM students engaged in service-learning at higher rates than peer institutions in the Southern University Group. This information justified the institutional expansion of service-learning, alongside other High Impact Practices, to sophomore students who are finding their niche on campus after spending their first year as part of learning cohorts.

At the program, department, and college/school levels, the data are frequently the basis of grant evaluation, demonstration of student learning, and reporting to partners. Furthermore, the data are used to ensure mutual benefit and reciprocity between partner, student, and institution. Ultimately, this information illuminates areas to strengthen within partnerships and develop new opportunities that the institution and partners may be able to advance. In the broader scope, data are used to inform and establish institution, division, college/school, department, and program priorities, resource allocation, and supporting infrastructures and systems to advance a culture of engagement, support the adoption of CE methods, and recognize and reward the practice and impact of CE on all parties. The conceptualization, creation, and maturation of the Division of Diversity and Community Engagement exemplifies how UM uses these data to drive institutional change.

At the global level, UM uses these data to message the return on investment in higher education to Mississippi citizens and elected officials. The outputs and outcomes associated with service-learning and engaged scholarship are powerful indicators of how UM creates value for Mississippi by engaging students and faculty in efforts to improve quality of life in partner communities. Featuring the scholarship of engagement allows our citizens and state leaders to see beyond the “ivory towers” and realize that UM’s engaged scholars are positively impacting the citizens and communities of Mississippi. Similarly, UM communicates to Mississippi citizens and elected officials the direct and indirect impact of its educational, research, and engagement missions on the state’s economy. UM is currently applying for APLU’s Innovation and Economic Prosperity University designation. UM’s application features CE research, learning, and service activities. Citizens and elected officials can more appropriately hold the value of UM to our state when they learn that UM’s economic impact on Mississippi totals \$2.9 billion and enables 43,121 jobs across the state, meaning that one out of every 37 jobs is supported by UM activities. Among non-education industry sectors, the university delivered the greatest impact in the healthcare and social assistance industry sector, supporting 13,496 jobs in fiscal year 2016-17.

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**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.**

The attributes of quality CE at UM include: multidisciplinary; clear methods; adequate resources; sound evaluation; evidence and classification of collaborative community partnerships; assessment of partnership; contextualizing the activity within UM's research, teaching, and service scholarly missions; articulation of the type(s) of engaged scholarly activity; and the implications for the scholarship on students, faculty, staff, community, institution, and humanity.

Ultimately, the specific methods and benchmarks for CE projects are defined at the project, department, or college/school level, because these units ensure quality CE for learning, program evaluation, grant reporting, and accreditation. Collaboratively aligning objectives with the needs of partners through ongoing conversations and assessment is universal and fundamental in quality CE.

Quality partnerships have an arc of evolution with increasing communication, understanding, engagement, and trust. Scholars and partners use site-visits, orientations, and satisfaction surveys to inform and refine expectations, methods, and practice. These are complemented with collaborative planning; pre/post assessment; and formative and summative evaluations of projects, student learning, and partner benefit. Students engage in some form of reflective and feedback process that frequently includes learning and development journals, productivity reports, and final papers. The Schools of Law, Pharmacy, and Engineering, the Center for Manufacturing Excellence, the McLean Institute, and the Center for Population Studies are exemplar in these practices.

The UM Excellence in CE Awards program also measures the quality of CE. Applicants list their UM collaborators and disciplines and provide an abstract explaining the purpose, partners, goals, methods, results, and future implications of the results. They explain project assessment of outcomes and impacts, describing the impact on students, faculty/staff, community, and UM. After listing all the non-higher education partnerships and their affiliated organizations, applicants define their partnerships as outreach, consulting, involvement, shared leadership and/or community driven and list the age of the partnership; number of faculty, staff, and students involved; formal or non-formal education programs included; and external funding proposed and secured. Applicants explain how the partnership(s) is assessed and the evolution of the partnership(s) over the life of the project. Specific types of project activities are designated to exist in the UM mission areas of CE research, teaching, and/or service. Furthermore, engaged scholarship activities are designated as existing in the six areas of discovery, development, and dissemination of knowledge and the changing of learning, behaviors, and condition. Applicants explain how these activities are mutually beneficial to humanity, community, faculty/staff/students and UM community partners are contacted and asked the six Likert-type items about the partnerships and asked to explain how the leaders of the project ensured mutuality and reciprocity.

The application components are incorporated into a comprehensive rubric and multiple independent evaluators score the applications. In our inaugural year, project scores ranged

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from 24% to 91%, with an average of 68% and a standard deviation of 17%. The top two projects were recognized as Excellence in CE Award Recipients, CE Finalists in either Research, Teaching, Service, or Engaged Scholarship were the remaining top projects in each respective area. The remaining projects were placed on the CE Honor Roll.

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

#### **F.4.0 Outcomes and Impacts<sup>xiv</sup>**

#### **F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts<sup>xv</sup>:**

UM conducts a triennial student engagement survey. This locally-developed survey is modeled on instruments developed by IUPUI to measure participation in service-learning, co-curricular service, attitudes around these activities, career aspirations, and the extent to which community involvement has created a sense of connection with faculty, staff, peers, and the broader community. The instrument was piloted in 2013 (n=2,046), administered to all students in 2014 (n=1,940) and administered to a random sample of students in 2017 (n=360). The Office of Institutional Research, Effectiveness, and Planning reviews the responses to ensure appropriate representation across all student groups.

Over the past decade, rapid enrollment growth at UM has demanded a focus on student retention. Accordingly, the research questions guiding the student engagement survey seek to assess how participation in service-learning and co-curricular service can influence a sense of belonging on campus, thus leading to persistence and success. Additional aspects of inquiry in the survey include the following: student perceptions of how service-learning and co-curricular service can influence career preparation; the extent to which participation in service-learning and co-curricular service contribute to a deeper understanding of community needs, commitment to service, and perceptions of poverty; and student interest in and demand for community-engaged learning opportunities.

In recent years, survey results have shown both a growing participation and interest in service-learning and community engagement. Survey results from 2017 (n=360) indicate that 17.1% of respondents were or have been enrolled in a service-learning course, while 38.2% of respondents were or have been involved in co-curricular service. Respondents report that service-learning and co-curricular service helped them feel more connected to university faculty/staff (72.6%), feel more connected to peers (82.9%), led them to seek involvement with campus and/or community organizations (59.4%), prepare for future careers (75.5%), and feel more connected to the community (81.3%). Students also reported a desire for additional service-learning courses (78.6%), service-learning activities in existing courses (64.8%), and co-curricular service activities (83.2%).

The survey has several questions where students can register agreement with a number of statements regarding service-learning and co-curricular service in connection to community needs, career preparation, and connectedness to faculty/staff, peers, and the community. The statement that community engagement inspired students to interact “more with people of diverse cultures, beliefs, values, and traditions” drew affirmative responses from 18.6% (n=160) of respondents, the highest rate of agreement for any of the numerous statements on the survey.

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The finding that students are making conceptual connections between diversity and community engagement signals a powerful opportunity at UM, and one that is very closely aligned with the Full Participation framework that seeks to connect institutional efforts around diversity, inclusion, equity, and community engagement. The results of the student engagement survey inform efforts to elevate diversity and community engagement work under the newly created Division of Diversity and Community Engagement, and to continue to raise awareness about these activities in order to meet growing student interest.

### **F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts<sup>xvi</sup>:**

In 2015, UM attained the Doctoral University: Very High Research (R1) classification from the Carnegie Classification of Institutions of Higher Education. This achievement underscores the emphasis on research activity that characterizes UM's institutional identity as the flagship public university in the state. Faculty outcomes and assessment goals are to establish a common vernacular around community engagement efforts, invite faculty to understand how their current scholarship may fit within a broad community engagement framework, challenge faculty members to articulate both the essential nature of their mutually beneficial collaborative partnerships and the public purpose of their scholarship, and create systems of tracking and assessment that allow for faculty to be rewarded and recognized for their CE activities.

Alongside these goals, there is a growing movement of support to institutionalize community-engaged approaches. Existing assessment mechanisms exist at the departmental, school/college, and division levels. As UM builds this longitudinal repository, administrators will have the opportunity to assess how community-engaged research and an awareness of social responsibility evolve over time. These data can also be cross-referenced with information from the Office of Research and Sponsored Programs, which tracks community engagement on research proposals and grant applications. Taken collectively, these data indicate the extent to which faculty are embracing approaches such as community-based research and incorporating matters of social responsibility into their teaching and research agendas.

The annual Faculty Activity Report (FAR) and the monthly minutes from the CoCE meetings constitute the mechanisms for ongoing assessment of the impact of community engagement on faculty. A 2018 FAR Improvement Study Group consisting of CoCE, Institutional Research, Effectiveness and Planning, Information Technology, and the Provost's Office personnel supported the inclusion of simple CE prompts in each faculty activity artifact included in the FAR. This will provide individual faculty-level information on community-engaged research, teaching, and service activity and allow for an understanding of the breadth and depth of engaged work at the program, department, and college/school level. To ensure proper development and implementation, this system improvement is scheduled for the 2019/2020 academic year. The monthly CoCE minutes document the breadth and depth of community engagement at UM, and provide opportunities for interdisciplinary collaboration.

Recent survey data from deans, chairs, and directors cites specific examples of faculty impact, such as faculty members in the Department of Communications Science and Disorders incorporating feedback from site supervisors to enhance applied teaching approaches, and the implementation of quality improvement mechanisms for Pharmacy Practice faculty based on community input. Additionally, tenure and promotion files in the

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School of Health Related Professions and the Departments of Art and Art History, Nutrition and Hospitality Management, and Social Work inquire about community-engaged work and reward it in the T&P process. The UM Excellence in CE award applications revealed common themes from faculty reflections on the personal impact of their CE work – ongoing learning; real life relevance to research; serving the community, state, humanity; and connecting to social responsibility and personal values.

### **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 outcome<sup>xviii</sup>s:**

As community engagement efforts have become more prominent at UM, assessment of community outcomes and impacts has transitioned from a focus on counting service hours, participation rates, activities and outputs to considering outcomes and impacts at the community level. Key questions guiding this area of assessment pertain to how community engagement has impacted quality of life in partner communities.

Community partners are invited to communicate the outcomes and impacts of the CE activity. When this is done, the breadth of items mentioned, and the magnitude of outcome and impact frequently exceeds those stated by the UM scholars describing the same partnership. These exchanges invite a process of deeper inquiry and planning to identify and pursue shared goals.

The North Mississippi VISTA Project is one institutional community engagement initiative with activities spanning the College of Liberal Arts, Division of Diversity and Community Engagement, Division of Student Affairs, and the School of Education. VISTA members are also placed at community partner organizations in a 28-county area across North Mississippi. NMVP conducts an annual survey of VISTA members and supervisors, as well as two site visits per year. VISTA supervisors report that the involvement of NMVP has helped their respective organizations improve access to information, planning, public communications, resource development, and community engagement. By building capacity – particularly through partnership building and resource development – VISTA members can be instrumental in enhancing the ability of community-based organizations to implement their missions.

Another campus-wide initiative that was shaped directly by community input is M Partner. The priority projects for this initiative were identified by community members through a needs assessment process. While M Partner is in its pilot phase, UM will collect data from community partners via surveys and interviews to understand how community-university partnerships have impacted individuals and organizations in each partner community. Preliminary observations suggest that the presence of UM volunteers, service-learning students, and VISTA members has contributed additional capacity to partner communities and strengthened relationships with university representatives.

The UM Excellence in CE award applications also assesses impact on community partners through a questionnaire. Responses revealed common themes across community engaged projects. Community partners described these partnerships as: meeting a deep need in the community; contributing to national dialogue on important issues; positively impacting client outcomes; as well as project-specific impacts, e.g. data on lead exposure levels, research to use in educational programming, securing external grant-funding, erecting a memorial marker.



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### **F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts<sup>xviii</sup>:**

UM's campus-wide assessment mechanisms include surveying all college/school deans, academic department chairs, and non-academic directors on how they integrate community voice into their decision-making; resources to support, track, and assess CE activities; how data from those assessments are used; and methods to ensure the quality of the partnerships and CE activities within their respective units.

Across UM units practicing CE, the methods to include community voice in the decision-making processes were very similar, multilayered, and ongoing throughout the life of the partnership. The most significant finding for Institutional Outcomes is that for many college/schools and departments, mutually beneficial and reciprocal partnerships between the institution (faculty and students) and the community are central to and appropriately valued within the units' learning, service, and research activities. Administrators, faculty, and community partners can communicate the value of the CE activity and how it benefits all parties. The units report that student learning is frequently co-evaluated by faculty and partners and reinforced with reflection and feedback. Units reported that their methods and technologies to track, assess, and report CE activities evolved from and align with national accrediting bodies, research and service project evaluation, and grant reporting requirements. Numerous units are exemplary in both the process and use of this information. Many units report that these activities are essential to student learning and their accreditation.

The high degree of ownership at the college/school and departmental level suggests that UM must exercise care when moving to centralize CE support, tracking, and assessment. The impact of this awareness is that the Division of Diversity and Community Engagement (DCE) will focus on advancing simple improvements into existing systems that will not be overly burdensome, constrain innovation, or disrupt the existing systems. Secondly, DCE will work to create additional high-profile systems to recognize and reward engaged scholars. Simultaneously, DCE will lead CE education and contextualization efforts at the institution, division, and department levels to help UM scholars understand that CE is an activity that exists in UM's research, learning, and service missions and is predicated on mutually beneficial and reciprocal collaborative partnerships between UM scholars and communities. Ultimately, DCE will facilitate faculty and administrator conversations about how to expand the process of appropriately recognizing CE activities in annual evaluations, promotion, and tenure processes. These approaches are captured in UM's 10-year Community Engagement Working Plan that was approved by the Council on Community Engagement and accepted by the Vice Chancellor for Diversity and Community Engagement in the Spring Semester of 2019.

The UM Excellence in CE award applications revealed institutional impacts including elevating the institutional profile through positive local and national project recognition, cultivating positive town/gown relationships, and fostering new opportunities for collaboration. Data from the UM student engagement survey reveal the value that CE has on student experience, belonging, and retention, as respondents indicated greater connection with university faculty/staff, peers, and community and led them to seek involvement with campus and/or community organizations. These results affirm CE as a high impact practice for students and for the institution.

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### **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<sup>xix</sup>:**

The data were used to develop a 10-year working plan to advance community-engaged research, learning, service, and engaged scholarship at UM. The plan was proposed to and approved by the Council on Community Engagement (CoCE) on February 27, 2019, and subsequently accepted by the Vice Chancellor for Diversity and Community Engagement as the guiding plan for the Division.

The plan recognizes the need for structural support and incentives for CE scholars as well as creating a CE office focused on developing a culture of CE using a curricular Social Change Model of Leadership development program. The office will focus on developing long-term, sustained and well-held partnerships with local and regional organizations while supporting the relationship formation of other faculty, staff, and students with these agencies. Additionally, the office will support integrating CE methods in course redesign and aiding faculty in managing their CE learning logistics. Finally, the office will house a local volunteer center for students, staff, faculty, and community members.

The broad outline of the 10-year working plan is as follows.

March 2019 – February 2020. Conduct and repeat CE benchmarking every 5 years. Integrate CEL course inventory into grade reporting; evaluate CE institutional support, funding, personnel, professional development, annual evaluations, and P&T at the academic/non-academic division, college/school, department, center/institute level; incorporate CE within Campus Climate Study Group; conduct CE ecology study.

September 2019 – September 2021. Listening, Educating, and Contextualizing CE at UM. Presentation to Council of Academic Administrators; presentation to Faculty Senate; presentations to college/schools deans and chairs committees; presentations to college/schools faculty meeting or department faculty meetings; presentation to non-academic divisions, departments, and centers; presentations to student organizations; Engaged website, TV, newsletter, and annual report; faculty + administrators roundtable retreat and dialogue; CE/ES @ UM Whitepaper.

September 2019 – September 2028. Implementing Support and Capacity Building Systems for CE Research, Learning, and Service, and Engaged Scholarship. Create a successor for William Winter Institute for Racial Reconciliation (3.5 employees / 2 GAs), create a department for CE Leadership, Research, Learning, and Service (7.5 employees / 5 GAs) including CE social change leadership program, CEL center with CE fellows (faculty/staff) and CE scholars program using CE LOU Volunteer Center (for Lafayette County, Oxford, and the University); implement academic credentials (minor, certificate, and/or transcript notation) for Race, Place, Poverty, and Public Good; implement CE academic credentials.

March 2019 – September 2028. Advancing Systems for CE Assessment, Evaluation, Recognition, and Rewards. Hire DCE Project Manager for CE; fully fund Excellence in CE Awards. Research, Learning, Service and Engaged Scholarship (\$25K); CE research, learning, service, and scholarship designation question integrated into Faculty Activity Report; CEL course identification system (lowest threshold); CEL course designation system with consideration for portion of course release; integration of CE in faculty/staff evaluation,

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recognition, and reward programs; CE understood and appropriately considered in promotion and tenure systems. Data from these assessment mechanisms are also used in presentations, award ceremonies, and reports to clarify the value of CE work to faculty, staff, students, and community members.

### **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**

#### **F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it<sup>xx</sup>?**

The establishment of the Council on Community Engagement (CoCE) in the Fall of 2012 was an initial effort to create an institutional conversation around community engagement. Prior to the establishment of the Division of Diversity and Community Engagement, CoCE advised the McLean Institute with recommendations to expand, deepen and institutionalize CE efforts at UM.

From 2014-2015, the McLean Institute undertook a strategic planning process that reviewed the extent to which CE was practiced and institutionalized across campus. This strategic planning process engaged over 50 community members, faculty, staff, alumni, and students in face-to-face planning exercises, and utilized survey feedback from 2,046 student surveys and 70 community partner surveys. Based on this feedback, the 2015-2020 strategic plan for the McLean Institute contemplates efforts to raise the profile of engaged scholarship and service, including recognizing community engagement in tenure and promotion, developing systematic CE tracking and assessment mechanisms, and celebrating exemplary CE practice; formalizing academic study and governance around CE; and offering professional development and resources around CE for students, faculty, staff, and community partners.

CoCE members provided information on service-learning courses in their respective areas across campus, and encouraged an early focus on expanding community-engaged practices rather than establishing a service-learning course designation. In 2014, when UM was considering the creation of a new vice chancellor for diversity and inclusion, CoCE members recommended to the Provost that the new position be called the vice chancellor for diversity and community engagement, thus modeling the Full Participation framework that merges diversity, inclusion, equity, and community engagement efforts.

In 2017, UM completed the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE). The NIIICE inventory process provided an opportunity to take stock of progress made on institutionalizing CE practice at a midpoint in the strategic plan for the McLean Institute. It also catalyzed closer coordination between DCE, the McLean Institute, and the Office of Institutional Research, Effectiveness, and Planning in order to pursue a more coordinated approach to the systematic assessment of CE practice at UM.

For example, the NIIICE inventory process underscored the importance of investing in the infrastructure of the McLean Institute and establishing a centralized reporting line for CE activities through DCE. The process also instilled a sense of pride that UM is on the leading edge of efforts to merge diversity, inclusion, and community engagement efforts. Preparing the NIIICE inventory also re-energized ongoing conversations around institutional practices that have evolved dramatically in recent years, but at a pace that indicates a deep culture

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shift at a complex public research university. Those practices include the creation of an SL/CE course designation and process, strengthening and centralizing institutional assessment of CE, and supporting the recognition of CE activity in the tenure and promotion process.

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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 campuses 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/faculty participate in the professional development activities that are specific to community engagement.

When surveyed, 24% of the various units at University of Mississippi (divisions, college/schools, academic, and nonacademic) reported providing professional development support for faculty and/or staff engaged with community. In general, academic units report more systematic methods to support the professional development of faculty and staff, compared to non-academic units.

By far, the most common form of professional development support is travel grants and conference attendance in areas of experiential education, which often includes service-learning and other community engagement methods (e.g. Gulf South Summit on Service Learning and Civic Engagement). Frequently, this funding ranges from \$2,500 to \$3,000 per year and requires the faculty or staff member to present at the conference. Some university units report that they allow for additional travel enhancements for faculty and staff participating in community-engaged work.

