

The University of Southern Mississippi
The Aquila Digital Community

History of USM Community Engagement

Center for Community Engagement

2019

**2020 Application for Carnegie Community Engagement
Classification**

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Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

Use of Data

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

Community Engagement Definition

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

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

Applicant's Contact Information

Please provide the contact information of the individual submitting this application

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(for Carnegie foundation use only)

Title

Director, Center for Community Engagement

Institution

The University of Southern Mississippi

Mailing Address 1

118 College Drive

Mailing Address 2

Box 5211

City

Hattiesburg

State

MS

Zip Code

39402

Phone Number (e.g., 1-123-345-5678)

601-266-6467

Full Name of Institution's President/Chancellor

Dr. Rodney D. Bennett

President/Chancellor's Mailing Address

118 College Drive, #5001

President/Chancellor's Email Address

president@usm.edu

Campus and Community Context

A. Campus:

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

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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>).

According to the USM mission statement, "The University of Southern Mississippi is a community of engaged citizens, operating as a public, student-centered, doctoral-granting research university serving Mississippi, the nation, and the world" (<https://www.usm.edu/about/vision/vision-mission-values>). As a four-year public university, USM offers bachelor's through doctoral degrees, and its total enrollment is approximately 14,500 students. 47% of USM undergraduate students receive Pell Grants.

USM was founded as the state's first state-supported teachers training school, and was called the State Teachers College until 1940. Due to its origins, USM maintains quality teaching and service to the state as its first priority, even as we transition to a deeper focus on research as a newly designated Research-1 University. USM's Hattiesburg campus is 1.5 hours from the Gulf Coast and its Gulf Park campus is beachfront property. This proximity to the Gulf Coast has led to a natural connection with oceanography and conservation. USM is one of only 10 universities in the country offering a Bachelor's of Science in Ocean Engineering. Graduate programs in Marine Science are housed at NASA's John C Stennis Space Center 75 miles south of Hattiesburg, where USM students and faculty collaborate with NASA, the US Navy, and the National Oceanic and Atmospheric Administration. USM has a Gulf Coast Research Laboratory (https://gcrl.usm.edu/coastal_sciences/index.php), a Marine Education Center, and five research vessels. USM also has strategic partnerships with many of the surrounding ports.

USM has seen no shortage of natural disasters in recent history. Most significant is Hurricane Katrina in August 2005, which caused significant damage to all USM Gulf Coast sites and forced classes on the Gulf Park campus to be canceled for almost six weeks. Perhaps more significantly, many of our students, faculty, and staff and/or their families lost their homes. This was a defining event for our campus, community, and state, and it was almost impossible for the University and the University community not to be involved in recovery efforts. Then, in February 2013, an EF-4 tornado ripped through the Hattiesburg campus while students were on Mardi Gras break. The USM and Hattiesburg community came together for clean-up, and three years later, when an EF-3 tornado destroyed parts of Hattiesburg and our neighboring William Carey University, USM students loaded up in buses to help with recovery efforts. USM opened its residence halls and academic buildings to William Carey students displaced by the storm. These natural disasters and subsequent recovery efforts have institutionalized the values of reciprocity and gratitude, further breaking down the divide between town and gown and instilling a commitment to "helping our neighbor" in USM's core mission. Specifically, one of USM's core values is now listed as "Community participation that promotes social responsibility and citizenship" (<https://www.usm.edu/about/vision/vision-mission-values>).

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (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.

USM is located in South Mississippi, with a campus in Hattiesburg, MS and a much smaller campus in Long Beach, MS. As mentioned above, we also have three marine/coastal centers located nearby. Hattiesburg is known as the "Hub City" - 90 miles from metropolitan centers in Biloxi, Jackson, Mobile, and New Orleans. USM's student population is strongly regional - in 2018, 11,035 students were from Mississippi, 978 from Louisiana, and 638 from Alabama. While many student service

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hours occur in students' own hometowns on the weekends or school breaks, much of the community engagement described in this application occurs in Hattiesburg (pop. 46,375) and its more rural surrounding communities (referred to as the "Pine Belt," pop. 145,000).