The North Mississippi VISTA Project places several VISTA members at UM units each year, where those VISTA members work to fight poverty through education and uphold the VISTA principles of poverty alleviation, capacity building, sustainable solutions, and community empowerment. Currently, VISTA members are serving with the Center for Math and Science Education, Luckyday Residential College, M Partner, and the School of Education. Accordingly, all VISTA members receive orientation and training that goes beyond the Pre-Service Orientation that is required by the Corporation for National and Community Service. This training introduces concepts such as transactional and transformational partnerships, reciprocal benefit, and humility in community entry.

The institution also hosts a range of community-engaged institutes, trainings, and conferences for practitioners and community partners to earn continuing education credits. UM faculty and staff benefit and develop professionally by attending without cost, learning from nationally recognized leaders in the respective fields of application, interacting with community partners, and presenting learning units to community partners and university colleagues.

In fields of study where community-engaged learning is integral in the educational experiences (e.g. Pharmacy Practice), faculty and community partners serving as preceptors or mentors are provided annual professional development. These professional development activities ensure that curricular goals and engagement experiences align, student learning objectives are met, and that community partners and UM scholars mutually benefit from the collaboration.

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Finally, many academic and non-academic units report supporting professional development of both faculty and staff by creating a culture of development that encourages faculty and staff to bring forward new ideas and experiences that may advance community partnerships, multidisciplinary community engaged activities, and engaged scholarly experiences. Typically this is done by providing flexible work schedules, vehicles for travel, and supplemental resources to conceptualize and write grants, run or contribute to community engaged programs, travel within and outside the state to engage public audiences, represent the university at festivals or conferences, and partner with K-12 school systems to disseminate knowledge, improve learning, and develop avenues of access for high school students into the university.

**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	Yes	Yes
G.2 Planning/design stipends	Yes	Yes		
G.2 Support for student transportation	Yes	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
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--**

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### **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:**

The hiring policies and policies at the University of Mississippi use the position classification, unit function, and the position responsibilities as the framework for recruiting and evaluating qualified candidates. The job description includes the position title, the department, job location, job description, and specific responsibilities. For those positions where community engagement is a responsibility, UM communicates this in the position description and advertisement and evaluates candidates accordingly as illustrated in the following examples.

For a director with tenure-track faculty appointment for the Center of Population Studies (CPS) the position stated, "We seek a sociologist of proven teaching and research ability in the area of quantitative sociology and one or more of the following specialties: economic or community development, applied sociology, health, rural sociology, education, migration, or demography."

For a director with tenure-track faculty appointment for the McLean Institute the advertisement stated, "The director... will pursue a comprehensive plan to establish mutually beneficial partnerships with organizations fighting poverty in our state; will reward and support faculty who develop service-learning courses; will promote and organize student volunteerism; will increase opportunities for faculty and graduate students to pursue community-based research; will pursue and deploy grants and private dollars to support community engagement; and will celebrate service through campus-wide awards and scholarships."

For tenure-track position in the Department of Sociology and Anthropology affiliated with the CPS the posting stated, "We seek a sociologist of proven teaching and research ability in the area of social movements, collective action, or social change. We value candidates whose work can build on current Department emphases in intersectional inequalities or community engagement, or who can expand Department strengths."

For a director position (written broadly for administrator with or without faculty appointment) in a community-engaged racial reconciliation institute, examples of job responsibilities in the position announcement included, "direct and oversee the planning, implementation, and evaluation of all Institute programming, including community engagement" and "serve as the main liaison to community partners, university leadership, governmental agencies, advisory board, supporters, and donors".

For a staff position within CPS, the position announcement explained that the position "will assist with coordination, communication, and assessment of Center projects, especially preparation and dissemination of scholarly research publications; help with review processes; prepare reports; respond to requests for research and other information; and provide support for research activities, engaging partners in communities as well as nationally and globally."

For an assistant vice chancellor for community in the Division of Diversity and Community Engagement, the job description included "provides leadership in developing and infrastructure for institution-wide community engagement", "advancing the strategic direction of various

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departments in the Division of Diversity and Community Engagement”, “build, foster and formalize local, regional and state community partnerships”, “facilitate the maintenance and assessment of community engagement opportunities for students, faculty and staff”, “develop and maintain an institutional database to track community engagement activities across campus”, and “work with academic units to create a platform to highlight faculty community engagement and make recommendations to incentivize this work”.

**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. Yes**

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

“Faculty 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 faculty 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.

Campuses 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 campus 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.

The University of Mississippi ensures that CE scholarly work is evaluated and rewarded appropriately by aligning the appointment with the department and university missions, communicating P&T expectations in the appointment, and including internal and external reviews from peer engaged scholars within the discipline. UM’s CE definitions contextualize CE within UM’s scholarly research, learning, and service mission, while UM’s tenure and promotion policy defines the process on which scholarly work is recognized, evaluated, and rewarded.

UM defines CE as a “collaboration between UM and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling UM’s mission of scholarly learning, research, and service.” UM’s tenure policy states, “Each faculty member who receives a tenure-track appointment shall be informed in writing by the department chair or dean at the time of appointment of the approved guidelines with respect to



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personal research or creative achievement, teaching, and service that he or she is expected to meet in order to be recommended for tenure... The actual emphasis given to each of these three categories of activity should be suitably proportioned to reflect the varying responsibilities of each department or school to the University's overall mission... Under no circumstances, however, should a person be awarded tenure without evidence of scholarly research or creative achievement. Additionally, no recommendation for tenure shall be made for teaching faculty without evidence of the nominee's effectiveness as a teacher."

"Research and Creative Achievement: ...it is imperative that accomplishments in research and creative achievement be judged against the prevailing professional standards of the faculty member's academic discipline... 'scholars in a particular field or activity have the chief competence for judging the work of their colleagues.'" This applies to both traditional and engaged scholars.

"Teaching is central to the University's mission. Since it is difficult to evaluate teaching with precision, information on a faculty member's classroom performance and related activities should be gathered from a wide variety of sources. Student evaluations (when available), peer evaluations,... evidence of the nominee's ability to motivate a wide range of students, development of new instructional techniques and teaching materials, publication of textbooks or other materials which indicate an interest in teaching, direction of dissertations and theses,... and teaching awards are examples of the types of information or evidence of activities needed to make an informed judgment on the faculty member's qualities as a teacher."

"Service refers to the application of professional expertise which contributes to the solution of problems faced by modern society and enriches the life of the larger community served by the University."

Although the University's tenure policy does not mention CE or have a separate policy for evaluating engaged work, CE methods are evaluated within the expectations of the specific faculty appointment and the standards of that discipline. This process endorses the philosophy espoused by AAUP that "scholars in a particular field or activity have the chief competence for judging the work of their colleagues". This applies to traditional and engaged scholars.

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

The University of Mississippi rewards community engagement as one form of teaching and learning.

UM's Council on Community Engagement defines community-engaged learning as denoting "academically-based community engaged courses that may integrate a range of teaching and learning strategies, including, but not limited to: service-learning, Co-op, externship, internship, practicum, clinical, capstone, research project, public service, practice-based learning, experiential education, and experiential learning. Community-engaged learning uses a defined curriculum and can be formal (credit granting) or non-formal (non-credit granting)." Additionally, UM defines service-learning as "a teaching and learning strategy that uses reflection to link community service with academic course objectives to enrich the educational experience of students, teach civic responsibility, and meet the needs of a community."

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These types of teaching and learning activities clearly fit in the broader context of what UM's Tenure and Promotion Policies and Procedures define as "Teaching". "Teaching is central to the University's mission. Since it is difficult to evaluate teaching with precision, information on a faculty member's classroom performance and related activities should be gathered from a wide variety of sources. Student evaluations (when available), peer evaluations, advising of students, evidence of the nominee's ability to motivate a wide range of students, development of new instructional techniques and teaching materials, publication of textbooks or other materials which indicate an interest in teaching, direction of dissertations and theses, receipt of educational contracts which support teaching, and teaching awards are examples of the types of information or evidence of activities needed to make an informed judgment on the faculty member's qualities as a teacher."

Faculty who incorporate community-engaged learning (CEL) pedagogies into course creation or redesign; demonstrate evidence of student motivation, learning outcomes, or competencies through CEL activities; publish results of CEL methods in education or discipline specific journals; and/or receive UM's Excellence in Community-Engaged Teaching Award provide "evidence of the nominee's effectiveness as a teacher" as required by UM's tenure and promotion policy.

**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):**

The University of Mississippi rewards community engagement as one form of research and creative activity. UM's Council on Community Engagement defines community-engaged research as referring "to a research partnership between UM and communities that is mutually beneficial and includes some degree of shared decision making and leadership between communities and UM."

Additionally, the same document defines scholarship as, "creative intellectual work that is validated by peers and communicated' to the larger world. Scholarship includes, but is not limited to, obtaining grants, conducting research, writing scholarly publications, delivering presentations, creating curricula, creating art, and producing artistic performances." Finally, scholarship of engagement or engaged scholarship is "scholarship resulting from the collaborative and mutually beneficial partnership between university member(s) (i.e. faculty, staff, and/or student) and external non-higher education partner(s). Engaged scholarship is typically created and communicated through any of the following activities: discovery of new knowledge, development of new knowledge, dissemination of new knowledge, change in learning, change in behavior and/or change in conditions."

These types of activities clearly fit in the broader context of what UMs Tenure and Promotion Policies and Procedures define as "Research & Creative Achievement". "In order to maintain the highest professional standards, it is imperative that accomplishments in research and creative achievement be judged against the prevailing professional standards of the faculty member's academic discipline. The University of Mississippi endorses the philosophy espoused by AAUP that "scholars in a particular field or activity have the chief competence for judging the work of their colleagues." Achievements in this area should make contributions to the expansion of knowledge and indicate the continuing professional vitality of the candidate. Examples of such activity include, but are not limited to, books or journals published by commercial or university presses; articles in refereed or other scholarly professional journals with international, national, or regional

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reputations; papers read at scholarly conferences; editorial work; receipt of research grants, or contracts which support continued research; publications or performances of musical compositions; art exhibitions; and the production of plays, motion pictures, records, or video tapes.”

Engaged scholars at UM who form research partnerships with communities that are mutually beneficial and include some degree of shared decision making and leadership between communities and UM while producing a creative intellectual work that is reviewed by peers and communicated to the larger world through published books and journals, refereed or other scholarly professional articles, presentations at scholarly conferences, funded grants, publications or performances of musical compositions, art exhibitions, and the production of plays, motion pictures, records, or video tapes are given credit for their scholarly work that is equal to the scholarship of traditional scholars.

**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):**

The University of Mississippi rewards community engagement as one form of service. UM’s Council on Community Engagement defines community-engaged service as “collaboration between members of UM and a community or community-based group that results in beneficial services. Community-engaged service may, or may not, be related to an academic program and can be performed by students, faculty, and staff. Community-engaged service includes co-curricular service (‘a type of community-engaged service performed by faculty, staff, and/or students that is not formally linked to an academic curriculum, but fosters student learning’) and civic engagement (a type of community-engaged service that fosters citizenship through engagement in issues of public interest and/or participation in governance activities’).

These types of activities clearly fit in the broader context of what UM's Tenure and Promotion Policies and Procedures define as “Service”. “Service refers to the application of professional expertise which contributes to the solution of problems faced by modern society and enriches the life of the larger community served by the University. Service is related to the faculty member's academic discipline and includes such varied activities as consultantships, clinical activities, editorial work for professional journals, service to professional organizations, and other forms of funded and unfunded public service. Faculty contributions to University, school, or departmental governance shall also be considered in evaluating service.”

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**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? Yes**

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

Faculty members from across disciplines practice exemplary community engagement work. Their departments include Health, Exercise Science and Recreation Management; Legal Studies; Nutrition and Hospitality Management; Pharmacy Administration; Pharmacy Practice; Social Work; and Sociology and Anthropology.

Since 2015, several departments have engaged in conversations around how best to reward CE in the tenure and promotion process. While it is important to acknowledge at the outset that there are very few departments that have specifically adopted language around CE, the ones that have demonstrate a deep institutional commitment to CE practice that continues to gain momentum at UM.

Departments that specifically reward faculty for using community-engaged approaches and methods include Public Policy Leadership, and all departments with the School of Education – Higher Education, Leadership and Counselor Education, and Teacher Education. All departments at the University of Mississippi Medical Center recognize community engagement as organically embedded in their mission and supported through the promotions and tenure review process. This includes the School of Dentistry, School of Health Related Professions, School of Medicine, School of Nursing, School of Pharmacy, and School of Population Health.

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

As a public research university, the number of departments and schools that specifically reward community engagement in their tenure and promotion processes should be considered evidence of a deep institutional and cultural shift that is ongoing at UM. In other words, while CE advocates at UM celebrate these metrics because they represent successfully steering the big ship of institutional priorities, we also recognize that much work remains. As of this writing, approximately 24% of departments at the institution are represented by the list above.

**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 nontenure track, and part time faculty, please cite one example:**

The Department of Public Policy Leadership Tenure and Promotion document includes the following language under research: “Each faculty member is expected to develop an active research agenda and exhibit on an annual basis demonstrable progress toward completion of various components of that research agenda. As an interdisciplinary program, faculty research and publication will be evaluated within the framework of the individual’s academic discipline. The disciplinary standards of

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the humanities, qualitative social sciences and quantitative social sciences will be employed in the evaluation process based upon the candidate's area of expertise. Evidence includes, but is not limited to, the following: Articles published in refereed professional journals in the individual's area of specialization. Book chapters, or other projects in the individual's area of specialization. Presentations at professional meetings. Publication of a scholarly book and/or measurable annual progress on a book manuscript. Grants. Engaged scholarship."

The School of Education, which includes the Departments of Higher Education, Leadership and Counselor Education, and Teacher Education, has the following language for scholarly activity: "The faculty member will provide evidence of publications in scholarly professional journals with international, national, or regional reputations. The faculty member will provide evidence of examples of other activities, including papers read at scholarly conferences, editorial work for publications, receipt of research grants or contracts that support continued research, and publication of manuals, media materials, or articles in state journals. Across the activities, different levels (state, regional, national, and international) must be represented. In the event that a candidate's scholarly work has contributed significantly to changes in the knowledge base and/or the practice of the candidate's profession, or has had a significant influence on the society at large, then the requirement of scholarly activities expected may be modified."

The School of Applied Sciences, which includes the departments of Applied Gerontology, Communication Sciences & Disorders, Health, Exercise Science & Recreation Management, Legal Studies, Nutrition & Hospitality Management, and Social Work, has the following language in the school's Tenure and Promotion document for all departments: "As a liaison to interface the professional, organizational, and diverse skills of particular disciplines with community, state, and national/international needs to enhance and enrich the lives of constituencies served by the University."

**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, the assistant vice chancellor for community engagement began meeting with faculty, administrators, and staff to understand the history and "work in progress" focused on how UM's faculty and administrators understand community engagement, how CE methods and approaches are considered within the range of scholarly activities, and how faculty and administrators have considered revising UM's promotion and tenure guidelines to reward scholarly work that uses CE activities. During these meetings, the prospect of writing and publishing a University of Mississippi Whitepaper on Community Engagement and Engaged Scholarship (ES) was discussed.

After weeks of dialogue on the topic, the general consensus was that producing a CE/ES Whitepaper and making recommendations on potential modifications to UM's Tenure and Promotion Policies

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and Procedures was premature. Instead a 10-Year Working Plan for Advancing Community-Engaged Research, Learning, and Service and Engaged Scholarship at the University of Mississippi was drafted, approved by the Council on Community Engagement and accepted by the vice chancellor for community engagement. The plan includes a scholarly whitepaper on CE/ES at UM and ultimately concludes with CE being understood and appropriately considered in promotion and tenure policies and procedures. Details of the plan are summarized below.

March '19 – February '20: Conduct and repeat CE benchmarking every 5 years. Integrate CEL course inventory into grade reporting; evaluate CE institutional support, funding, personnel, professional development, annual evaluations, and P&T at the academic/non-academic division, college/school, department, center/institute level; incorporate CE within Campus Climate Study Group; conduct CE ecology study.

September '19 – September '21: Listening, Educating, and Contextualizing CE at UM. Presentation to Council of Academic Administrators; presentation to Faculty Senate; presentations to college/schools deans and chairs committees; presentations to college/schools faculty meeting or department faculty meetings; presentation to non-academic divisions, departments, and centers; presentations to student organizations; Engaged website, TV, newsletter, and annual report; faculty + administrators roundtable retreat and dialogue; CE/ES @ UM Whitepaper.

September '19 – September '28: Implementing Support and Capacity Building Systems for CE Research, Learning, and Service, and Engaged Scholarship. Create a successor for William Winter Institute for Racial Reconciliation (3.5 employees / 2 GAs), create a department for CE Leadership, Research, Learning, and Service (7.5 employees / 5 Gas) including CE social change leadership program, CEL center with CE fellows (faculty/staff) and CE scholars program using CE LOU Volunteer Center (for Lafayette County, Oxford, and the University); implement academic credentials (minor, certificate, and/or transcript notation) for Race, Place, Poverty, and Public Good; implement CE academic credentials.

March '19 – September '28: Advancing Systems for CE Assessment, Evaluation, Recognition, and Rewards. Hire DCE Project Manager for CE; fully fund Excellence in CE Awards: Research, Learning, Service and Engaged Scholarship (\$25K); CE research, learning, service, and scholarship designation question integrated into Faculty Activity Report; CEL course identification system (lowest threshold); CEL course designation system with consideration for portion of course release; integration of CE in faculty/staff evaluation, recognition, and reward programs; CE understood and appropriately considered in promotion and tenure systems.

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**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

## 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 campus 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**

**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<sup>xxi</sup>:**

The University of Mississippi's common definitions on community engagement defines Community-engaged learning (CEL) as academically-based community engaged courses that may integrate a range of teaching and learning strategies, including, but not limited to: service-learning, Co-op, externship, internship, practicum, clinical, capstone, research project, public service, practice-based learning, experiential education, and experiential learning. CEL uses a defined curriculum and can be formal (credit granting) or non-formal (non-credit granting). <http://mclean.olemiss.edu/definitions/>

As Provost Noel Wilkin explained UM's CEL course inventory sent to all instructors, "the defining feature of a CEL course is when students directly or indirectly engage with any non-course partner(s) to achieve course objectives, enhance learning, and mutually benefit students and partner(s)." Additionally, UM defines service-learning as "a teaching and learning strategy that uses reflection to link community service with academic course objectives to enrich the educational experience of students, teach civic responsibility, and meet the needs of a community." Thus, service-learning is a specific pedagogy used in some CEL courses.

For several years, UM considered how to apply the range of CEL literature and practices while identifying and designating CEL courses. UM's understanding of and process for accomplishing this continue to evolve. Initial efforts focused on establishing service-learning as the standard for identifying CEL courses. Academic departments and instructors were then surveyed on their use of service-learning.

This approach ensured the adoption of the "gold-standard" but growing a broad practice of service-learning faced several challenges. Firstly, the number of faculty who adopted service-learning remained low. Secondly, UM lacked the institutional infrastructure to develop long-term, sustained, and well-held partnerships with public and private organizations in the local community that would allow faculty, staff, and students to proxy into and out of the relationship while establishing trust, understanding, and two-way communication which are essential for service-learning. Additionally, UM lacked a resourced and coordinated infrastructure for faculty incentives, course redesign,



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implementation support, and logistical management. Finally, UM recognized that the service-learning standard was ignoring virtuous mutually beneficial collaborative partnerships that were using other types of CEL approaches (e.g. practicum, internship, clinical, capstone, undergraduate and graduate research).

With the hiring of the assistant vice chancellor for CE in 2018, UM moved to a more inclusive approach of using the following minimum CEL identifying features: i) students directly or indirectly engage with any non-course partner(s) to ii) achieve course objectives, iii) enhance learning, and iv) mutually benefit students and partner(s). UM Information Technology, the Office of Institutional Research, Effectiveness, and Planning, the Provost's Office, and the Division of Diversity and Community Engagement partnered to inventory CEL. Each instructor received an email requesting their participation in the inventory using the essential identifying features of CEL. The CEL inventory remained open for three weeks, and instructors were reminded to complete their inventory by the Provost, the Assistant Vice Chancellor for CE, and their academic chair. Ultimately, UM aims to integrate the CEL question into the final grade recording process to make the CEL inventory an ongoing component in an existing faculty reporting system.

**A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year? 1575**

**A.1.2 What percentage of total courses offered at the institution? 25**

**A.1.3 Is community engagement noted on student transcripts? No**

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

Part of UM's 10-Year Plan for CE includes creating a Center for Community-Engage Learning (CEL) and CEL Fellows Program that supporting UM faculty and instructional staff in course redesign or course creation while integrating CEL pedagogy, partnership formation, logistical support, assessment, and reporting. The office will also manage the process for CEL course inventory and transcript notation.

In the future, CoCE plans to recognize CEL courses at two different levels. Level 1 are CEL courses who do not need additional support because of a lower level of CEL logistical demands or because the CEL experience evolved as an integral component in the educational experience and is institutionally supported (e.g. a CEL practicum or internship experience in Pharmacy). Level 2 CEL designation will recognize instructors using CEL practices that are not integral to the program of study and place higher logistical demands on those instructors. DCE hopes to ultimately support Level 2 instructors with partial course releases and CEL teaching assistants.

The data reported here are from a comprehensive inventory using a minimal identifying standard of "Did students in this course engage with any non-course collaborative partner(s) (e.g. school, industry, nonprofit, business, special interest, individuals, etc.) to accomplish course objectives and enhance learning?" This low-assumptions approach allows for instructors from a broad range of potential CEL activities to inventory their courses as CEL when "students directly or indirectly engage with any noncourse partner(s) to achieve course objectives, enhance learning, and mutually benefit students and partner(s)." In the future, the instructors of these classes can be engaged and supported to more fully integrate CEL methods as the instructor is willing and able to do so.

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**A.1.4 How many departments are represented by those courses? 54**

**A.1.5 What percentage of total departments at the institution? 86**

**A.1.6 How many faculty taught community-engaged courses in the most recent academic year? 646**

**A.1.7 What percentage are these of the total faculty at the institution? 41**

**A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track? 42**

**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? 20**

**A.1.9 How many students participated in community-engaged courses in the most recent academic year? 16,789**

**A.1.10 What percentage of students at the institution? 74**

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

The University of Mississippi – Oxford conducted a comprehensive community-engaged learning (CEL) course inventory for the 2017/2018 Academic Year (AY). The Division of Diversity and Community Engagement (DCE); the Office of Institutional Research, Effectiveness and Planning (IREP), and the Office of Information Technology (IT) collaborated to create an individual instructor database inventory for every course-section combination. Instructors received an email from Provost Noel Wilkin explaining essential components of CEL and asking them to login to MyOleMiss and inventory their courses as CEL or non-CEL. All academic administrators were given access to their unit's CEL course inventory so they could support the inventory process. Instructors and administrators were educated on the purpose of the survey and the identifying features of CEL. For each course, instructors answered the question, "Did students in this course engage with any non-course collaborative partner(s) (e.g. school, industry, nonprofit, business, special interest, individuals, etc.) to accomplish course objectives and enhance learning?" The DCE, IREP, and IT worked together to generate non-completer list and contacted instructors who had not completed the inventory, while also supporting instructors and administrators who had questions about the process. DCE worked with the academic administrators to stimulate a response from reluctant instructors and inventory any remaining courses of which the administrators were knowledgeable.

At the University of Mississippi Medical Center, courses were inventoried only by course number, not course-section combination. Of the 1254 total courses taught at UMMC, 23 courses (1.8%) were designated as community-engaged courses. In the School of Dentistry, every Dental student, faculty, and Dental Hygiene student participates in community-

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engaged learning through dental focused community-based service days integrated into their program of study. Likewise, students in Radiologic Sciences have a one-year community-engaged learning experience as part of their program of study. The School of Medicine, School of Nursing, and School of Health Related Professions teach 4, 7, and 12 CEL courses, respectively.

After the comprehensive effort to inventory CEL courses, the Council on Community Engagement discussed the feasibility of the CEL identification question being incorporated into final grade reporting. This will require instructors to indicate if their course used CEL while submitting final grades. The future CEL inventory will be integrated into an existing UM system, truly comprehensive, and all UM instructors will receive education as to the essential elements in CEL. Ultimately, these data will feed into developing a growing community of practice ensuring quality CEL. Additionally, CoCE hopes to recognize CEL courses at two different levels. Level 1 are CEL courses who do not need additional support because of a lower level of CEL logistical demands or because the CEL experience evolved as an integral component in the educational experience and is institutionally supported (e.g. a CEL practicum or internship experience in Pharmacy). Level 2 CEL designation will recognize instructors using CEL practices that are not integral to the program of study and place higher logistical demands on those instructors. DCE hopes to ultimately support Level 2 instructors with partial course releases and CEL teaching assistants.

#### **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.

The institutional learning outcomes for students' curricular engagement are captured within the General Education at the University of Mississippi. Community-engaged research, learning, and service are recognized and promoted as a high impact practice in advancing the General Education.

General Education is that body of educational experiences that is common for all undergraduates, including those enrolled in CE learning courses. The purpose of General Education is to provide a broad foundation of liberal learning, assisting students in: i) understanding their chosen professions in the broader context of human endeavor; ii) adapting to a world of evolving intellectual challenge and professional change; iii) becoming informed and involved citizens in a democratic society; iv) examining ideals from diverse backgrounds and perspectives, as well as gaining a critical understanding of ideas from Western traditions; and v) leading lives rich with meaning and satisfaction. These curricular and co-curricular learning and development outcomes are featured centrally in professional development and logistical support for CE at UM. Furthermore, CE is recognized as a high impact practice that benefits all students' learning and development, especially underserved and economically marginalized students.

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UM's commitment to these outcomes is evidenced in the Institutional Mission Reference, which states that "the University will provide excellent, student-centered undergraduate academic and co-curricular programs. Our vision is to produce graduates who have the breadth and depth of knowledge to be lifelong learners, to be successful in their discipline, and to be good citizens."

Furthermore, the UM Core Curriculum is a set of 30 hours of course work taken by students. The purpose of the Core Curriculum, along with course work in the major, electives, and co-curricular learning experiences, is to prepare students for the above general goals. Core Curriculum courses should enable students to: i) study the principal domains of knowledge and their methods of inquiry; ii) integrate knowledge from diverse disciplines; iii) analyze, synthesize, and evaluate complex and challenging material that stimulates intellectual curiosity, reflection, and capacity for lifelong learning; iv) communicate qualitative, quantitative, and technological concepts by effective written, oral, numerical, and graphical means; v) work individually and collaboratively on projects that require the application of knowledge and skill; vi) understand a variety of world cultures as well as the richness and complexity of American society; and vii) realize that knowledge and ability carry with them a responsibility for their constructive and ethical use in society. UM recognizes that CE is a particularly high impact practice that supports the practice and mastery of these essential competencies.

Intended General Education Student Learning Outcomes: Upon completing the core curriculum, along with certain courses within the program/major and co-curricular learning experiences, University of Mississippi baccalaureate-seeking students should demonstrate the following General Education competencies: i) mathematical reasoning; ii) written and oral communication, iii) analytical reasoning/critical thinking (evaluation and analysis of complex material and sources of information); and iv) ethical reasoning. The General Education student learning and development outcomes are featured centrally in professional development and logistical support for community-engaged learning at UM.

#### **A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed? 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 University of Mississippi (UM) has a strong and long-standing history of institutional effectiveness coordinated by the Office of Institutional Research, Effectiveness, and Planning (IREP). All academic and administrative units participate in a biennial assessment process focused on continual improvement. The University Assessment Committee (UAC), with rotating faculty, staff, and student membership representing every school, college, and division recommends improvements in the assessment process, and informally assists programs in planning and conducting assessments by sharing suggestions and information about best practices. UAC members also engage in a meta-assessment to provide suggestions for improvement to units' assessment plans and reports or to future assessment activities using the same standard form.

Since the beginning of formal assessment activities, UM has used a conceptual model consistent with best practices. Each assessment report is required to contain: i) linkage to the University's mission and priorities of excellence, ii) statements of outcomes, iii)

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descriptions of the means of assessment, criteria for success and plan for data collection and analysis, iv) summary and analysis of assessment data collected, v) identification and implementation of improvements in programs that resulted from data collection and analysis.

UM's robust and effective assessment process assures systematic assessment of learning outcomes for student's curricular engagement with the community. Academic program faculty articulate and measure their learning outcomes related to curricular engagement with the community as part of their biennial assessment plans and report how their assessment results are used to improve student learning. Since 2010, academic units have also been asked to link each outcome with one or more of the institutional priorities identified in the university's strategic plan, including community engagement.

Degree programs at both the undergraduate and graduate levels and across schools/college assess student learning outcomes related to community engagement. For example, in the College of Liberal Arts the B.A. and M.A. in Anthropology, B.A. in Classics, M.A. in Modern Languages, M.A. and Ph.D. in Clinical Psychology, and B.A. and M.A. in Sociology have linked program-level learning outcomes to community engagement. Similarly, in the School of Applied Sciences the B.S.E.S in Exercise Science, the Ph.D. In Social Welfare, and the BSW and MSW in Social Work also assess student learning in the community.

In addition, administrative units with a mission that includes community engagement also assess community engaged outcomes through the biennial institutional effectiveness process. Units such as the University Museum and Historical Houses, Institute for Child Nutrition, Office of Pre-College Programs, Center for Population Studies, McLean Institute for Public Service and Community Engagement and Office of Sustainability all link program outcomes to 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:**

The University of Mississippi (UM) assessment audit process includes categorizing the uses of results. Specifically, every assessment plan is reviewed to ensure that uses(s) of data are described in the plan and reported in the results. The uses of results are then categorized. Categories for academic programs include Curricular Change, Course Revision, Pedagogy, Assessment Methodology, Assessment Criteria, Process Revision, Informed Budget, Development/Training, and Other. Categories for administrative units include Revised Service, Implemented New Process, Changed Criteria, Development/Training, Revised Process, Informed Budget, Consultant/Contract labor, Implemented New Policy, Changed Assessment, Create/Modify Instruction, and Other.

UM academic and administrative units that link outcomes to community engagement participate in the assessment audit process and uses of results are categorized as mentioned above. The following examples from academic and administrative units demonstrate how assessment data related to institutional learning outcomes for students' curricular engagement with the community are used.

The Department of Anthropology revised courses in the B.A. program to include more experiential learning opportunities for students. These opportunities are designed to foster critical thinking and engagement. Additionally, they improved their assessment methodology to better measure the student learning in these areas.

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The Department of Modern Languages developed new assessment methodology to assess discrete aspects of students' intercultural competences through student portfolios. The faculty noted students were gaining intercultural competences through their experiential learning activities and wanted a more nuanced understanding of student development that was taking place.

The BSW in Social Work program used assessment results to inform their budgeting and planning activities. Faculty recognized the valuable insight students gains during the Social Work Advocacy Day at the Legislature and plan to continue participation in that important activity.

The University Museum and Historic Houses used feedback from school teachers to inform their decision making about creating and modifying new educational materials. Teachers provided detailed feedback about the types of materials students found most interesting which allowed the Museum to develop the best possible educational programming for children.

Office of Sustainability used assessment results to improve assessment processes, gathering feedback from constituents more frequently and closer to the time the event/meeting occurred.

The Office of Pre-College Programs implemented new processes to ensure transparency of policies and procedures as a result of their program assessment. The office developed procedural manuals that have contributed to their success in facilitating academic competitions for school children.

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

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

Departmental and disciplinary learning outcomes for student's curricular engagement with community vary across college/school and departments. Typically, the outcomes align with, assessed according to, and communicated as part of the accreditation process for specific professional undergraduate and graduate programs of study.

In the School of Engineering, for example, the Civil Engineering's senior design course has extensive community engagement: students prepare a subdivision design in collaboration with a local developer, meet regularly with representatives of the local developer, and provide design drawings and ideas. Government engineers and other local engineers serve as judges of the students' designs and provide feedback. These activities are assessed for the program's accreditation body (ABET, Inc.). BSCE Graduates of the Civil Engineering Department at UM will: i) practice in civil engineering, environmental engineering or a related area to serve society; ii) pursue professional development including advanced degrees, professional registration and/or certification as appropriate for their qualifications and careers; and iii) assume leadership roles in their profession and/or communities.

The Department of Social Work's educational goals, including those for practicum and internship, include: i) Prepare generalist social workers who are able to integrate the

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knowledge, values and skills of the social work profession for competent practice in settings with individuals, families, groups, organizations, institutions, and communities. ii) Acculturate students to the profession of social work through the study of its history, purposes, and philosophy. iii) Prepare students to practice ethically with diverse populations and systems of all sizes, to alleviate poverty and oppression and to provide social and economic justice for all citizens. iv) Provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in systems, and the dynamics of change. v) Prepare students who will demonstrate a commitment to continue life-long learning and professional growth which may include graduate education in social work and other disciplines.

The School of Pharmacy PGY-1 Community Pharmacy Residency Program seeks to build upon the doctor of pharmacy (Pharm.D.) education and outcomes to develop community-based pharmacist practitioners with diverse patient care, leadership and education skills who are eligible to pursue advanced training opportunities including postgraduate year two (PGY-2) residencies and professional certifications. The School of Pharmacy seeks to provide residents with the knowledge and skills to become competent practitioners in both the community and academic settings. Graduates of this program will have the clinical competence and skills necessary to manage a community pharmacy practice; counsel, educate, and evaluate patients; teach students and provide CMM services. Graduates will also learn how to establish their own innovative pharmacy practice; practice in an ambulatory clinic care setting; perform as an academician and join the faculty at an accredited school of pharmacy; educate and evaluate patients and provide drug information services.

#### **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:**

At the University of Mississippi several departments and schools systematically assess student learning outcomes in curricular engagement with community. These programs of study are typically within undergraduate and graduate professional tracks and use community-engaged practicum and internships as an essential element in the program of study.

At the UM Medical Center (UMMC) the School of Health Related Professions, the School of Graduate Studies in the Health Sciences, and the School of Dentistry partner with public and private entities to advance student learning and professional competencies, increase the capacity of host sites, develop avenues of access for underserved populations, and advance the public good. Similarly, at UM-Oxford, the Schools of Law, Journalism and New Media, and Pharmacy and the Departments of Communication Science & Disorders, Nutrition & Hospitality Management, Pharmacy Practice, Art & Art History, Legal Studies, and Social Work, as well as the Center for the Study of Southern Culture and the Center for Math and Science Education report similar systematic assessment of student learning outcomes in community-engaged learning.

Typically, the strategy is to develop long-term relationships with partners in the public and private sectors using shared planning and decision-making and ongoing two-way

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communications to conceptualize, evaluate, and modify the curriculum, activities, and approaches aiming to optimize student learning and benefit to the partner. The specific mechanisms mentioned by departments and programs include: i) faculty and partners co-creating curricula; ii) reciprocal on-campus and host-site planning, orientation, training, and assessment meetings; iii) faculty and partners co-evaluating student learning and competencies; iv) on-going student reflection with faculty and/or partner feedback; v) some type of professional benefit to hosts through continuing education credits, training programs, and/or recognition of contribution to the area of practice.

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

Schools, departments, and centers report that student learning outcome assessment are used to create and refine curriculum, evaluate the quality of the learning experiences, make programmatic revisions, improve partnerships with host sites, and gauge the learning, development, and professional competencies of individual students. Programs report bringing the assessment results to community partner program advisory boards and curricula workgroups with the intent of gaining further insight on how to refine or create more effective curricula and CE processes. CE planning teams may then modify student and host orientation and training sessions, student evaluation processes, approaches to student reflection and feedback, and systems to ensure partner input in planning, management, and evaluation.

Assessment outcomes are also essential in school and department reaccreditation, program evaluation, and/or grant reporting. Additionally, several departments use this information to connect with and positively influence relationships within and beyond the university. As a public doctorate granting very high research institution, this "contributing to the public good" and "return-on-investment" messaging offered by CE activities is ever more important in developing new funding opportunities and protecting existing federal, state, nonprofit, and private revenue streams.



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#### 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.

Curriculum	Selected	Description
Student Research	Yes	<p>College 2 Youth, a multidisciplinary participatory action undergraduate research collaboration between rural Mississippi middle schools and UM that focuses on holistic community health and wellbeing. One of the co-creators of College 2 Youth, Dr. Anne Cafer, also leads study abroad and undergraduate student research in Sub-Saharan Africa.</p> <p>UM Honors College students lead community-engaged research in water security, public park utilization, ecology, and human-environment interactions.</p> <p>The Center for Population Studies coordinates undergraduate honors research and graduate research projects using a variety of community-engaged methods across Mississippi.</p>
Student Leadership	Yes	<p>Engineering student leadership holds a credit-bearing course for student members of their professional organization (a non-profit educational organization) to prepare for a regional competition.</p> <p>Law students in the George C. Cochran Innocence Project and the Transactional Law Clinic partner with non-profit organizations and community members to lead social justice initiatives within our legal system.</p> <p>For 19 years, medical students at UMMC have led and staffed the Jackson Free Clinic, the only student run clinic in Mississippi serving the indigent population of Jackson. The 25 students serving on the Board of Directors partner with philanthropic and medical institutions and community members to fulfill its mission.</p>
Internships, Coops, Career exploration	Yes	<p>Engineering Co-ops are credit-bearing and always consist of a student working for industry, government, firms, or non-profits.</p> <p>Integrated Marketing and Communication undergrads serve as PR interns for regional nonprofits.</p> <p>Undergraduate special education majors intern with educators at North Mississippi Regional Center serving residents with complex medical, cognitive, behavioral, adaptive, communication, and motor needs.</p> <p>Center for Manufacturing Excellence students partner with the Baddour Center for adults with moderate intellectual disabilities to optimize employee learning, comfort, and productivity in packaging stations.</p>

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Study Abroad	Yes	<p>Engineers without Borders-USA (EWB) provides engineering services to communities in Togo and Ecuador via a credit-bearing, faculty-led study abroad course. The student chapter, composed of undergraduate and graduate students, faculty advisors, and professional mentors, has traveled to its current partner community, 25 de Diciembre in the Ecuador highlands, twice in the past year. Previously, chapter members traveled to a partner community in Togo seven times in five years to build a school house and drill a deep water well for a medical clinic.</p> <p>Roots and Shoots Global Youth Survey (Dr. Laura Johnson) is a UM co-created research study in the U.S., Tanzania, and China. The survey includes student participants (human service volunteers) who engaged in reflection and action. Johnson also teaches a study abroad course, Psychology 475, Environmental Psychology, whereby UM students partner with Tanzanian research partners for cultural games, service, research training and pilot data collection with adolescents.</p>
Alternative Break tied to a course	Yes	<p>The McLean Institute, under the supervision of Dr. Albert Nylander, leads an alternative break course on “Social Issues in the Mississippi Delta: An Experiential Approach Rooted in Service.” Throughout the semester students meet once a week in a seminar-style classroom setting to discuss contemporary issues and theory in the areas of education, poverty, community engagement, and community and economic development, while focusing specifically on how these issues interact with one another uniquely in rural environments. Among other core texts, students read <i>Worlds Apart: Poverty and Politics in Rural America</i> by Dr. Cynthia M. Duncan, a widely recognized expert on rural poverty in the field of sociology, and the students held a conversation with Dr. Duncan over the phone to discuss her work.</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>Community engagement integrated within curricula via an institution-wide set of CE definitions and models for understanding and improving CE activities, outcomes, partnerships, and engaged scholarship. These institutionally standardized CE essentials are ultimately utilized in graduate studies, core courses, capstone, first-year sequence, general education, and the majors at the University of Mississippi.</p> <p>This decentralized approach allows the specific academic program to determine how CE may be best used to enhance student learning and benefit community. UM is a leading global university, with undergraduate and graduate programs ranging from those focused on elemental discoveries to those focused on applying existing knowledge to improve the conditions of individuals, families, and communities. Given the scope of UM's mission and academic programs, and that UM's student enrollment is nearly equivalent to the population of Oxford, where UM's main campus is located, CE is not an institution-wide requirement, nor would it be appropriate for it to be required. Making CE a requirement would place an unhealthy burden on community partners and academic programs.</p> <p>In applied fields such as programs in Social Work, Food and Nutrition Services; Pharmacy; Communicative Service &amp; Disorders; Teacher Education; Health, Exercise Science &amp; Recreation Management; Psychology; and Center for the Study of Southern Culture, CE is frequently integrated through internships required for program completion and/or program accreditation. CE essentials are recognized and internship coordinators are implementing improvements to ensure mutuality and reciprocity in many of these programs.</p>
Core Courses	Yes	<p>Core Courses at UM enable students to: i) study the principal domains of knowledge and their methods of inquiry; ii) integrate knowledge from diverse disciplines; iii) analyze, synthesize, and evaluate complex and challenging material that stimulates intellectual curiosity, reflection, and capacity for lifelong learning; iv) communicate qualitative, quantitative, and technological concepts by effective written, oral, numerical, and graphical means; v) work individually and collaboratively on projects that require the application of knowledge and skill; vi) understand a variety of world cultures as well as the richness and complexity of American society; and vii) realize that knowledge and ability carry with them a responsibility for their constructive and ethical use in society. UM recognizes that CE is a particularly high impact practice that supports the practice and mastery of these essential competencies.</p>