Although Hattiesburg is bordered by several affluent "suburbs," the need inside the city limits is great. In Forrest County, where Hattiesburg is located, the poverty rate is 22.7%, compared to the US average of 12.3%. Hattiesburg Public School District received a D rating in 2017-18 from the MS Department of Education. 21.8% of Hattiesburg's population is food insecure. Fortunately, there is a very strong network of community organizations determined to serve and make life better for Hattiesburg's population, and the University is a key part of that network. Local organizations have formed several coalitions to address overall challenges, and USM has representation on every single one, including the Pine Belt Nonprofit Network, the Mayor's Health Council, and the Pine Belt Coalition on Homelessness.

Hattiesburg's economy largely relies on three industries: healthcare, education, and military. The area has two major hospitals and over 300 medical providers. It is also home to Camp Shelby, the largest state-owned National Guard training facility in the United States, which employs 2,300 personnel and hosts hundreds of soldiers from all over the country. Finally, we have two major universities, two residential community colleges, and eight primary and secondary education districts. These industries are extremely relevant to the outreach that is common at USM: the city provides ample opportunities for health-related community engagement and has shown a high demand for veteran services for its significant military presence.

Many social services around Hattiesburg are faith-based and/or associated with churches; this fits well with USM's student population, since the Pew Research Center's 2014 Religious Landscape Survey reports that 83% of MS residents identify as Christian and 74% say religion is "very important" to them. Since 75% of USM students hail from MS, there is ample opportunity for civic engagement through campus faith-based organizations.

Hattiesburg has a proud history of civic engagement. Hattiesburg served as the largest Freedom Summer area during the 1964 voter registration drive that took place all over the state of Mississippi. In Hattiesburg, there were 3,000 local participants and 675 children enrolled in Freedom School students in seven area African-American churches.

<http://hburgfreedomtrail.org/wp-content/uploads/2019/01/MOBILE-Freedom-Summer-Brochure.pdf>
<https://www.census.gov/quickfacts/fact/table/forrestcountymississippi,US/IPE120217>
<http://map.feedingamerica.org/county/2016/child/mississippi/county/forrest>
<https://msrc.mdek12.org/ReportCard/?EntityID=1820-000&SchoolYear=2017>

Foundational Indicators

Complete all questions in this section.

A. President/Chancellor's Leadership Statement

A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices,

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and

- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

--empty--

A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

[President Bennett Letter of Support.pdf](#)

A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

A.2.1

Annual addresses/speeches:

The following speech excerpts were collected and provided for this application by USM's Office of the President. Remarks are attributed to President Rodney D. Bennett, USM's current President.

2013 – Remarks to several community organizations: "We as an institution will be focused on student success and institutional excellence in 11 key areas ... 8. Public Service and Outreach – find ways to partner with the local and state communities in mutually beneficial projects" ... "Our goal as an institution is to be as helpful and as supportive and as engaged a partner as we can be in fulfilling that critical component in how Greater Hattiesburg will be more attractive to business and industry."

2014-2019 – President Bennett always includes the theme of paying it forward in speeches to young audiences: "Each of you have an invaluable gift that not all people receive – the ability and means to seek higher education. As a result, I encourage you to maximize your time here – to work hard, to play hard, and to finish strong – so that you can go out into the world and use your education and experiences to make our communities better."

2017 – Remarks at the President's Summit on Community Engagement – "As a public research university, USM is committed to service as one of our core values. We work hard to bolster economic and community partnerships across the Pine Belt, the Mississippi Gulf Coast, and our state as a whole. Our work in this area is built on a strong foundation of collaboration..."

2018 State of the University address: "Since the establishment of universities, every generation has faced its share of challenges. It is our role to be leaders in navigating these challenges, for our own University, our own state, and our own country. It is our hope as a University community that these conversations continue in a thoughtful, progressive, and inclusive manner as the country as a whole works toward resolution, together."

2018 remarks to the Petal Area Chamber of Commerce "...we take very seriously our role in not only providing high quality education and research opportunities for individuals across our state and beyond, but also in ensuring we meet the needs of individuals in our local communities." "We embrace our role in the community as leading the way for culture, arts, and athletic activities, which we believe not only contribute to our economic impact, but also go a long way in advancing the

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quality of life we enjoy across the Pine Belt and our surrounding communities. And that's really important."