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Capstone (Senior-level project)	Yes	Capstone (Senior-level project): Gender Studies, MBA, Neuroscience, Biology, Classics, Criminal Justice, and Teacher Education each have capstone classes. Frequently these classes include an experiential component, including a research, internship, or practicum experience in partnership with a non-higher education collaborator who benefits from the project. In applied and professional programs, (e.g. MBA, Criminal Justice, and Teacher Education) there is a higher occurrence of integrating CE.
First-Year Sequence	Yes	First-Year Sequence: UM taught 120 sections of EDHE 105 “Freshman Year Experience” in the 2018 Fall semester. There were 2543 freshmen enrolled across all sections. Each student was required to participate in community service/volunteer opportunity, and write a one-page reflection on the experience. Additionally, some sections may do all-class community events such as create a gingerbread house for the Ford Center’s Ginger Bread Village (collects donations for the Food Bank), contribute money or items to the University’s Thanksgiving Basket giveaways, etc.
General Education	Yes	General Education is to provide a broad foundation of liberal learning, assisting students in: i) understanding their chosen professions in the broader context of human endeavor; ii) adapting to a world of evolving intellectual challenge and professional change; iii) becoming informed and involved citizens in a democratic society; iv) examining ideals from diverse backgrounds and perspectives, as well as gaining a critical understanding of ideas from Western traditions; and v) leading lives rich with meaning and satisfaction. These curricular and co-curricular learning and development outcomes are featured centrally in professional development and logistical support for CE at UM. Furthermore, CE is recognized as a high impact practice that benefits all students’ learning and development, especially underserved and economically marginalized students.
In the Majors	Yes	In the Majors: General Business; Legal Studies; Teacher Education; Health, Exercise Science & Recreation Management; Journalism and New Media; and Social Work majors are required to complete an internships with reflective reports or portfolios, and frequently the internships meet the essentials of CE-learning.
In the Minors	No	

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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	Social innovation/entrepreneurship: The Catalyzing Entrepreneurship and Economic Development (CEED) Initiative works with UM students and faculty to build actionable partnerships with Mississippi communities. These partnerships will increase entrepreneurship and promote economic development in rural Mississippi communities.
Community service projects- outside of the campus	Yes	Community service projects - outside of the campus. The Ole Miss Big Event has historically been the largest community service project in the history of UM. Students serve their neighbors in the Oxford/Lafayette Community. Student leaders work with community organizations and individual citizens throughout the academic year to understand the needs and opportunities for student-led community service.
Community service projects - within the campus	Yes	Community service projects - within the campus. The Office of Sustainability's Green Grove Gameday Recycling Program engages more than 100 students each fall semester to provide recycling education to football tailgaters and to assist the City of Oxford Recycling Department in processing gameday recycling. The material students learn when volunteering with the program is applicable to all majors, as recycling is used an example to explain the three dimensions of sustainability – environmental wellbeing, social equity and economic stability. Students also learn leadership skills related to effective communication, event planning and project management. Students are able to participate in the program at three levels of involvement: 1.) Either as gameday education volunteers or volunteers with the Oxford Recycling Center (or both) 2.) through the Green Grove Team Leaders Program, through which students are trained to lead volunteers on gameday to assess the effectiveness of the program in terms of learning outcomes for volunteers and program logistics and 3.) Green Grove Coordinators, who are interns in the Office of Sustainability and who work 8-10 hours a week managing the program. At all levels of involvement, there are opportunities for assessment and structured reflection through surveys and regular debriefs.

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Student leadership	Yes	The student-led Big Event allows UM students to develop leadership skills and dedicate a day of service to the community while building relationships between students and community members. Annually, over 2,000 students participate. Student volunteers may develop within increasing levels of responsibilities into volunteer leaders, site coordinators, assistant director, and co-executive directors. The student-led RebelTHON is a one-day dance marathon celebration of a year-long fundraising effort to benefit Blair E. Batson Children’s Hospital at the UM Medical Center. In 2018, this event raised \$265,912. As a student-led organization, RebelTHON participants may develop into Dancer Representatives, Committee Members, one of 30 Board of Directors, and seven Executive Leaders.
Alternative break domestic	Yes	Alternative break domestic – UM Student Housing and the McLean Institute each offer students Alternative Breaks at locations throughout the U.S. and the Mississippi Delta. Central in these experiences, student perform community service along with community members and reflect on the engagement experience.
Alternative break international	Yes	Alternative break international – Dr. Cris Surbeck (Civil Engineering) hosts Engineering without Borders alternative breaks in Togo and Ecuador. Dr. Laura Johnson (Psychology) hosts alternative breaks in Tanzania. Dr. Anne Cafer (Sociology) hosts alternative breaks in Zambia. Each of these programs are part of credit-granting study abroad programs.
Student leadership	Yes	The student-led Big Event allows UM students to develop leadership skills and dedicate a day of service to the community while building relationships between students and community members. Annually, over 2,000 students participate. Student volunteers may develop within increasing levels of responsibilities into volunteer leaders, site coordinators, assistant director, and co-executive directors. The student-led RebelTHON is a one-day dance marathon celebration of a year-long fundraising effort to benefit Blair E. Batson Children’s Hospital at the UM Medical Center. In 2018, this event raised \$265,912. As a student-led organization, RebelTHON participants may develop into Dancer Representatives, Committee Members, one of 30 Board of Directors, and seven Executive Leaders.
Student internships	Yes	Student internships – The McLean Institute annually provides from 15 to 20 communitybased internships in Lexington, Charleston, New Albany, Jackson, Clarksdale, Marks, Tupelo, Oxford, Sunflower, and Tutwiler, Miss. to advance community development and build sustainable systems for fighting poverty. The Department of Public Policy Leadership, in conjunction with the Office of the Provost and the Office of College Programs, annually support community-based internships in Sunflower and Washington Counties of Mississippi.
Work-study placements	Yes	Work-study placements: Federal Work-Study Program - part-time employment of 10-15 hours per week is available to students who demonstrate financial need as determined in the FAFSA. Jobs are provided in campus departments and at approved off-campus sites for the Family Literacy Project. The Family Literacy Project program is designed to place students in local schools to tutor students in pre-K through ninth grades. Similarly, tutors are place in other nonprofit agencies with missions to support youth education and development.

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<p>Opportunities to meet with employers who demonstrate Corporate Social Responsibility</p>	<p>Yes</p>	<p>Opportunities to meet with employers who demonstrate Corporate Social Responsibility.</p> <p>The UM Career Center connects students with numerous employers who demonstrate Corporate Social Responsibility. The majority of the most active corporations hiring business (89%), engineering (79%), accounting (79%), and pharmacy (67%) graduates of UM hold Corporate Social Responsibility as central to their organizational missions. These corporations typically develop and communicate their corporate responsibility values and goals, document the performance of the corporation in achieving those goals, and report their outcomes and impact publicly. An example of this practice is illustrated by FedEx’s Corporate Social Responsibility Programs FedEx Cares and EarthSmart, well-developed Corporate Social Responsibility Policies, and Charitable Giving Guidelines. The FedEx CSR Policy states, “Corporate social responsibility is vitally important to who we are as a company. Our policies ensure that we rigorously adhere to the highest standards in ethical behavior, environmental sustainability, data security and more. Their Code of Business Conduct and Ethics states, “Our global Code of Business Conduct and Ethics sets a high standard for behavioral conduct in areas that include workplace health, safety and environment, human rights, harassment and discrimination, conflicts of interest and gifts and entertainment. Every team member is familiarized with the Code during onboarding and encouraged to report all suspected violations using our 24-hour FedEx Alert Line service or by contacting management, Legal or Human Resources. The Code is publicly available on our Investor Relations website.” FedEx reports their progress in their “Global Citizenship Report”.</p>
<p>Living-learning communities/residence hall/floor</p>	<p>Yes</p>	<p>Living-learning communities. The Luckyday Program (LP) includes Luckyday Scholarships, Luckyday Success Program, and the Luckyday Residential College, collectively comprising UM’s most comprehensive and effective community-engaged student success program.</p> <p>Each year, UM awards Luckyday scholarships ranging from \$2,000 to \$6,000 per year to 80 first-time freshmen and 25 community college transfer students. Students retain their annual scholarships through graduation. In coordination with Luckyday Scholarships, the Luckyday Program sponsors the Luckyday Success Program (LSP), which assists students during the critical transition from high school or community college to UM. The LSP builds a foundation of belonging, engagement, and agency during students’ first year through a variety of high impact practices, including CE. Sophomore through Senior Year Programming provides Luckyday Scholars with resources for continued success throughout college and in life. Luckyday Residential College (LRC) offers an unparalleled university experience to members through programming, volunteering, partnering with members of the local community, mentoring, and social and academic encouragement. Members and residents of the LRC include Luckyday Scholars (Luckyday scholarship recipients) and Luckyday Associates (students who are not recipients of the scholarship but who wish to benefit from the many academic, social, and community service opportunities available to members).</p>

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Student teaching assistants	Yes	Student teaching assistants: Mississippi College Corps is a national service program that addresses problems related to education and opportunity in Lafayette, Yalobusha, Chickasaw, Lowndes, and Forrest Counties, Mississippi. College Corps annually provides approximately 120 minimum-time AmeriCorps members that add a new layer of strength to 6 host sites that include local schools, afterschool programs, and early childhood centers. Each of the nonprofit sites desires to cultivate a purposeful and intentional partnership with the university and field long-term student volunteers through the College Corps. All members are placed in sites where they vow to offer 300 hours of consistent service throughout a year-long term. If successful, our members are awarded an AmeriCorps Segal Education Award of over \$1,200.
Athletics	Yes	Athletics – The Department of Athletics offers a variety of community engagement opportunities through direct requests from the LOU community to include but not limited to school districts, non-profit organizations, assisted living facilities and medical facilities.
Greek Life	Yes	Greek life – Each of UM’s 32 Greek chapters are responsible for completing community service as a part of their Core Values Awards submission for the Office of Fraternal Leadership & Learning and for the respective inter/national organization. In the Fall 2018 Semester, 30 of 32 chapters reported having completed 44,237 hours of community service. Additionally, they collectively donated approximately \$352,994.63 to local and national philanthropies such as The Cystic Fibrosis Foundation, Make-A-Wish Foundation, Oxford Food Bank, St. Jude's and North Mississippi Animal Rescue.
Other (please specify)	Yes	<p>Veterans and Military Services: CSSFYE Leadership and student veterans participate in community service such as visits to the veterans home, participate in Veterans Day Parades and events, speak to various community groups, and offer an ill child of a service member an Ole Miss Wish experience.</p> <p>Academic Support Programs: This unit offers the EDHE 101 and 303 courses. These classes are for freshmen and transfer students who are placed on academic probation after their first semester. This spring EDHE 101 has 22 sections with 367 freshmen enrolled. EDHE 303 has 10 sections with 163 transfer students enrolled. Each instructor offers extra credit or the ability to remove an absence if students participate in the Ole Miss Big Event.</p> <p>The North MS VISTA Project, housed at the University of Mississippi, annually places about 20 VISTA members in 23 counties in North Mississippi to build sustainable systems for fighting poverty through education.</p>

**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.**

At the University of Mississippi Oxford campus, the Office of Leadership and Advocacy currently employs software through CampusLabs that allows students to track their involvement through a co-curricular transcript. Students can highlight experiences such as events attended, service hours, and organizations they’ve joined or held leadership positions in. They can self-report data as well. In addition, there are options for students to add reflections to their involvement experiences.

Additionally, the University of Mississippi Medical Center’s (UMMC) students can utilize GiveGab platform to track and print an Impact statement that documents the engagement they documented in the system. It provides the date, name of the activity and the number of hours documented. This can be exported as an excel spreadsheet or can be copied and



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pasted into a word document. The Office of Service Learning and Community Engagement at UMMC implemented use of GiveGab platform for promoting engagement opportunities and the systematic tracking of participation of students, faculty and staff campus-wide in 2016. Since that time, over 3100 faculty, staff, and students have tracked 67,900 hours of community engagement via outreach, community service, service-learning, and pro bono work.

**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.**

There are multiple pathways for students to participate in CE at various levels of complexity, time, and skill. Entry level opportunities include The Big Event and The Green Grove Gameday Recycling Program, as well as many student organization community service opportunities. There are also domestic and international alternative break opportunities that offer more in-depth immersive learning opportunities. As students progress through their programs of study, there are CE curricular offerings that connect CE with academic learning and professional training. We do not see these as a direct continuum that dictates a preferred pathway for a student to progress. An entry point may be an alternative break experience that leads to ongoing engagement, or a student may have invested in The Big Event and transformed it through significant leadership or social impact. Rather, we embrace the opportunity for students to engage in different forms and methods of CE that allow them to grow as active engaged citizens through CE within different contexts. Within specific programs, structures and pathways exist that guide the ongoing development of student leadership and practice in CE. Volunteers become team leaders or site coordinators; executive team officers or service chairs; peer educators facilitating orientation for new volunteers or program directors. Specific examples include:

The Office of Sustainability's Green Grove Gameday Recycling Program provides a clear path for students to advance in leadership roles with the program. New students have two opportunities to get involved in the program, either working as community educators to promote recycling on gameday or sorting the recycling at the Oxford Recycling Center following the game. Both experiences have distinct learning outcomes and goals. Students who have volunteered with the program are eligible the next season to apply to join the Green Grove Team Leader Program, a cohort of peer educators who lead groups of volunteers during the gameday education component of the program. Students who have participated in the Green Grove Team Leader Program are then eligible to apply for paid Green Grove Coordinator positions. These coordinators lead the program, recruit and train volunteers, present on waste reduction to campus and community groups, present program data to community stakeholders, analyze data and ultimately drive the direction of the program.

Engineers Without Borders: Student members who join the organization have the opportunity to volunteer in fundraising, marketing, organizing meetings, and writing technical reports before applying to travel as part of the credit-bearing service-learning course. The program is led by a student leadership team of 12 members.

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Annually, over 2,000 students participate in The Big Event, our university-wide day of service. Student volunteers over time may develop within increasing levels of responsibilities into volunteer leaders, site coordinators, committee members, and executive board members.

RebelTHON is a one-day dance marathon celebration of a year-long fundraising effort to benefit Blair E. Batson Children's Hospital at the UM Medical Center. As a student-run organization, RebelTHON participants may develop into Dancer Representatives, Committee Members, one of 30 Board of Directors, and seven Executive Leaders.

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#### 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<sup>xxii</sup>:**

Curtis, S. C., Baker, S. E. & Martin, L. E. (2017, March). Understanding the impact of the North Mississippi VISTA project. Paper presented at the Gulf-South Summit on Service-Learning and Civic Engagement in Higher Education, Greensboro, NC.

Dostilio, L. D., Benenson, J., Chamberlin, S., Crossland, S., Farmer-Hanson, A., Hernandez, K., & Martin, L. E. (2017). Preliminary competency model for community engagement professionals. Campus Compact's Project on the Community Engagement Professional. Boston, MA: Campus Compact.

Love, J. R., Nylander, A. B. & Martin, L. E. (2018, July). Becoming entrepreneurs of identity: How intersectional community work shapes partnerships and leadership identity. Paper presented at the International Association for Research on Service-Learning and Community Engagement Conference, New Orleans, LA.

Martin, L., Owens, J., & Nylander, A. (2018). Planting seeds through service: A qualitative approach to assessing student civic learning through community partnerships. In T. York, B. Tinkler, & A. Tinkler (Ed.), *Service-Learning to Advance Access & Success: Bridging Institutional and Community Capacity*, Charlotte, NC: Information Age Publishing.

Martin, L., Jackson, D., Suddeath, E., & George, P. (in press). Adolescent civic involvement and the great recession of 2008: Testing the certainty of employment. *Journal of Community Engagement and Scholarship*.

Martin, L. E. & Owens, L. J. (2016, April). LOU saves: Community engagement, asset building, and health promotion. Presented at Gulf-South Summit on Service-Learning and Civic Engagement in Higher Education, Savannah, GA.

Monroe, S., O'Quinn, J., Bass, M., Moses, S., & Forgette, K. (2012, March). Assembling a collaborative crew: A flagship university prepares for a mission of reinvigorated service. Paper presented at Gulf South Summit on Service-Learning and Civic Engagement in Higher Education. Hattiesburg, MS.

Nylander, A. B., Martin, L. E., Tkachuck, E., Gable, M., & Sinnwell, J. McLean mentors: Bridging campus and community in rural Mississippi. Paper presented at Gulf-South Summit on Service-Learning and Civic Engagement in Higher Education, 13 March 2015, Little Rock, AR. Conference Presentation.

Nylander, A., Duplantis, J., & Smith, M. C. (2013, May). Panel for engaging students in service." 2013 Positioned for Progress Conference, Economic Impact through Community Engagement, Jackson, MS.

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Parsons, R., Nylander, A., Monroe, S., Ross, V., Nelson, R. & Graeber, K. (2013, February). Volunteer Oxford & University partnerships: A unique & unified collaboration impacting college students & community residents in community service. Paper presented at Gulf-South Summit Conference, Service- Learning and Civic Engagement through Higher Education, Louisville, KY.

Phillips, K. & Saxon, J. (2018, September). Increasing access to high-impact practices: A case study on internships at the University of Mississippi. Paper presented at the meeting of the National Society of Experiential Education, Savannah, GA.

Smith, M. C. (2018). Consulting for Mississippi State University: Community engagement and engaged scholarship at Mississippi State University – A white paper from the MSU Engaged Scholarship White Paper Workgroup, written by Marina Denny, Chair. [White paper].

Smith, M. C. (2018). Consulting for Mississippi State University: Community engagement survey – A summary of results. Submitted by the Mississippi State University Community Engagement Committee. [White paper.]

**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<sup>xxiii</sup>:**

Antonow, L. (2018, July). Perceptions of race and privilege: Service-learning in the Mississippi Delta. Paper presented at the meeting of the International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.

Bishop, T. U., Mann, G., Kaiser, K. & Cafer, A. (2019, January). College2Youth: Design of interdisciplinary undergraduate research experience. Poster presented at the Conference for Higher Education Pedagogy, Blacksburg, VA.

Cafer, A. & Lee, N. (2019) Community political empowerment assessment. Community Wellbeing Constellation meeting, Jackson, MS.

Cafer, A., Mann, G., Kaiser, K. (2019, February). Mapping community resilience using community based participatory methods and fuzzy cognitive mapping. Paper presented at the Southern Rural Sociology Society, Birmingham, AL.

Forgette, K., Dunkin, C., and Davis, A. (2016). The multimodal remix: One solution to the double-audience dilemma in service-learning composition. BWE: Basic Writing Electronic.

Holben D. H., Poole H. A., Jamieson J. C. (2017, April). Cultivating healthy communities – Development, implementation, and evaluation of a 12-week farmers' market nutrition education and incentive program in rural, Appalachian Mississippi for improving health. 2017 Service-Learning Symposium, The University of Mississippi, University, MS.

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Holland, J. H. (2018, September). Building a service corps: An evaluation of service-learning and social entrepreneurship initiatives within a higher education consortium. Paper presented at the Southeast Conference for Public Administration (SECoPA), Birmingham, AL.

Lim, Y., Maccio, E., Bickham, T., & Dabney, W. (2017). Research-based service-learning: Outcomes of a social policy course. *Social Work Education*, 36(7), 809–822.

Lim, Y., Yang, M., Maccio, E., & Bickham, T. (2017, October). Engaging students in policy practice: Evaluation of service-learning and course-learning outcomes. Poster presented at the 63rd Council on Social Work Education Annual Program Meeting. Dallas, TX.

Lin, Y. (2013, November). Community service learning, Mississippi language crusader. Presented at the Mississippi Foreign Language Association, Ocean Springs, MS.

Mann, G., & Misyak, S. (2018, April) Service-learning in a community nutrition course: Influence of site on student perceptions. Poster presented at the University of Mississippi Scholarship of Teaching and Learning Faculty Showcase, Oxford, MS.

Mann, G., & Schroeder, M. (In press) Influence of service-learning site on student perceptions in a community nutrition course. *NACTA Journal*.

Martin, L. E. & Nylander, A. (2015). Transformation through service: Service-learning and community engagement at the University of Mississippi. Internal publication, McLean Institute for Public Service and Community Engagement.

Skipper, J. (2016). Community development through reconciliation tourism: The Behind the Big House Program in Holly Springs, Mississippi. *Community Development*, DOI:10.1080/15575330.2016.1146783

Skipper, J. (2018, March). Changing narratives about humanities in higher education. Symposium presented at the National Humanities Alliance Annual Meeting and Humanities Advocacy Day, Washington, D.C.

Sumrall, J. (2015). Training citizen scientists and science teachers. *Transformation Through Service: Service-Learning and Communication Engagement at the University of Mississippi*. University, MS: McLean Institute.

Surbeck, C. Q. (2017). Using a service-learning course to reinforce the three pillars of sustainability. *Journal of Professional Issues in Engineering Education and Practice*, 144(1). DOI: 10.1061/(ASCE)EI.1943-5541.0000346

Surbeck, C. Q. (2017). Strategies for Teaching Service-learning Courses. Symposium presented at the World Environmental and Water Resources Congress, Sacramento, CA.

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**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<sup>xxiv</sup>:**

Antonow, L. (2016, April). Service-learning, intercultural competence, and layers of understanding. Paper presented at Gulf South Summit on Service-Learning and Civic Engagement through Higher Education, Savannah, GA.

Crumby, A. S., Holmes, E. R., & Rosenthal, M. (2018). Patient centered research to improve community involvement (PaRTICIpate) in diabetes self-management: a conference series for developing collaborations between researchers, stakeholders, and patients. *Journal of Patient-reported Outcomes*, 2(1), 47. doi:10.1186/s41687-018-0074-1

Davis, R. (2018). A multi-constituent needs assessment for planning a service-learning curriculum thread in an occupational therapy doctoral program (Doctoral dissertation). University of Mississippi, University, MS.

Dempsey, T. (2018). Self-assessment of service learning at an academic medical center: A foundational step for the institutionalization of community engagement (Doctoral dissertation). University of Mississippi, University, MS.

George, P. L. (2014, September). Evidence of policy and organizational change: Faculty metanarratives on community engaged scholarship in annual, pre-tenure, tenure and promotion, and post-tenure reviews. Paper presented at the International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.

George, P. (2015). Institutionalizing service-learning and community-based learning through the SACSCOC quality enhancement plan. Paper presented at the meeting of the International Association for Research on Service-Learning and Community Engagement, Boston, MA.

George, P. (2016, September). Promoting civic engagement: Structural frameworks within a public university system in the US southeast. Poster presented at the meeting of the International Association for Research on Service-Learning & Community Engagement, New Orleans, LA.

Green, J. (2013). Integrating community-based research and academic scholarship: Reflections on a decade of knowledge development in the Mississippi Delta. Paper presented at the McLean Lecture Series Hosted by the McLean Institute for Public Service and Community Engagement, University of Mississippi. Oxford, MS.

Harris, S., Phillips, M., & Green, J. (2014). New pathways to health: Education and workforce development through community engagement. Presented at the Annual Meeting of the Alabama-Mississippi Sociological Association, Raymond, MS.

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Holland, J., Young, S., Walton, J., Knight, K., & Green, J. (2013). Hunger, nutrition, and food security in Mississippi. Symposium conducted at the McLean Lecture Series Hosted by the McLean Institute for Public Service and Community Engagement, University of Mississippi. Oxford, MS.

Williamson, P. M., McMichael, J. L., & Johnson, G. A. (2011, October). Beyond the campus: Community engagement strategies. Poster presented at the Mississippi Library Association. Jackson, MS.

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#### D. Community Engagement and other Institutional Initiatives<sup>xxv</sup>

##### **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:**

In 2014, when the University of Mississippi was considering the creation of a new Vice Chancellor-level position in Diversity and Inclusion, the Council on Community Engagement (CoCE) recommended to the Provost that the new Vice Chancellor hold the title of Diversity and Community Engagement. This recommendation was a recognition of the unique opportunity to merge diversity, inclusion, and equity initiatives on campus with community partnerships and engagement efforts across the state. In 2017, the Division of Diversity and Community Engagement (DCE) hired its inaugural Vice Chancellor, and shortly thereafter the McLean Institute for Public Service and Community Engagement and the Center for Inclusion and Cross Cultural Engagement were aligned with DCE.

In 2018, DCE hired an Assistant Vice Chancellor for CE with the explicit purpose of advancing CE research, learning, service, and engaged scholarship by implementing institution-wide systems, incentives, and support for community partners, faculty, staff, and students. Simultaneously, an Assistant Vice Chancellor for Diversity was hired with the explicit purpose of advancing diversity, inclusion, and equity initiatives through systemic improvement in climate, access, engagement, retention, and success initiatives for students, faculty, and staff. In 2019, the TRIO Ronald E McNair Program and the LSMAMP IMAGE Program were aligned within DCE. Both programs use high impact practices to create avenues of access for underserved and/or economically marginalized students into Ph.D. programs.

The guiding philosophy of the DCE is that efforts to increase diversity, inclusion, and equity and to promote intentional community engagement are complementary and interconnected missions. This approach is heavily influenced by the work of Strum, Eatman, Saltmarsh and Bush (2011) in their Full Participation framework. Accordingly, DCE has partnered with the Office of Human Resources to provide training around reducing bias in search committees. Search committees are required to reflect racial/ethnic and gender diversity in their composition, and this policy is designed to promote hiring practices that increase diversity among faculty and staff at the institution.

Additionally, DCE is conducting an 18 month Campus Climate Study using affinity focus groups and comprehensive surveys to understand perceptions, needs, and barriers to faculty, staff, and student engagement and success. Finally, DCE prioritizes community-engaged learning, service, and research activities as a high impact practice that simultaneously attracts students, faculty, and staff from underserved and economically marginalized environments, while also benefiting their retention and success rates relatively more than their more privileged peers. DCE and CoCE approved a 10-year working plan to strengthen CE racial healing and transformation, normalize community dialogue and public deliberation as part of the community and institutional fabric, and improve institutional support for the implementation and refinement of CE methods in social-change leadership, research, learning, and service programs and activities.



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

##### **D.2.1. Please describe and provide examples:**

Data from the UM student engagement survey reveal the value that CE has on student experience, belonging, and retention, as student respondents indicated greater connection with university faculty/staff, peers, and community and led them to seek involvement with campus and/or community organizations. These results affirm CE as a high impact practice for student retention and success and as such is an integral part of our student success efforts.

The Center for Student Success & First-Year Experience (CSSFYE) is responsible for Student Persistence, First-Year Experience, Veterans & Military Services, Academic Support Programs, and Advising. These programs successfully ensure freshman success and freshman-to-sophomore retention. UM's average ACT is 25, and its freshman to sophomore retention rate is 85%. Even with a 5-point disparity in average ACT scores between African-American students (21) and White students (26), the retention rates are essentially equal, much to the credit of CSSFYE.

The First-Year Experience, EDHE 105, supports freshmen successfully transitioning from high school to college, developing an understanding of the learning process, enhancing academic skills, acquiring life skills to ensure their success, and exploring majors and careers. FYE students are introduced to the mission, values, and constituencies of UM and the ethical and social concerns that they may face as a member of this community. UM offered 120 sections of EDHE 105 in the 2018 Fall Semester, with 2543 freshmen enrolled across all sections. Each student was required to participate in community service experience and write a one-page reflection. Additionally, some sections host all-class community engagement opportunities.

CE is also a means to create belonging, connection, and success with military service members, veterans, and dependents. In the Office of Veterans and Military Services, staff and student veterans participate in community service such as visiting the Veterans Home, participating in Veterans Day Parades and events, speaking to various community groups, and providing an ill child of a service member an Ole Miss Wish experience.

Academic Support Programs enroll freshmen and transfer students on academic probation after their first semester in EDHE 101 and 303 courses. This spring EDHE 101 has 22 sections with 367 freshmen enrolled. EDHE 303 has 10 sections with 163 transfer students enrolled. Each instructor offers extra credit or the ability to remove an absence if students participate in the Ole Miss Big Event, UM's annual day of service initiative.

Luckyday Program (LP) includes Luckyday Scholarships, Luckyday Success Program, and the Luckyday Residential College, collectively comprising UM's most comprehensive community-engaged student success program. Each year, UM awards Luckyday scholarships ranging from \$2,000 to \$6,000 per year 80 first-time freshmen and 25 community college transfer students. The LSP builds a foundation of belonging, engagement, and agency during students' first year through a variety of high impact practices, including CE. Sophomore through Senior Year Programming provides Luckyday Scholars with resources for continued

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success throughout college and in life. Luckyday Residential College (LRC) offers an unparalleled university experience to members through programming, volunteering, partnering with members of the local community, mentoring, and social and academic encouragement.

**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:**

The University of Mississippi IRB is well aware of the significant considerations required for community engaged research. The IRB fulfills the Federal regulations for IRB membership by including several community members on the board. For example, full members include: prisoner advocate, who is a physician who has provided care for incarcerated persons for well over a decade; a retired African American social worker with decades of experience; the associate dean of a small community college; a practicing attorney, who is also a county supervisor; and a retired child psychologist. The IRB also employs the consent form signature exception Federal regulation for communities. Policy is as follows: "If the subjects or legally authorized representatives are members of a distinct cultural group or community in which signing forms is not the norm, that the research presents no more than minimal risk of harm to subjects and provided there is an appropriate alternative mechanism for documenting that informed consent was obtained."

The IRB considers whether special community sensitivities and procedures are needed on a case-by-case basis and ensures that investigators are well aware of these prior to approval, following the Belmont Report-derived principles listed below:

Community autonomy: i) respect for community needs, interests, values, strengths, culture; ii) joint interpretation of findings and dissemination of results; iii) voluntary community participation in research; and iv) respect for dignity and recognition of worth.

Social and community justice: i) burden of participation and research benefits should be equitably and fairly distributed in community; ii) community benefits should be prioritized; iii) negotiation of compromises between community partners and researchers; and iv) justice for all people.

Community beneficence: i) risk and benefits should be evaluated for community researchers and community at large.

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#### **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:**

At the University of Mississippi, federal broader impact grants total \$2,484,376 in active funding from the National Science Foundation and the National Aeronautics and Space Administration. The projects use community engaged methods to capture and highlight the benefits of the research to society while recruiting, engaging, enrolling, and developing scholars from underserved and economically marginalized high schools and communities. Furthermore, these projects engage K-12 community members as valuable co-creators in establishing systems to transfer knowledge discovered, developed, and disseminated at UM into communities throughout Mississippi, and co-create systems and programs that ultimately improve the learning, behaviors, and conditions of individuals, school districts, and communities.

Federally funded Broader Impact Projects engaged high school students from underserved and economically marginalized schools in university laboratory research under the mentorship of principal investigators. Additionally, the projects partner with teachers and administrators in underserved and economically marginalized school districts to engage and recruit K-12 students into informal education programs, pre-college programs, and intensive summer research programs. Ultimately, the aim is to create well-developed relationships and avenues of access, engagement, and success into UM's undergraduate and graduate STEM programs of study. Funding also engages UM faculty, staff, and students with K-12 teachers both in their classrooms and on UM's campuses. These projects build relationships with educators who not only teach students but also guide them into summer learning programs and college admission. Finally, these broader impact grants fund the professional learning programs for Mississippi math and science middle school educators. These educators then use their enhanced skills to deepen learning and improve conditions in their local schools.

#### **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 University of Mississippi hosts multiple student led and faculty advised voter registration and engagement programs. During the 2016 U.S. presidential election, various University departments collaborated to launch a campaign to promote voter registration and engagement in the election process, including a website (<http://vote.olemiss.edu>) that provides information to students about voter registration, election logistics, civility, and campus events related to elections. The site has been updated for subsequent elections, including the mid-term elections in 2018. In spring 2019, this Voter Empowerment Project was named to the Excellence in Community Engagement Honor Roll and recognized for its contributions and practice of CE.

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The student government association, as well as individual students, have been instrumental in encouraging voter registration among students, providing opportunities for students to register to vote prior to elections, and providing education about how to register. Many students are involved in the Mississippi Votes organization which is “an organization of intergenerational synergy centering and led by young people invested in the progression of Mississippi. We do this through our programming and outreach strategy that empowers young people, encourages civic engagement, and educates communities on voting rights through place-based grassroots organizing. Our vision is to cultivate a culture of civic engagement throughout the state of Mississippi. We value the place, our people and the context of our sacred work that centers the truth of our past to restoratively and regeneratively create a liveable, sustainable and welcoming state for us and our futures.” (<https://msvotes.org> )

Additionally, UM hosts a chapter of the Andrew Goodman Foundation’s Vote Everywhere which “is a national, non-partisan, civic engagement movement of student leaders and university partners. The program provides extensive training and resources, as well as a peer network to support its Ambassadors while they work to register voters, bring down voting barriers, and tackle important social justice issues on their college campuses.” (<https://andrewgoodman.org/vote-everywhere> )

Finally, UM participates in the National Study of Learning, Voting, and Engagement (NSLVE) which “offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement and correlations between specific student learning experiences and voting. Critical to our broader mission of strengthening college student learning for democracy, NSLVE’s goals are to: provide a service to colleges and universities interested in learning about their students’ voting habits and build a national database for research on college student political learning and engagement in democracy.” (<https://idhe.tufts.edu/nslve> )

**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:**

The University of Mississippi sponsors a Common Reading program annually that is focused on a common book for all incoming students (freshmen and transfer students) and spans the University community. The books selected and their accompanying programs and discussions feature themes of justice, equity, opportunity, persistence, and social responsibility. The author of the book selected for each year’s Common Reading experience is invited to speak at Fall Convocation all incoming students, and many classes, including Freshman Year Experience courses and Writing and Rhetoric courses, incorporate the reading into their assignments and coursework. Other events and dialogues are hosted throughout the year that provide more in-depth consideration of social justice and controversial topics presented in the selected book. Previous topics have included the U.S.

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justice system and incarceration; medical research; and women's involvement in World War II.

UM's 2017 book selection "Just Mercy" was written by Bryan Stevenson, the founder of the Equal Justice Initiative (EJI) in Montgomery Alabama. Themes explored in the 2017 Common Reading Program included: racial profiling, police involved shootings, lynching, capital punishment, equal justice, wrongful conviction, and legal exonerations.

Simultaneously, the William Winter Institute for Racial Reconciliation convened a parallel and complementary community-university group ultimately named the Lynching Memorialization in Lafayette County Project whose purpose is to i) seek a remedy for the wrongs committed against seven citizens of our community who were victims of racially motivated murders in Lafayette County between 1877 and 1950 and ii) engage the community in and foster discussions about race and reconciliation in Oxford and Lafayette County. This is important because none of these seven lynched people were afforded due process by their government — their murders were never prosecuted and their names have not been publicly remembered as victims of crimes.

As a community-based organization, the project is comprised of members of the University and LOU community. Collaborative partners include the William Winter Institute, the Civil Rights and Restorative Justice Project at Northeastern University School of Law, the Equal Justice Initiative (EJI) in Montgomery, AL, Lafayette County elected and administrative officials, and community religious organizations. Additionally, the initiative also collaborates with the families of the victims of these lynchings.

The Great Debate is another dialogue initiative of the Department of Philosophy. Each year, students from the UM Ethics Bowl Team address a difficult question and debate the issues for an audience of students, faculty, staff, and all members of the community. The two teams of students present an array of arguments addressing the resolution question. After Judges' questions and a Q and A and discussion from the audience, everyone is invited to a catered reception to continue the conversation informally. Through the clear presentation of claims and civil dialogue, we demonstrate how to make progress on thorny ethical and political questions in our society. The UM Division of Diversity and Community Engagement also hosts a Dialogues on Diversity series with the goal of fostering change through public discourse.

**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:**

The McLean Institute leads the Catalyzing Entrepreneurship and Economic Development (CEED) initiative, a co-curricular program in social entrepreneurship. The purpose of CEED is to create actionable partnerships to promote community and economic development through innovation and entrepreneurship and to fight poverty through education in Mississippi. CEED impacts the University of Mississippi through its dedicated resources for students and faculty who develop partnerships to promote entrepreneurship.

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Since 2014, the CEED initiative has provided more than \$1,000,000 to students through undergraduate scholarships and graduate fellowships, as well as faculty grants. By working with students from a range of academic disciplines, CEED has impacted UM by raising the profile of engaged scholarship and strengthening interdisciplinary campus partnerships.

The McLean Institute and the School of Business Center for Innovation and Entrepreneurship co-teach a values-based entrepreneurship course in the Mississippi Delta. This course focuses on the special challenges and skills required to address economic or social problems in a community through entrepreneurship. The course includes an experiential learning opportunity in a Mississippi Delta community. This course is an elective for the minor in entrepreneurship in the School of Business. The minor also includes a course in social entrepreneurship, which includes the following description: “Mission-driven businesses harness the power of the marketplace to solve social, environmental, or economic problems and/or create social value. The goals of this course are to illustrate the process of social entrepreneurial problem solving, arm students with some of the practical skills required for a value-centered career, and empower them as change agents to make a difference starting right now. The students will bring their passion, and the course will provide the tools and opportunity to practice social entrepreneurship through community engagement.”

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**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<sup>xxvi</sup>:**

Outreach	Selected	Description
Learning centers	Yes	The Office of Professional Development and Lifelong Learning offers community members personal enrichment courses through the Communiversity and faculty-led experiential learning trips through the Academic Traveler program. The Office of College Programs provides unconventional learning opportunities for university students, including the UM Internship Experience, Study USA, and the iStudy program, which provides access to academic work to underserved students (i.e. non-traditional, active military and veterans, and incarcerated learners).
Tutoring	Yes	The School of Education and Office of Precollege Programs partner to tutor youth from local and neighboring communities. Frequently, participants are from underserved and economically marginalized communities. Community educators work with UM faculty and staff to establish priorities and share resources. This partnership informs UM educators and students of K-12 educational needs, allows for the development and mastery of teaching, and connects community educators and students with UM resources, and fosters relationships that aid in the establishment of avenues of access into UM Precollege and college programs for local students and teachers.
Extension programs	Yes	Trainers from the National Food Service Management Institute are traveling the country to teach school food-service directors about child nutrition. On Wednesday and Thursdays, staff from the University of Mississippi's NFSMI center came to Biloxi High School to educate culinary directors from 20 schools. This partnership informs UM faculty of the learning and developmental needs and in-school practices of K-12 food-service directors. Food-service directors benefit by staying current in nutrition and food service requirements for professional accreditation.
Non-credit courses	Yes	The Division of Outreach and Continuing Education serves the University and the community by facilitating and providing high-quality learning experiences which inspire change and growth while building relationships and working collaboratively with University students, faculty, staff, alumni, and partners from the region, state, nation, and beyond. The Office of Pre-College Programs and the Office of Professional Development and Lifelong Learning lead non-credit course delivery to community members.
Evaluation support	Yes	The Center for Research Evaluation helps organizations, including non-profits, do the most good possible working to maximize impact by collecting, interpreting, and using evidence.

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Training programs	Yes	The Center for Population Studies is collaborating with a network of diverse groups to address the state’s health care workforce shortage and improve the quality of life in five Mississippi Delta counties as part of the New Pathways program. The program strives to grow the Delta’s health workforce from within the region. The Center for Mathematics and Science Education, or CMSE, hosted its third annual Mathematics Specialist Conference equipping Mississippi teachers to help their students learn mathematical concepts and prepare for the new Common Core educational standards.
Professional development centers	Yes	The Office of Professional Development and Lifelong Learning is dedicated to providing educational programs and activities for diverse audiences throughout the state, region, and nation. The Teach Mississippi Institute is an accredited alternate teacher route program. AP Summer Institutes improve high school teaching and learning.
Career assistance and job placement	Yes	The Career Center sponsored a Diversity Career Fair. Several businesses participated in this event. This provided opportunities for students, including females and minorities, to learn about job opportunities and to meet with prospective employers. UM is an approved service-provider for Mississippi Workforce investment Act (WIA) programs that are overseen by local Mississippi WIN job Centers. The University works closely with area WIN Job Centers to help local residents further their education and retrain for future employment after becoming unemployed. The UM School of Pharmacy partners with Walgreens as part of an initiative to increase diversity among pharmacy students. The UM Internship Experience is a competitive internship preparation and support program through which UM juniors and seniors work and learn in New York, Atlanta, or Washington, DC for a semester. The program maintains valuable relationships with UM alumni and employers in each city, and helps forge connections between those entities and academic departments.
Other (please specify)	Yes	The Office of Pre-College Programs offers learning and development programs for elementary, middle school, and high school students, including: five day programs for elementary school students, 13 day and residential programs for middle school students, and 16 day and residential programs for high school students.