A.2.1.1 Web Link (if available)

not available

A.2.2

Published editorials:

none

A.2.2.1 Web Link (if available)

none

A.2.3

Campus publications:

Each year the President's Office creates a print piece with the President's Vision that can be distributed. They are not online, but since President Bennett became USM's President in 2013, his vision has always included the following as one of six key areas:

5. Bolster Economic and Community Partnerships

- Expand engagement opportunities
- Nurture mutually beneficial relationships
- Enhance economic development throughout the academy

A.2.3.1 Web Link (if available)

<https://www.usm.edu/president/presidents-vision>

A.2.4

Other:

Quotes from university leadership printed in news articles:

Economic Impact

news.usm.edu/article/independent-study-reveals-university-southernmississippi-s-6033-million-annual-economic-imp

Southern Miss to Lead Gulf Oyster Restoration through Oyster Aquaculture

news.usm.edu/article/southern-miss-lead-gulf-oyster-restoration-throughoyster-aquaculture

USM's Graham Named Chairman of Governor's Ocean Task Force

news.usm.edu/article/usm-s-graham-named-chairman-governor-s-ocean-taskforce

State of Mississippi awarded \$20 million to establish Center for Emergent Molecular Optoelectronics

news.usm.edu/article/state-mississippi-awarded-20-million-establish-centeremergent-molecular-optoelectronics

Mississippi Freedom Trail Memorializes Clyde Kennard with Marker at USM

news.usm.edu/article/mississippi-freedom-trail-memorializes-clyde-kennardmarker-usm

New Program to Address State Teacher Shortage

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<http://news.usm.edu/article/usm-mgccc-introduce-new-teacher-educationpathway-program-address-teacher-shortage-mississip>

Officials hold groundbreaking for The District at Midtown

www.hattiesburgamerican.com/story/news/local/2017/03/23/officials-holdgroundbreaking-district-midtown/99524150/

William Carey Tornado Assistance

<https://www.hattiesburgamerican.com/story/news/education/wcu/2017/07/18/tornado-recovery-william-carey-university-we-feel-very-fortunate/472274001/>

news.usm.edu/article/university-southern-mississippi-president-awardedhonorary-degree-william-carey-university

Popular Eaglepalooza Set for Return to Downtown Hattiesburg in 2018

news.usm.edu/article/popular-eaglepalooza-set-return-downtownhattiesburg-2018

Formation of School of Ocean Science and Technology (now School of Ocean Science and Engineering)

<https://news.usm.edu/article/southern-miss-announces-new-school-oceanscience-and-technology>

Port of Gulfport Celebrates Groundbreaking/Ribbon-Cutting for Marine Research Center

<https://news.usm.edu/article/usm-port-gulfport-celebrate-ribbon-cuttingceremony-new-122-million-marine-research-center>

Point Sur Acquisition

<https://news.usm.edu/article/university-southern-mississippi-enhancesresearch-efforts-purchase-point-sur-vessel>

USM, U.S. Army Engineer Research and Development Center Sign Education Partnership Agreement

news.usm.edu/article/usm-us-army-engineer-research-and-developmentcenter-sign-education-partnership-agreement

Southern Miss to Receive \$1 million Toward Seaweed Research

news.usm.edu/article/southern-miss-receive-1-million-toward-seaweedresearch

A.2.4.1 Web Link (if available)

N/A

B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

USM institutionalized a campus-wide definition of service-learning (terminology related to community engagement) in 2017: "Service-learning is a "course-based, credit bearing educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility" (Bingle and Hatcher, 1995, p. 112). <https://www.usm.edu/center-community->

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engagement/about-usm-service-learning

B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

B.1.2.1

Mission or vision statement:

MISSION

The University of Southern Mississippi is a community of ENGAGED CITIZENS ... serving Mississippi, the nation, and the world. The University is dedicated to scholarship and learning, integrating students at all levels in the creation and application of knowledge through excellence in teaching, research, creative activities, OUTREACH, and SERVICE.

VALUES

The mission of the institution is supported by the following values:

3. An inclusive community that embraces the diversity of people and ideas
8. Community participation that promotes social responsibility and citizenship

B.1.2.1.1 Web Link (if available)

<https://www.usm.edu/about/vision/vision-mission-values>

B.1.2.2

Strategic plan:

In 2014, President Bennett provided the following broad areas to guide the work of the University's Strategic Planning Council.