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

Outreach	Selected	Description
Cultural offerings	Yes	The UM Museum makes learning about art enjoyable and intellectually stimulating through a wide array of interactive programs for all audiences and trains local volunteers and future museum professionals through non-credit and credit-granting internship programs. Programs are selected, created, adapted, and delivered by listening to the community’s assets and needs. Children can participate in Art Zone, Mini Masters, Summer Camps, and Family Activity Days. Adults can participate in Adult Studio Workshops, Brown Bag Lectures, and gallery receptions. Each month, we do outreach programs to the OxfordLafayette Public Library, Leap Frog (a nonprofit focused on grade-level reading for underserved students), and area schools through our Traveling Trunk program. Recently, we have joined Michelle Obama’s health and wellness initiative of “Let’s Move Museum and Gardens.” To promote healthy food habits, an intern from the Nutrition Department creates snacks for our children’s programs and makes the recipes with the nutritional information available to parents. We promote exercise by hosting



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		<p>Blue Laurel Yoga classes each week and by incorporating walks through Bailey's Woods into all of our programs for kids. Ultimately, the number, type, and specifics of these offerings mirror the forms, growth, and development of our various community partners.</p> <p>UM Theatre is the production arm of the Department of Theatre &amp; Film. UM Theatre produces 4-5 shows a year representing a variety of forms and eras with at least one production each season being a major musical. The primary mission of Ole Miss Theatre is to bring quality theatre experiences to departmental students, the University community and the area at large through the production of culturally relevant works. Theatre auditions are open to the university and local community.</p> <p>The UM Music Department believes that music enlivens and encourages community. In addition to public performances and master classes, we have projects specifically designed to extend the department into our community by offering a variety of ways to learn, perform, and connect. For K-12 students, we offer the Oxford Children's Chorus, Oxford String Project, Youth Music Theatre, and Summer Piano Camp. For older students and community members of all ages, we offer World Championship Old-Time Piano Playing Contest &amp; Festival, Living Music Resource, and LOU Symphony Orchestra. The Lafayette-Oxford-University Symphony Orchestra is sponsored by the Department of Music and serves as one of the major university ensembles. Community membership in the University Orchestra is open to qualified amateurs who are able to attend rehearsals and maintain their preparation of the music. Initial community membership is by audition. Membership is open to community string players, but community membership for winds and percussion is available only when the roster cannot be filled with students.</p>
Athletic offerings	Yes	<p>The University of Mississippi Department of Athletics offers a variety of community engagement opportunities through direct requests from the Lafayette County, Oxford, and University communities to include but not limited to school districts, non-profit organizations, assisted living facilities and medical facilities. Numerous youth education and development programs partner with UM Athletics to provide incentives and educational opportunities that enrich learning and development for youth, allow youth opportunities to interact with positive role models, and connect their own educational and lived experiences with a relatable student-athlete. Additionally, athletics collaborates with numerous on-campus partners to host community members. These activities include meet-and-greets, facility tours, educational and recreational activities, and motivational speaking. Finally, UM Athletics partners with the School of Applied Sciences to create the Center for Health and Sports Performance which offers variety of fitness tests, health assessments, and education available to students, faculty, staff, and community members, including concussion management, nutrition management, fitness management, continuing education and certifications, and diagnostic testing.</p> <p>Campus Recreation provides outstanding services, inclusive programs, and educational opportunities to empower the University of Mississippi community in the pursuit of lifelong well-being. The Turner Center is 155,000 sq. ft. recreation facility opened in March of 1983. The Department of Campus Recreation and the Department of Health, Exercise Science, and Recreation Management are housed in the facility. The Turner Center is the focal point for indoor recreational opportunities and includes a gymnasium, jogging track, fitness center, and group fitness studio, as well as a natatorium, racquetball courts, squash court, and game rooms. Community individual and family</p>

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		memberships are available and group fitness classes are open to the public. Corporate advertising and sponsorships are also available, allowing businesses the opportunity to enhance visibility across campus.
Library services	Yes	The UM Libraries inspires intellectual discovery, research, creativity and lifelong learning for the UM community and the state of Mississippi. We encourage the local community to take advantage of the resources we provide. The Libraries are open to the public, providing access to over 100 public computers. Community Borrower Cards are available to any Mississippi resident in order to check out over a million titles from our collection. The community is welcome to attend the University Archives and Special Collections department’s Brown Bag Lecture Series, which often include community members as speakers. The department also hosts school groups that visit to learn more about the historically significant artifacts in the collection. The UM Libraries is a host location for the annual Oxford Conference for the Book and the Faulkner Conference. We are a member of the Federal Depository Library Program providing free access to federal and state government information. During the anniversary celebration of the Library’s participation in this program an “Engaging Citizens” workshop was offered at locations around the region. The UM Libraries also has a dedicated space known as the Citizenship Resource Corner that provides information to assist those interested in becoming United States citizens. UM Libraries partner with other groups on campus to support their community engagement activities including hosting the summer youth programs in the computer lab and providing age appropriate reading materials to the Entrepreneurial Learning Center in a UM partner community.
Technology	Yes	Since 2016, the UM Technology Summit has brought together government, business community, and higher education leaders to explore trends in technology and to stimulate discussions about technology-related needs in industry and education. This reflects a listen and learn approach central to community engagement. The Technology Summit exemplifies UM’s keen interest in strengthening UM’s capacity to address future workforce needs and leveraging the university’s legacy of world-class research to support the growth of the state and region’s tech economy. Future Technology Summits will focus on action planning, implementation, outcome, and impact analysis made possible by the relationships coalesced in previous Technology Summits.
Faculty consultation	Yes	The University of Mississippi has a number of resources to identify faculty and staff for external partners interested in UM expertise around particular areas: 1) The McLean Institute for Public Service and Community Engagement provides assistance identifying resources or opportunities for collaboration with faculty members, academic groups, student organizations, and other groups on campus who have skills and interests that align with needs in Mississippi communities. <a href="http://mclean.olemiss.edu/resource-directory/">http://mclean.olemiss.edu/resource-directory/</a> . 2) University Marketing & Communications facilitates requests for expert commentary on breaking news or feature stories on hundreds of topics through an internal database of faculty experts. 3) The Office of Research and Sponsored Programs has various sources to identify faculty based on subject expertise including the UM Research Resources Database, a subscription to PIVOT, and a subscription to Research Insight by Academic Analytics. 4) The Center for Manufacturing Excellence serves as a multidisciplinary professional resource to aid the economic growth in Mississippi by advancing the fundamental and innovative practices essential for modern manufacturing through partnerships, consultation, and community-engaged research, learning, and service. 5) UM collaborates with the Institutions for Higher

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		Learning and the other public universities to provide a database of university experts across a broad range of topics. <a href="http://www.mississippi.edu/experts/">http://www.mississippi.edu/experts/</a>
Other (please specify)	Yes	Science Café: Created by the Department of Physics and Astronomy, Science Café provides a space to teach science in an informal, friendly environment where people can engage with UM's citizen-scientists. The events occur several times during the academic year at a local coffee shop and are open to community members of all ages.

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**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<sup>xxvii</sup>:

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 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 Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,  
xxx

#### 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.

### III. Categories of Community Engagement

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: [carnegie@brown.edu](mailto:carnegie@brown.edu)

### III. Categories of Community Engagement

#### Partner #1

Project/Collaboration Title	Catalyzing Entrepreneurship and Economic Development (CEED)
Organization Name	Catholic Charities Jackson
Point of Contact	Danna Johnson
Email	danna.johnson@catholiccharitiesjackson.org
Phone	
Institutional Partner	Albert Nylander; nylander@olemiss.edu JR Love; jrlove@olemiss.edu
Purpose of this collaboration	Create actionable partnerships to promote community and economic development through innovation and entrepreneurship.
Length of Partnership	5 years
Number of faculty involved	7
Number of staff involved	2
Number of students involved	60
Grant funding, if relevant	\$2.1 Million
Impact on the institution	The Catalyzing Entrepreneurship and Economic Development initiative, known as CEED, is housed at the McLean Institute for Public Service and Community Engagement. CEED dedicates resources to students and faculty who develop actionable partnerships to promote community and economic development in Mississippi. Since 2014, the CEED initiative has provided over \$800,000 to students through undergraduate scholarships and graduate fellowships. By working with students from a range of academic disciplines, CEED has impacted UM by raising the profile of engaged scholarship and strengthening interdisciplinary campus partnerships with public, private, and nonprofit sector entities. CEED student theses have addressed economic development through tourism in the Mississippi Delta, considered best practices for workforce development and community revitalization, and offered strategies to support organizations that mentor underserved youth. Faculty funding has also created opportunities to expand community-engaged work in Mississippi. Faculty research projects have promoted awareness of healthy eating and cooking at farmers markets, furthered the development of a sustainable pulpwood packaging product, explored the expansion of telemedicine in rural communities, and provided legal assistance to tenants and homeowners.

### III. Categories of Community Engagement

Impact on the community	<p>One signature program that has grown out of the CEED initiative is McLean Entrepreneurial Leadership Program. MELP is a summer program for high school students in Mississippi. Through MELP, students spend a week on campus and study innovative approaches to addressing community challenges. Students gain exposure to concepts and frameworks rooted in community development and entrepreneurship, and propose community projects using public data. The program seeks to instill an entrepreneurial mindset, wherein students are encouraged to use disruptive and innovative thinking to find solutions to persistent community challenges. Since 2016, nearly 50 students have participated in MELP. These MELP students, many of whom reside in communities that work closely with the McLean Institute, are part of a growing network of youth and community-based organizations that see partnering with higher education as central to their strategy to improve quality of life.</p>
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### III. Categories of Community Engagement

#### Partner #2

Project/Collaboration Title	M Partner
Organization Name	New Albany Main Street Association
Point of Contact	Billye Jean Stroud
Email	billyejeanstroud@newalbanymainstreet.com
Phone	
Institutional Partner	Albert Nylander; nylander@olemiss.edu Laura Martin; lemartin@olemiss.edu
Purpose of this collaboration	M Partner was designed after a national model, the Educational Partnerships for Innovation in Communities Network (EPIC-N), with a purpose to support the Healthy and Vibrant Communities pillar in the Flagship Forward strategic plan. M Partner is led by staff at the McLean Institute. This initiative offers a framework through which community and university representatives can cultivate mutually beneficial partnerships that will lead to the co-creation of knowledge and ideas to enhance community wellbeing. The University and the partner communities have committed to a pilot phase of 18 to 24 months in the partner communities of Charleston, Lexington, and New Albany.
Length of Partnership	1 year
Number of faculty involved	16
Number of staff involved	4
Number of students involved	200
Grant funding, if relevant	\$110,000
Impact on the institution	Community meetings and priority-setting sessions in the three partner communities resulted in a list of 27 priority projects for the pilot phase of M Partner. Once these projects were promoted among faculty members, 16 faculty members took ownership of the projects either through their teaching or research efforts. In this way, M Partner is positioned to become a conduit through which community-engaged teaching and research become institutionalized across many departments on campus.



### III. Categories of Community Engagement

Impact on the community	M Partner seeks to align university resources with community priorities. In the pilot year of M Partner, there was an increased university presence in each partner community through community meetings, members of the North Mississippi VISTA Project, business forum and webinar events, days of service, and courses aligned with M Partner. M Partner courses are working with community leaders to prepare grants, study approaches to expanding telemedicine, collect data on diabetes and obesity, train first responders around opioid interventions, assess strategies to prepare students to read on grade level, enhance community presence and branding on social media, expand farmers markets, and host health and career fairs. To date, over 600 youth from partner communities have engaged with M Partner programming, including summer learning programs and a health and career fair.
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### III. Categories of Community Engagement

#### Partner #3

Project/Collaboration Title	North Mississippi VISTA Project
Organization Name	Sunflower Freedom Project
Point of Contact	Kate Gluckman
Email	gluckmankate@gmail.com
Phone	
Institutional Partner	Albert Nylander; nylander@olemiss.edu Laura Martin; lemartin@olemiss.edu
Purpose of this collaboration	The North Mississippi VISTA Project, which is housed at the McLean Institute, seeks to fight poverty through education by upholding the VISTA principles of poverty alleviation, capacity building, sustainable solutions, and community empowerment. NMVP works in a 28 county area in North Mississippi and currently hosts 1 VISTA Leader and 19 yearlong VISTA members. Each summer, NMVP hosts between 10 and 25 Summer Associates.
Length of Partnership	8 years
Number of faculty involved	1
Number of staff involved	2
Number of students involved	20
Grant funding, if relevant	\$4.4 Million
Impact on the institution	With its educational focus, NMVP places VISTA members on campus and at community partner organizations. The campus-based VISTA members work to increase community outreach and engagement, while the VISTAs serving with community-based organizations are connected to a network of peers on campus who can recruit volunteers and find faculty partners. Over the years, VISTA members have served with the School of Education, School of Engineering, Center for Math and Science Education, Luckyday Residential College, Horizons at the University of Mississippi, and M Partner, building capacity around community engagement efforts in their respective areas across campus. For example, a VISTA member was instrumental in writing to grant to establish College Corps, a minimum time AmeriCorps program that places approximately 120 UM students each year in early learning centers and Title I school districts to support Kindergarten readiness and grade-level reading.
Impact on the community	With their focus on building capacity for their host sites, VISTA members have made powerful contributions to organizations working to improve quality of life in Mississippi. A VISTA member serving with the Rosedale Freedom Project raised over \$80,000 during his term of service. Another member established the

### III. Categories of Community Engagement

	<p>framework for a youth mentoring program at the DeSoto County Youth Court to reduce recidivism among court-involved youth. And as an exemplar of establishing partnerships around community concerns, VISTA members over successive years nurtured the local, all-volunteer Exel by 5 and Grade-Level Reading Coalitions into an independent entity, LOU Reads, that is funded by the local school districts and United Way.</p>
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### III. Categories of Community Engagement

#### Partner #4

Project/Collaboration Title	The Marks Project
Organization Name	The Marks Project
Point of Contact	Judy Bland
Email	jbland@cableone.net
Phone	
Institutional Partner	Anne Cafer; amcafer@olemiss.edu
Purpose of this collaboration	The Marks Project is a community-university collaboration that seeks to identify local stakeholders in Marks and Quitman County to address deficits in the community that require immediate attention. They assist on a short term basis with solutions that may include immediate funding, positioning with local partners, and matching outside resources to the community of Marks. The University of Mississippi has been engaged with the Marks Project since its inception.
Length of Partnership	3 years
Number of faculty involved	5
Number of staff involved	1
Number of students involved	200
Grant funding, if relevant	\$44,874
Impact on the institution	The Marks Project has reached across campus and created pathways for multi-disciplinary partnerships to take hold. Early collaborations included Sociology and Nutrition and Hospitality Management undergraduates entering the communities to identify key data surround the food environment and interaction with the food system. Through this research and concerns raised at monthly Marks Project community meetings, which allows for professors and graduate students to participate, it was decided that a health and career fair would be key in early intervention to the chronic diseases facing Quitman County. Undergraduate students receive training to provide health screenings to community members and students for this annual event, which in turn provides experiential learning. The McLean Institute has also collaborated in Marks through the CEED program with the Entrepreneurial Leadership Center (ELC). With the support of ELC, 5-6 students were able to present business plans at the 4th annual Rural Entrepreneurship Forum. Another youth engagement initiative is through the School of Education. It is with this partnership and the support of two AmeriCorps VISTAs that 53 middle school students are able to visit the University of Mississippi for academic support

### III. Categories of Community Engagement

	<p>and mentoring on 6 Saturdays between February and April. These sessions are led by the university's Mississippi Excellence in Teaching Program scholars.</p>
<p>Impact on the community</p>	<p>Through the Marks Project, funding and volunteers were acquired to build the first park for the city of Marks. Until the creation of this space, there was not a safe and local location for community members to be outdoors. Shortly after the building of the playground, space was donated by the county to install the first wellness center complete with multi-purpose rooms. Screen printing machines were donated to be placed in one of the additional rooms, and high school students were given the opportunity to learn the trade. Significant changes are happening in Marks. Recently, Quitman County schools improved from a D rating to an A rating for the elementary school and C for middle and high schools. The Marks Project has also been able to secure partnerships with Northwest Community College to initiate job readiness programs, and the City of Marks to redevelop the previous Bunge Industrial Site. They are in conversations currently to find a new operator for the closed hospital and grocery store. • \$7,961: Influence of Social Determinants of Health on the Rate of Preventable Diabetes-Related Hospitalizations in Medicaid. Big Data Flagship Constellation Seed Grant, University of Mississippi. Role: Senior Personnel (2019) • \$4,800: Community Political Empowerment Assessment Project, Community Well-Being Constellation Seed Grant, University of Mississippi. Role: PI (2018) • \$20,736: Decision-Making in the Delta: An Investigation of Community Resilience, Nutrition and Health for a Brighter Future, ORSP SURG Grant: Track-2, University of Mississippi. Role: PI (2018) • \$11,377: Catalyzing Entrepreneurship and Economic Development Initiative Summer Research Grant, McLean Institute, University of Mississippi, Role: PI (2017)</p>

### III. Categories of Community Engagement

#### Partner #5

Project/Collaboration Title	Empowering Individuals to Reduce Lead Exposure through Community-Based Research
Organization Name	Community Member
Point of Contact	Josephine Rhymes
Email	tcwaclarksdale@gmail.com
Phone	
Institutional Partner	Stephane Otts; sshowalt@olemiss.edu
Purpose of this collaboration	Community-based research to reduce lead exposure in drinking water.
Length of Partnership	3 years
Number of faculty involved	3
Number of staff involved	3
Number of students involved	6
Grant funding, if relevant	\$45,320
Impact on the institution	First, it has enhanced collaboration among a diverse inter-disciplinary faculty team to address an important issue. As a result, the team now partners on a range of projects and activities from research to curriculum development that are laying the foundation for extramural funding success. This project has received seed money from the Community Wellbeing Constellation, which supported the collection of preliminary data essential for the team's recent proposal to the National Institutes of Health. Additionally, this project led to the development of an experiential-learning course on water resources offered through the Honors College during the Spring 2019 semester. The five students enrolled in the course are learning about water quality and regulation in Mississippi through course discussions, guest lectures with community advocates, field trips, and service projects with selected community partners.

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Impact on the community	<p>The Project Team also conducts socio-economic and demographic research to more fully understand the neighborhood/community conditions that may contribute to lead exposure; as well as law and policy research to increase awareness of the legal framework governing water supplies in Mississippi, identify legal barriers to reducing lead exposure, and make recommendations for law and policy reform. As a service to project participants, individuals with concentrations of lead above 5 ppb receive a water filter with their test results. The Project Team has provided 10 filters (out of 235 tests) to residents in Hinds (n=1), Humphreys (n=1), Panola (n=6), Quitman (n=1), and Sunflower (n=1) counties. Our research is revealing that there are homes and communities experiencing elevated levels of lead in their drinking water. By drawing attention to this issue, we are empowering individuals and communities to take action to reduce exposure on both the individual (using filters, flushing pipes) and community (identifying resources for filters, ready-to-use baby formula) levels. Further research is needed gain a more comprehensive picture of the extent of the problem in Mississippi and help communities partners target education and outreach to the areas most at risk.</p>
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### III. Categories of Community Engagement

#### Partner #6

Project/Collaboration Title	Base Pair-Biomedical Research Mentorship
Organization Name	Community Member
Point of Contact	Tim Medley
Email	tim@medleybrown.com
Phone	
Institutional Partner	Rob Rockhold, Deputy Chief Academic Officer; rockhold@umc.edu
Purpose of this collaboration	To improve high school STEM education and matriculation of under-served minorities into college programs using mentoring, laboratory experimentation and community engaged teaching, learning and scholarship.
Length of Partnership	27 Years
Number of faculty involved	30
Number of staff involved	3
Number of students involved	5,211
Grant funding, if relevant	\$2,54 Million
Impact on the institution	Partnership with community educators of 3 decades. Development of a pipeline of students interested in the sciences and health profession. Positive impact on future community leaders and citizens. Award winning model program in biomedical mentoring.
Impact on the community	Partnership with community educators of 3 decades. Development of a pipeline of students interested in the sciences and health profession. Positive impact on future community leaders and citizens. Award winning model program in biomedical mentoring. Inspiration and support for community educators.



### III. Categories of Community Engagement

#### Partner #7

Project/Collaboration Title	Behind the Big House
Organization Name	Community Member
Point of Contact	Chelius Carter
Email	craft1851@bellsouth.net
Phone	
Institutional Partner	Jodi Skipper; jskippe1@olemiss.edu
Purpose of this collaboration	Pilgrimage tours throughout the South immerse visitors in re-creations of the antebellum era, focusing largely on historic homes. In the city of Holly Springs, Mississippi, historic preservation advocates have created the Behind the Big House program, collaborating with academic researchers to ensure that these re-creations of local history move beyond the city's large mansions to explore the town's many extant slave dwellings, and work to interpret the experiences of the enslaved people who inhabited them. Behind the Big House is managed through Preserve Marshall County and Holly Springs, Inc. (PMCHS), a non-profit preservation institution, which launched the program in 2011. Since 2013, faculty and students from the University of Mississippi's Department of Sociology and Anthropology, and Center for the Study of Southern Culture, have provided the bulk of that volunteer support. In addition, UM faculty lead archaeological excavations to reveal aspects of daily life in and around the slave dwellings.
Length of Partnership	6 years
Number of faculty involved	2
Number of staff involved	
Number of students involved	93
Grant funding, if relevant	\$50,000

### III. Categories of Community Engagement

<p>Impact on the institution</p>	<p>Each year University of Mississippi students in southern studies and anthropology courses participate in Behind the Big House. It is an opportunity to engage in public history as a form of service-learning. Even with increasing student interest in public history-based projects, the University of Mississippi has no structured public history program. This experience helps to fill that void. Southern Studies graduate students work as program docents, connecting them directly to program managers, site owners, and visitors. It has also encouraged that African diaspora course students assess local historic sites, volunteer with the Behind the Big House program, or incorporate public history methodologies in their work. The program’s organizers are developing an approach to year-round school programming and other study groups; an approach that can serve as a template for other communities with similar ties to the legacy of slavery, that wish to retool their own historical narrative to one that is more accurate, complete and inclusive.</p>
<p>Impact on the community</p>	<p>The artifacts from these excavations are on display in the community, and reach a growing number of local public school students each year. Preserve Marshall County developed the program to underscore the linkage between historic preservation and a fuller understanding and appreciation of local history, and to draw attention to issues of slavery and race relations in discussions of the Holly Springs community’s past, present, and future. Concurrently, Behind the Big House gave impetus to Gracing the Table, a local racial reconciliation group, co-founded by Rust College faculty and students, whose motto is “community healing through communication.” It engages Holly Springs residents of diverse backgrounds in community discussions and programming in race relations. Recently a Behind the Big House program participant was inspired to start a stakeholder’s group of private homeowners and institutions interested in development African American heritage narratives at more sites in the city. Dr. Skipper is supporting this group as it seeks funding to conduct a cultural heritage tourism assessment of the city. This stakeholder group is also working to develop African American heritage tourism in North Mississippi.</p>

### III. Categories of Community Engagement

#### Partner #8

Project/Collaboration Title	Lynching Memorialization Lafayette County Project
Organization Name	William Winter Institute for Racial Reconciliation
Point of Contact	April Grayson
Email	april@winterinstitute.org
Phone	
Institutional Partner	Hans Sinha; hsinha@olemiss.edu
Purpose of this collaboration	The Lynching Memorialization in Lafayette County Project is a broad-based coalition of University and Community members. The purpose of our Project is two-fold: (1) We are seeking a remedy for the wrongs committed against seven citizens of our community who were victims of racially motivated murders in Lafayette County between 1877 and 1950. None of these seven people were afforded due process by their government — their murders were never prosecuted and their names have not been publicly remembered as victims of crimes; and (2), through doing so, we are seeking to engage the community in and foster a discussion about race and reconciliation in our community. We have partnered with the William Winter Institute, the Civil Rights and Restorative Justice Project at Northeastern University School of Law, the Equal Justice Initiative in Montgomery, AL, local elected officials, religious organizations, and the families of the victims of these lynchings.
Length of Partnership	22 months
Number of faculty involved	7
Number of staff involved	2
Number of students involved	1
Grant funding, if relevant	\$5,000

### III. Categories of Community Engagement

<p>Impact on the institution</p>	<p>Hundreds of students, faculty/staff and members of the community are now aware of the life and death of Elwood Higginbottom and the fact that other racially motivated murders have taken place in our community. Professor Hans Sinha has engaged his Law 685 (Prosecution Function class) students in discussions about the work of the Committee while examining lynchings in general and the trial and prosecution of the murderers of Emmett Till in 1955 in particular. The overall goal of our community project is to publicly remember and acknowledge the victims of these extra-judicial killings (lynchings) and recognize the circumstances of their untimely murders. We view this as an important step in transforming racial injustice into healing for our community.</p>
<p>Impact on the community</p>	<p>We estimate that hundreds of members of the community came together to attend the Oct. 27, 2018, commemoration and plaque unveiling for Elwood Higginbottom. In addition, information and images about that date reached tens of thousands of people in the community, the state, the nation and the world via social media and media outlets. The Lafayette County Board of Supervisors adopted and read aloud a resolution expressing recognition of what happened and extended its sympathy to the family of Elwood Higginbottom. The Oxford Board of Aldermen also publicly supported this effort by providing a public space for the Elwood Higginbottom plaque and the city workers to erect the plaque, as well as publicly acknowledge the racially motivated, unjust murder that took place in the community, and provided the security to ensure the community remembrance and plaque unveiling took place in a secure environment. Representatives of other communities who have a similar goal are coming to those with the Lynching Memorialization in Lafayette County Project for guidance. While there is a much greater awareness and understanding of the racially motivated murders that took place in our community by members of the community and the UM campus, perhaps most importantly, many of the descendants of Elwood Higginbottom have started the process of healing among themselves.</p>

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#### Partner #9

Project/Collaboration Title	PaRTICIpate Research Collaborative
Organization Name	Community Member
Point of Contact	Catherine Moring
Email	cmoring@mytgh.com
Phone	
Institutional Partner	Meagen Rosenthal mmrosent@olemiss.edu Erin Holmes erholmes@olemiss.edu
Purpose of this collaboration	Community engaged scholarship to develop patient-centered research questions around Type 2 Diabetes self-management and design of pharmacist-led weight management programs in Oxford, Charleston, and Saltillo, Mississippi.
Length of Partnership	3 years
Number of faculty involved	5
Number of staff involved	2
Number of students involved	2
Grant funding, if relevant	\$268,000
Impact on the institution	Development of research questions that create publications, grants applications, and student thesis projects.
Impact on the community	Diabetes and weight management education for 78 patients across 3 Mississippi communities. The long term benefits for these patients and communities is that this patient-driven research will target clinical challenges that are important to patients themselves, not scientists or healthcare providers.

### III. Categories of Community Engagement

#### Partner #10

Project/Collaboration Title	Jackson Free Clinic
Organization Name	UMMC
Point of Contact	Ford Franklin
Email	jffranklin@umc.edu
Phone	
Institutional Partner	Dr. Joyce Olutade; jolutade@umc.edu
Purpose of this collaboration	The Jackson Free Clinic was founded in 2000 to offer high quality medical care to those without health insurance. It is the state's only student-run medical clinic and operates as an independent 501(c)(3) organization. The clinic's mission is to provide health care to Jackson's community while also helping students and volunteers to learn and grow as future doctors, dentists, occupational and physical therapists, and humanitarians. The clinic addresses health disparities through community engaged teaching and learning, as well as community engaged service.
Length of Partnership	19 years
Number of faculty involved	156 per year
Number of staff involved	
Number of students involved	1,000 per year
Grant funding, if relevant	\$10,000

### III. Categories of Community Engagement

<p>Impact on the institution</p>	<p>The scholarship arm of the JFC seeks to improve the efficiency and efficacy of patient-care without compromising the trust or well-being of the community it seeks to serve. Currently, the Jackson Free Clinic is undergoing a project with UMMC physicians and professors towards the 70x2020 goal. The 70x2020 is a statewide objective to get 70% of Mississippi's at-risk population (over 50 years old) screened for colorectal cancer. Mississippi boasts one of the highest rates for colorectal cancer as a leading cancer related cause of death. This project seeks to use medical students as cost-effective navigators to increase patient compliance with colonoscopies. With joint efforts, The JFC and the UMMC School of Medicine have created a class in the fourth year (M4) curriculum. Our class (Course CONJ 655: Community Service) serves to give M4s a unique and formally organized volunteer opportunity. During this month long course, M4s will learn how to manage a clinic and familiarize themselves with the background administrative duties of scheduling, finances, facility maintenance, and staff coordination. Ultimately, the JFC strives to empower both future physicians and patients in Jackson and its surrounding area. It seeks to provide medical education and care for its at-risk community already facing significant health disparities from a legacy of economic and racial divide and distrust. In building healthy relationship between its healthcare workers and community, clinic volunteers and patients work together towards a similar a goal: a healthier Jackson and a better Mississippi.</p>
<p>Impact on the community</p>	<p>For the last nineteen years, the passion and determination of student volunteers have allowed the clinic to diagnose and treat over 1,000 patients annually who would otherwise not receive care. Services include physical exams, lab tests, treatment, education, preventative care, referrals, and appropriate community resources. Along with the direct patient care, our combined mission includes student education. The clinic provides an opportunity for health care students to learn from physicians, patients, and other students in a collaborative, professional setting in the community. The Jackson Free Clinic has worked to assess the health care savings to our community. With an average Level I Emergency Room visit at UMMC costing \$468, our estimated savings for the UMMC ER amounts to \$9,360 each Saturday. We are dedicated to encouraging patients to seek established care when possible. The JFC is the sole established care provider for most of our patients. By investing in the JFC, our UMMC partner can save more than \$500,000 annually on ER visits.</p>

### III. Categories of Community Engagement

#### Partner #11

Project/Collaboration Title	Exploring exercise behavior in pregnant and postpartum adolescents in the Mississippi Delta: The Teen Mom Study
Organization Name	WIC
Point of Contact	Diane Hargrove
Email	Diane.hargrove@msdh.ms.gov
Phone	
Institutional Partner	Abigail Gamble, PhD agamble2@umc.edu Bettina Beech, DrPH bbeech@umc.edu
Purpose of this collaboration	This community-based research investigation seeks to identify psychosocial, cultural, and environmental determinants of exercise among pregnant/postpartum adolescents enrolled in the Supplemental Nutritional Program for Women, Infants, and Children (WIC). UMMC is partnering with WIC to inform and engage adolescent WIC clients in the study, and to gain the perspectives of WIC providers whom provide counseling to clients in the MS Delta. This entire line of research is designed to promote the adoption and maintenance of exercise behavior among pregnant and postpartum WIC clients during critical periods of fetal, infant, and maternal growth and development, with the goal to improve maternal and fetal health outcomes among a vulnerable and high-risk population.
Length of Partnership	3 years
Number of faculty involved	1
Number of staff involved	25
Number of students involved	2
Grant funding, if relevant	\$85,000
Impact on the institution	The newly established John D. Bower School of Population Health has a goal to build a history of community research at UMMC and the Teen Mom Study is one of several studies contributing to this important goal. For the Teen Mom Study, the PI (Gamble), and a medical student (Cranston) were competitively selected for the UMMC Medical Student Research Program (MSRP). The purpose of MSRP is to match medical students with a mentored research project that provides research experience. Under Dr. Gamble's mentorship, Ms. Cranston participated in human subject and environmental data collection during the summer 2018. She conducted qualitative analysis and preparation of findings from the WIC provider interviews and is a contributing author on a manuscript that was recently accepted for publication. Ms. Cranston was then competitively selected to continue the MSRP with Dr. Gamble for the next three years.



### III. Categories of Community Engagement

Impact on the community	<p>Study outcomes are and will continue to be shared with the WIC community. All manuscripts are reviewed by the WIC director prior to submission and all published manuscripts are shared with WIC. Manuscripts reporting on our partnership will be a joint-effort resulting in shared authorship. Study outcomes will also be shared with WIC clients via an infographic at the end of the study. Our hope is that the Teen Mom Study has inspired some adolescents and their parents to begin thinking about exercise. The Teen Mom Study is designed to cultivate the discovery of new knowledge by identifying psychosocial, cultural, and environmental determinants of exercise behavior among pregnant and postpartum adolescent WIC clients in the MS Delta. Our study is also designed to develop new knowledge by refining and modifying an existing mobile health intervention adapted to match the information needs, values, social context, and family structure of rural, low-income, Black pregnant adolescents and in the development of new intervention materials for parents. We have a plan for the dissemination of new knowledge to the academic community (internationally, nationally, regionally, state-wide); the public health community (WIC); to public health advocates and policy-makers; and to the community of WIC clients in MS.</p>
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### III. Categories of Community Engagement

#### Partner #12

Project/Collaboration Title	Eastmoor Estates Fair Housing Project
Organization Name	Community Member
Point of Contact	Desiree Hensley
Email	dhensley@olemiss.edu
Phone	
Institutional Partner	Laguanda Pam; prettynails31@yahoo.com
Purpose of this collaboration	In 2010, the UM Low Income Housing Clinic (LIHC) filed suit in federal district court in Mississippi on behalf of its class of clients, a group of African-American residents living in a low income neighborhood in Eastmoor, Mississippi. The suit alleged a host of claims, all related to the failed management of the neighborhood development. The merits of the lawsuit were hotly contested, as was the LIHC's fundamental philosophy that its clients, citizens of a state and an area with a history of marginalizing low-income people of color, not only deserved better, but deserved better in the very homes and community that many of them had spent their lives trying to build. The case ultimately settled on terms favorable to the plaintiffs. The most tangible and immediate result was that not only would the homeowners no longer had to live in a neighborhood with sub-standard government services – streets in disrepair, a malfunctioning water system, dilapidated sewer systems – but that they also would acquire the most important prize of all: deeds to their houses.
Length of Partnership	10 years
Number of faculty involved	3
Number of staff involved	4
Number of students involved	200
Grant funding, if relevant	\$50,000

### III. Categories of Community Engagement

<p>Impact on the institution</p>	<p>The process of building trust with the residents of Eastmoor had a profound influence on faculty and staff at the School of Law. In its initial stages, LIHC had to work closely with the Eastmoor residents to help them understand that theirs was partnership which could be trusted. Every other offer that they had fielded or been promised came with strings attached and, in almost every instance, was never actually delivered. What may have looked like a series of small acts – frequent visits, invitations to communicate and collaborate, efforts to allow the residents and their leaders to craft solutions – slowly led to an increase in trust. The years-long student engagement also paid dividends. Student lawyers in the clinic were involved in every aspect of the litigation and have remained involved since the settlement. Students have been involved in significant community engagement work – working with an underserved community by interviewing, assessing, counseling and helping to organize community meetings. Students played an integral part in the settlement negotiations and drafting of the settlement agreement, and participated in all status conferences and depositions. The clinic faculty themselves worked on a highly complex civil suit – representing clients central to the LIHC’s core mission.</p>
<p>Impact on the community</p>	<p>Ultimately, the LIHC’s work resulted in a host of tangible impacts: a new water system, including a new pumping station; a new sewer system; a new road in and out of the development; deeds to homeowners, and; the beginnings of an infrastructure that was critical to attracting new partners like HOPE Enterprise Corporation. HOPE recently held a rural development forum on the campus of Mississippi Valley State, which featured Federal Reserve Chairman Jerome Powell. The thrust of that form was that community organizers, private and public investors, as well as corporate entities should not only turn their focus to rural, underserved areas, but should look to places like Eastmoor as models for what is possible.</p>

### III. Categories of Community Engagement

#### Partner #13

Project/Collaboration Title	Community Arts Programming
Organization Name	Yoknapatawpha Arts Council
Point of Contact	Wayne Andrews
Email	yacdirector@gmail.com
Phone	
Institutional Partner	Robert Saarnio; rsaarnio@olemiss.edu
Purpose of this collaboration	Synergy, coordination, and mutual organizational support of mission-aligned arts programs, both in development and implementation phases.
Length of Partnership	9 years
Number of faculty involved	
Number of staff involved	5
Number of students involved	14 per year
Grant funding, if relevant	-
Impact on the institution	This partnership has solidified the public-facing orientation of the University Museum, a free museum which seeks every opportunity to partner with local nonprofit organizations, school districts, and offer free community events. This has resulted in greater public awareness and appreciation of high-quality visual arts programs serving all generations, housed in an accessible environment offered by a University department.

### III. Categories of Community Engagement

<p>Impact on the community</p>	<p>Increased community access by means of augmented program(s) capacity, frequency, and staffing. High percentage of low or no-fee programs in the Partnership equates to minimized income barriers to participation. A multiplying of impacts effect derives from the Yoknapatawpha Arts Council (YAC) / Museum synergies referenced above: Museum programs co-implemented by YAC are stronger as a result; YAC programs are correspondingly strengthened by Museum co-delivery or direct involvement. Some programs are co-developed and are hosted alternately at both YAC (Powerhouse) and Museum sites, such as the MiniMasters art classes for children ages 2-5. Alternating locations contributes to increased access by the community, and co-staffing results in augmented program capacity. The monthly Oxford Art Crawl is a key example of the Partnership in its longest-running manifestation; both the Powerhouse and Museum have been promoted sites in every Crawl since the origin of the program. Impact on the community includes high consistency / reliability of monthly program delivery (multi-year / annual); reduced vehicular dependence via Double Decker bus transport; family and student-friendly early-evening programming, with free admission at all sites. The annual (Sundays-in-June) Summer Concert Series on the Grove is another Partnership program. Now augmented by Visit Oxford, University Events, and the Chamber of Commerce – the University Museum and YAC were 2 of 3 founding partners (c. 2011). These are free, outdoor concerts on the historic university tree-lined Grove that offer a chance to enjoy live music and build community in a beautiful green space on campus. Community impacts include high accessibility of location; free admission; program hours that are conducive for families; and exposure to wide-ranging musical genres in live performance from the Grove pavilion stage. Attendance commonly includes a high proportion of families with children, and is typically multigenerational.</p>
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### III. Categories of Community Engagement

#### Partner #14

Project/Collaboration Title	Mississippi Entrepreneurship Forum and Business Development Webinars
Organization Name	Mississippi Development Authority
Point of Contact	Joe Donovan
Email	jdonovan@mississippi.org
Phone	
Institutional Partner	Albert Nylander; nylander@olemiss.edu; JR Love, jrlove@olemiss.edu
Purpose of this collaboration	Strengthen the entrepreneurial ecosystem in Mississippi through community-campus partnerships spanning the public, private, and nonprofit sectors.
Length of Partnership	5 years
Number of faculty involved	1
Number of staff involved	2
Number of students involved	60
Grant funding, if relevant	\$25,000
Impact on the institution	Initiated as the Rural Entrepreneurship Forum in 2015, this convening has grown in size and influence over the years, becoming the Mississippi Entrepreneurship Forum in 2019. While the forum is part of the larger Catalyzing Entrepreneurship and Economic Development initiative, it has developed its own infrastructure and identity as it has expanded the coalition of community and campus partners working on the program. The impact on the institution has been to intentionally bridge the divides between the flagship and the land grant institutions, public and private universities, and predominantly white universities and historically Black colleges and universities. This spirit of collaboration has been essential to the success of expanding the forum each year. Students in the CEED initiative play a central role in the planning and implementation of the daylong forum. The event draws presenters and participants from state agencies that support economic development (The Entrepreneur Center at the Mississippi Development Authority, Innovate Mississippi, and Mississippi Main Street Association), community and regional foundations (CREATE Foundation, Community Foundation of Northwest Mississippi), lenders (HOPE Enterprise Corporation, Guaranty Bank), nonprofit organizations (Base Camp Coding Academy, Boys and Girls Clubs of the Greater Mississippi Delta), as well as student entrepreneurs and representatives from the University of Mississippi, Mississippi State

### III. Categories of Community Engagement

	University, Jackson State University, University of Southern Mississippi, Delta State University, Mississippi University for Women, Belhaven University, and Mississippi College.
Impact on the community	The Mississippi Entrepreneurship Forum has taken place annually since 2015, drawing attendees from the business, nonprofit, and higher education fields to make connections and pursue collaborations around economic development in Mississippi. The event highlights successful business ventures in Mississippi that have a nexus with higher education, including studentowned businesses, research that results in patented products, and technology such as virtual reality. With approximately 100 attendees each year who do not ordinarily find themselves in the same room, this forum has earned a distinctive reputation for providing a place to envision “out of the box” solutions to tackling persistent poverty in Mississippi through education, innovation, and entrepreneurship.

### III. Categories of Community Engagement

#### Partner #15

Project/Collaboration Title	Engineers Without Borders
Organization Name	Community Member
Point of Contact	Kokou Loko
Email	kokou1993akuavi@gmail.com
Phone	
Institutional Partner	Cris Surbeck; csurbeck@olemiss.edu Marni Kendricks; mckendri@olemiss.edu
Purpose of this collaboration	The connection between north Mississippi and Togo reaches back to 2004, when local community members traveled to Togo during the summer for medical mission trips. These encounters planted a seed that would later take root as a longstanding partnership between the School of Engineering and the rural Togolese communities in the Vogan region of Togo. In 2009, a chapter of Engineers Without Borders-USA was founded at UM. EWB-USA partners with communities in developing countries to improve their quality of life by implementing sustainable and economical engineering projects. Through these partnerships, EWB-USA promotes social responsibility among its network of student and professional engineers.
Length of Partnership	10 years
Number of faculty involved	4
Number of staff involved	1
Number of students involved	40
Grant funding, if relevant	\$162,000
Impact on the institution	In partnership with rural Togolese communities, Assistant Dean Marni Kendricks and Dr. Cris Surbeck, Associate Professor of Civil Engineering, have created intersession classes that travel to Togo to assess, design, implement, and inspect infrastructure projects including the construction of a school building and a deep water well. Students are involved in every aspect of the projects, and gain valuable professional experience by creating materials lists, construction details, and calculations, under the supervision of the EWB-USA professional mentor. Students also attend instructor-led meetings where students were briefed on issues related to health and safety and discussed detailed travel plans. The establishment of the EWB student organization, plus the creation of credit-bearing classes to support work abroad, meant that this community-driven work became central to the identity of the UM School of Engineering.



### III. Categories of Community Engagement

Impact on the community	Development of a long-term and mutually beneficial partnership with UM that, over the years, led to the construction of a new school building and a deep water well. The partnership was maintained in such a manner such that local leaders were given positions of leadership and decision-making authority, contributing to a sense of community empowerment that goes beyond access to basic infrastructure.
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**E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships? Yes**

**E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships<sup>xxviii</sup>:**

The University of Mississippi uses a range of actions to ensure mutuality and reciprocity in partnerships. Actions occur during professional development, IRB review, project proposal review and evaluation, and the Excellence in Community Engagement Awards evaluation. UM shapes a culture of mutuality and reciprocity in partnerships with our definitions, CE frameworks, and professional development. UM’s CE definitions and frameworks and training repeatedly reference the essential elements of mutuality and reciprocity in partnerships. UM’s partnership matrix illustrates a range of partnerships ranging from outreach to community-led, and UM scholars are educated on how to mature partnerships by increasing trust, two-way communication, and mutual decision-making. UM’s model for engaged scholarship illustrates mutually beneficial partnerships as the central element. When conducting professional development in CE, UM uses these materials to illustrate that mutually beneficial collaborations between UM scholars and communities are essential in CE. After this understanding is established, participants are encouraged to consider how they are ensuring mutuality and reciprocity with their partners.

For projects reviewed by IRB, mutuality and reciprocity are ensured by including IRB members with social justice perspectives, including those of community members. IRB evaluates: 1) Community autonomy: i) respect for community needs, interests, values, strengths, culture; ii) joint interpretation of findings and dissemination of results; iii) voluntary community participation in research; and iv) respect for dignity and recognition of worth. 2) Social and community justice: i) burden of participation and research benefits should be equitably and fairly distributed in community; ii) community benefits should be prioritized; ii) negotiation of compromises between community partners and researchers; and iv) justice for all people. 3) Community beneficence: i) risk and benefits should be evaluated for community researchers and community at large.

The Community Wellbeing Constellation, a UM strategic initiative, funds CE projects that strengthen communities. UM scholars propose CE projects with partnerships that improve community wellbeing and are transferable or scalable to other communities. Successfully funded projects must demonstrate “collaborative and mutually beneficial partnerships between university members... and external non-higher education partners.” At a minimum, projects must demonstrate bidirectional communication and community participation. Teams are encouraged to evolve their projects toward “shared leadership” and “community-driven” partnerships. Successful project evaluation includes considering if UM scholars have earned appointments in community organizations.

### III. Categories of Community Engagement

The UM Excellence in CE Awards ensure mutuality and reciprocity by incorporating UM's CE definitions, CE and partnership frameworks, and engaged scholarship model into the application. Applicants contextualize their project, its goals, and the mutual benefits to university and community collaborators. Applicants also inventory the types of partnerships within the project as outreach, consulting, involvement, shared leadership, and/or community-driven. They explain how the partnerships formed, evolved over time, and are sustained. Furthermore, applicants explain how they assess the project and its partnerships and processes. Finally, UM representatives reach out to the community partners and capture their feedback on the actions and strategies used by the project leaders to ensure mutuality and reciprocity in the partnership while welcoming other community partner feedback.

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

For the previous five years, the University of Mississippi has implemented several mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit. This work has been led primarily by the McLean Institute and the Division of Diversity and Community Engagement (DCE). The McLean Institute, in conjunction with UM's Council on CE (CoCE) and DCE, collects and shares CE feedback and assessment findings using town hall, small group, and individual conversations. Furthermore, McLean collects and shares information with the community by conducting interviews and surveys with partners, hosting prioritization meetings, conducting formative and summative evaluations, and reporting to community.

For UM college/schools and departments, feedback and assessment finds are collected and shared through advisory boards, community partner orientations and trainings, formative and summative evaluation, and two-way communications while UM scholars are working side-by-side with community members. In professional programs of study, CE activities are primarily practicum experiences, internships, and residencies that fulfill experiential learning requirements. These CE activities are predicated on partner and student reflection and evaluation to ensure mutuality and reciprocity. Most departments within the Medical Center, Engineering, Pharmacy, Applied Sciences, and Education have layered methods from the college/school down to the individual CE courses that capture and aggregate feedback and assessment findings and formally report student learning, reciprocity, and community benefit to their respective accrediting bodies.

UM also captures and shares feedback and assessment findings with less structured CE activities. In 2016, UM institutionally recognized experiential learning as a high impact practice and began developing methods to track, monitor, and assess these activities. In fall of 2018, the Internship Coordinators Network was instituted as a community of practice for UM personnel coordinating experiential learning. This network of assistant deans, directors, and coordinators from across campus bring their community partners' feedback and assessment findings into the UM planning and assessment processes and linking this back to community partners.

### III. Categories of Community Engagement

Finally, UM's Excellence in CE Awards require UM applicants to explain how the partnership itself is assessed, how mutual benefit and reciprocity are ensured, the impact on partners, and how the partnership evolved overtime. Community partners are contacted and asked six Likert-type questions and two open-ended questions about their voice being considered, inclusion in the decision-making, receipt of program outputs, and the broader mutuality and reciprocity of the partnership. Interestingly, the partners state more articulately and emphatically the positive impacts of the partnership on their organization and stakeholders when compared to the UM faculty, staff, or student applicant's summary of the same.

This information is used to understand needed institutional improvements in resources, operating philosophies, and systems of communication, decision-making, assessment, and recognition for UM's engaged scholars and community partners. Ultimately, UM's administrative structures, faculty and staff personnel, and functional units have been fortified to advance the understanding, practice, and recognition of CE as a mutually beneficial and reciprocal partnership between UM scholars and communities to fulfill UM's scholarly research, learning, and service missions. This is most evidenced in UM's Excellence in Community Engagement Awards program.

## IV. Reflection and Additional Information

### IV. Reflection and Additional Information

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

The required campus-wide framing of this application created a sense of urgency to move beyond program, department, college/school, and/or division perspectives while understanding and contextualizing CE at UM. The working group for this application involved representatives from DCE; the McLean Institute; Civil Engineering; Dean of Students; Office of Institutional Research, Effectiveness, and Planning; Office of Sustainability; Sociology and Anthropology; Pre-College Programs; and Pharmacy Administration. Input from CoCE was also sought around the framework, reflecting institution-wide contributions to the process.

The first insight is that UM observed a larger range of virtuous CE at the college/school, department, and program levels than was previously recognized. These CE activities evolved from practice-based experiences primarily in undergraduate and graduate professional majors. A major finding was the extent to which the programs had centered mutually beneficial partnerships in curricular development and revision, student reflection and feedback, and community partner benefit. UM learned that accreditation requirements, grant reporting, and program evaluation have driven virtuous CE practice at the department and program level. UM must now advance systems to connect decentralized CE through supportive systems that educate, contextualize, incentivize, recognize, and reward CE scholars from diverse disciplines.

Secondly, the process helped UM recognize exemplary CE teams while conceptualizing needed resources and systems for professional development. Exemplary engaged scholars at UM work in the humanities, social sciences, engineering, education, arts, law, medicine, applied sciences, and pharmacy. Frequently, these CE activities are multidisciplinary, multi-community, and multi-instructional-site; integrate graduate and undergraduate engagement; and simultaneously advance the scholarly research, learning, and service missions of UM. This process has made it clear that CE is challenging the historical instructional-site, division, and discipline silos at UM. CE requires that UM identify and remove these bureaucratic and territorial barriers that have historically impeded internal and community collaboration. UM must also develop new, centralized systems to cultivate and strengthen mutually beneficial community partnerships and multidisciplinary collaboration.

Finally, the process enhanced UM's understanding of how individuals, departments, and communities conceptualize, recognize, and reward CE and engaged scholarship (ES). Sandmann (2007) conceptualized the evolution CE/ES as periods of stasis intermixed with rapid change. The evolutionary arc begins with CE being synonymous with service; then progresses to understanding CE as an activity existing within each of the research, learning, and service missions of the university; and ultimately recognizes and rewards CE as scholarship. Similarly, Franz (2009) offers a holistic model of ES, whereas the understanding of ES is predicated on the "engagement assumptions" and "internal and external factors" existing at the individual through the institutional levels. Completing this process helped UM understand that individuals, departments, college/schools, and the University are each on their own evolutionary arcs of understanding CE/ES. Therefore, UM must provide integrated education and contextualization programs, systems of recognition and reward, and centralized institutional support for all levels of UM and our partners to move toward the

## IV. Reflection and Additional Information

highest order conceptualization of CE/ES. Finally, UM must centrally support those scholars and community partners who may wish to join the CE/ES scholarly, intellectual, and/or social movements.

**B. (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).**

III. Categories of CE | A. Curricular Engagement | A1. Teaching and Learning. 11. Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end?

While conducting UM's community-engaged learning (CEL) inventory and in other surveys of CE activities, the primary challenge that we experienced was how respondents' starting assumptions about what is and what is not CE result in false conclusions about their participation in CE activities. The approach that we are implementing at UM uses a low-assumption question to track CE activities. The question for CEL course identification is, "Did students in this course engage with any non-course collaborative partner(s) (e.g. school, industry, nonprofit, business, special interest, individuals, etc.) to accomplish course objectives, enhance learning, and mutually benefit student and partner?" The question is adapted to identify CE research and service activities as well, and will be incorporated into the Faculty Activity Report to track CE research, learning, and service activities.

This approach establishes a low threshold for self-identification of participating in CE, and undoubtedly results in some false positives. Typically, the false positive reporting of CEL may be a course with a field experience or a simulation that is probably "community focused" or "community impactful," but lacks the prerequisite of a mutually beneficial and reciprocal collaborative partnership. In our inventory, we know that some instructors conflated experiential learning with community-engaged learning. However, given our experiences, we decided to start with a big-tent approach that resulted in relatively more false positives and then follow the tracking activities with educational interventions that allow instructors to understand how a few additional steps to include community partners in the planning, implementation, and/or reporting process can engage students not only with the object of study (e.g. doing the work of an environmental scientist in a field experience), but to also engage the scholar with the social and civic context of the discipline and ultimately engage the scholar with the human condition (i.e. how has this course and community engagement experience impacted their understanding of who they are, what they believe, and how they may live a virtuous life.)

It also makes sense that UM course/sections with lower enrollment size inventoried a higher proportion of CEL courses than those with higher enrollment. Of the course/section units that inventoried as CEL, 16% enrolled only one student and were likely practicum, internship, thesis, and dissertation courses. Similarly, 46% of the CEL units enrolled less than nine students. Conversely, CEL units enrolling more than 40 students only make up 7% of the CEL course/section units that were inventoried.

**C. (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.**

The University of Mississippi transcends disciplinary and functional silos, limiting assumptions, and common fallacies by contextualizing CE as an activity adaptable to a range

## IV. Reflection and Additional Information

of disciplines. UM's CE philosophy is informed by the scholarship of Butin, Kegan, Sandman, Franz, Bolman, and Saltmarsh, among others. We conceptualize CE as a movement with three complementary components, i) a homogeneous social movement that honors the essential elements of mutuality and reciprocity in collaborative partnerships, ii) an educational reform movement led by self-authoring CE evangelists, and iii) a self-transforming intellectual movement that is multi-lensed and embraces the dialectic across diverse disciplines and practices.

The CE intellectual movement allows CE to be thoughtfully critiqued and understood through separate technical, cultural, and political lenses at the practice/discipline-level. It moves beyond the constraints of identity development in the socialized-level of consciousness and the paternalism of self-authoring CE evangelists focused on educational reform. The self-transforming approach to CE embraces the dialectic of contradictions, arbitrariness, and fallacies that are ultimately apparent in CE if one looks deeply enough. This creates room for creativity, counter practices, and counter narratives, thereby driving innovation, learning, and development that transcends sociocentric and egocentric thinking.

UM recognizes that higher education's understanding of CE evolved from CE being equivalent to, then distinct from, service and outreach into CE being institutionalized as a scholarly practice that is distinguishable from traditional scholarship. We recognize that individual UM scholars, departments, and the university are on their own evolutionary arc of understanding CE. We provide support that moves faculty, staff, students, administrators, and community partners toward a higher-order understanding of CE. Finally, we contextualize CE within UM's mission, provide incentives and resources to support engaged activities, assist scholars in communicating their activity and scholarship to broader internal and external audiences, and recognize and reward engaged scholars. Given our institutional history, we are particularly proud of our efforts to unify our efforts to advance diversity, inclusion, equity, and community engagement under the umbrella of DCE.

UM contextualizes CE at the institutional, divisional, departmental, and individual levels. We use the leverage points of relationships, institutional politics, systems design, and symbols to advance CE. Building long-term, sustained and well-held relationships with community partners and UM scholars across their many cultures, identities, interests, academic disciplines, and areas of practice fosters mutual understanding, interdependence, and authentic relationships. These relationships are mutually respectful, instead of hierarchical, objectifying, or paternalistic. Engaging in positive-sum-game university politics builds understanding, informs decisions for the public good, allocates resources to increase capacity, and fosters multidisciplinary action. Understanding and improving existing UM systems to incentivize, support, recognize, and reward CE brings new engaged scholars into the CE movement and elevates the practice and status of existing scholars. And finally, engaging and employing the university's and community's symbols of significance (e.g. the mayor, the chancellor, strategic planning, annual evaluations, CE awards, UM webpage, etc.) communicates that CE is a priority synonymous with UM's reputation and worthy of the investment of money, time, and one's life work.

### **D. (Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.**

This process was both beneficial and challenging for our workgroup, and we share our thoughts in the spirit of learning and development. At the outset, we struggled to overcome a deficit-based perspective of what is NOT being done when compared to an abstracted ideal of what could be done with additional resources or in a different phase of

## IV. Reflection and Additional Information

organizational development. We eventually shifted to a perspective rooted in appreciative inquiry for what has been accomplished, and this framing – perhaps included within prompts in the framework – may be useful for similar institutions completing the application for the first time.

The framework also offered a few conundrums. UM intentionally defines community engagement and communities broadly. CE describes a collaboration between UM and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling UM's mission of scholarly learning, research, and service. Communities are defined as groups of people in the public and private sectors who are affiliated by geographic proximity, special interests, or situational similarities at the local, regional/state, national, or global levels. When faithfully applying these definitions in a comprehensive manner, one's realization of the breadth of CE activities across the many academic and non-academic departments at UM becomes overwhelming. The first conundrum is that as one become more comprehensive in defining CE, greater complexity is necessary for successful tracking, monitoring, and assessment. UM embraces this as an opportunity for future growth and development.

The second conundrum is that the framework's "institution-wide" approach presents unique challenges for different types of institutions – perhaps better suited for smaller institutions with narrower missions and less compartmentalization; however, the intensive nature of the application may prevent smaller institutions from completing the framework due to administrative constraints. This may be supported by the Carnegie Basic and Community Engagement Classification data. As of the fall of 2018, only 8% of the institutions with the classification of Master's Colleges & Universities: Small Programs were CE classified. This increased to 10% and 23% for Medium and Large Programs, respectively, and 33%, 47%, and 53% for Doctoral Moderate, Higher, and Highest Research Activity, respectively. As interest in the classification builds, it may be valuable to consider adapting it for each institutional Basic Carnegie Classification and setting to better reflect similar missions, organizational structures, sizes, or curricular and co-curricular divisions within each classification.

Finally, thank you for investing in advancing CE research, learning, and service in higher education. Thank you for creating a sense of urgency in higher education and at the University of Mississippi to advance institutional support for CE and appropriately reward faculty, staff, and students for their CE work. UM dedicated itself to submitting an excellent application, and we hope that we have achieved that goal. Regardless of the outcome, the process itself has elevated CE and strengthened relationships on and off-campus. We appreciate the learning, insights, and unexpected findings that this process provided, and draw inspiration from our colleagues and community partners in this work.

## Request for Permission to use Application for Research

**Request for Permission to use Application for Research:** In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service, and for other higher education researchers as well.

Only applications from campuses that agree to the use of their application data will be made available for research purposes.

No identifiable application information related to campuses that are unsuccessful in the application process will be released.

**Please respond to A or B below:**

**A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.**

No

**B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed. Yes**



# Footnotes: Guiding Prompts and Explanations Included in Framework

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<sup>i</sup> Provide a description of your campus 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 campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

<sup>ii</sup> 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 (rural, urban, conservative, liberal, 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.

<sup>iii</sup> 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.

<sup>iv</sup> 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.

<sup>v</sup> 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.

<sup>vi</sup> 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.

# Footnotes: Guiding Prompts and Explanations Included in Framework

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<sup>vii</sup> 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.

<sup>viii</sup> 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.

<sup>ix</sup> 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.

<sup>x</sup> 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.)

<sup>xi</sup> 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.

<sup>xii</sup> 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.

<sup>xiii</sup> 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.

<sup>xiv</sup> 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

# Footnotes: Guiding Prompts and Explanations Included in Framework

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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.

<sup>xv</sup> 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.

<sup>xvi</sup> 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.

<sup>xvii</sup> 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.

# Footnotes: Guiding Prompts and Explanations Included in Framework

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<sup>xviii</sup> 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.

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

<sup>xx</sup> Describe how you used specific opportunities and tools for assessing community engagement on your campus (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a center for community engagement, or others; tools might be the Anchor Institutions Dashboard, the Civic Health Index, the National Assessment of Service and Community Engagement (NASCE), the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE), or others).

<sup>xxi</sup> 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.

<sup>xxii</sup> 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.

<sup>xxiii</sup> 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 disseminated to others through scholarly venues as illustrated in the question.

<sup>xxiv</sup> 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.

# Footnotes: Guiding Prompts and Explanations Included in Framework

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<sup>xxv</sup> Please complete all the questions in this section.

<sup>xxvi</sup> For each category checked above, provide examples:

<sup>xxvii</sup> 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.

<sup>xxviii</sup> 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