1. Student success
2. Teaching and research excellence
3. PUBLIC AND COMMUNITY ENGAGEMENT
4. Enrollment strategies
5. Support of employees and human capital
6. Diversity
7. Emerging themes

From this, the Strategic Planning Council was charged with developing appropriate institutional strategic priorities and initiatives. Eight institutional strategic priorities were developed. Two are relevant to community engagement:

INSTITUTIONAL STRATEGIC GOALS

4. Strengthen economic and community partnerships
6. Promote a culture of inclusiveness of people and ideas

These strategic priorities and initiatives serve as the roadmap in the institutional planning process for the development of specific goals at the college, department and administrative unit level.

B.1.2.2.1 Web Link (if available)

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<https://www.usm.edu/about/vision/vision-mission-values>; <https://www.usm.edu/president/strategic-planning-council>

B.1.2.3

Accreditation/reaffirmation document/QEP:

The University of Southern Mississippi has designed Eagles Engaged: Enhancing Gateway and Pathway Experiences as its Quality Enhancement Plan based on an institutional process drawing from broad-based involvement and evidence of need. In keeping with the University vision "to be a model student-centered public research university that prepares students to thrive in a global society," the mission of Eagles Engaged is to improve student success at two critical stages: gateways and pathways. Specifically, gateways are defined as historically difficult, high-enrollment courses foundational to the general education curriculum or to a major. Pathways, for the purposes of this QEP, are significant experiences connected to a student's post-graduation goals, such as internships, research, SERVICE-LEARNING, or other fieldwork.

B.1.2.3.1 Web Link (if available)

http://sacscoc.org/pdf/2016trackbqeps/University_of_Southern_Mississippi_QEP_Executive_Summary.pdf

B.1.2.4

Other:

none

B.1.2.4.1 Web Link (if available)

none

B.2.1

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

Many significant changes have occurred for USM's community engagement office since the last classification, which is detailed in the response to C.1.1. However, there have also been changes related to broader community engagement initiatives across the institution.

First, the new Quality Enhancement Program took effect in 2015, with two focus areas, one of which was increasing opportunities for pathway experiences, "significant experiences connected to a student's post-graduation goals, such as internships, research, service learning, or other fieldwork." Therefore, USM has seen increased focus and support from the Provost's office, deans, and departments chairs for service-learning and other community-based learning opportunities. In 2018, the USM's Provost Office began requiring annual reports from Schools on their incorporation of High Impact Practices, including service-learning.

Several large initiatives have occurred since our last classification. In 2016, USM acquired the Aqua Green oyster larvae hatchery in Perkinston, MS with financial assistance from the BP oil spill settlement and the Mississippi legislature. USM's Gulf Coast Research Laboratory oversees the hatchery, which positively benefits the Coast economy and ecology by putting quality oysters back into the gulf ecosystem, replenishing reefs, stabilizing shorelines and providing quality oysters for the seafood industry. In 2018, USM's new Marine Education Center (MEC) was opened. Through its broad array of

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programs, the MEC offers both students and the public an understanding of how the Gulf of Mexico affects daily life and provides a science-based understanding of ecosystem health.

In 2014 the Center for Military Veterans, Service Members and Families was established. There are four full-time employees on the Hattiesburg campus and one half-time employee at the Gulf Coast campus in Long Beach, MS. Since its inception the Center has consistently served over 1000 veterans, service members or family members each semester by providing such services as certification for veterans' benefits, VA referral for counseling and medical benefits, and peer to peer transition assistance.

Mid Town Hattiesburg may be the best example of state, federal, local government/public university/private citizen/business collaboration in the history of our area. The idea was borne from USM's master facilities planning committee, which was sensitive to how the USM campus interfaced with its contiguous neighbors, particularly an area between campus and the Forrest General Hospital-Hattiesburg Clinic complex. USM co-hosted three separate Charrettes with the City of Hattiesburg and Forrest County, through which emerged an overlay/redevelopment district soon to be known as Mid Town Hattiesburg. City, County, University employees and other citizens who attended the Charette sessions became the Steering Committee. As excitement for Mid Town grew, other entities joined the planning process, such as the state planning commission, Forrest General Hospital, Hattiesburg Clinic, HUB Development, Mississippi Power, BancorpSouth, Area Development Partnership and the U.S. Dept. of Housing and Urban Development. A USM senior staff person led the implementation team and USM raised/contributed \$150,000.00 for the 50-50 match required by the HUD's Sustainable Community Challenge Grant Program. The District at Midtown is now a key city attraction with amenities for Hattiesburg residents, visitors, and USM students alike.

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

Over the past three years, our institution has undergone a university-wide reorganization, which has included a major overhaul of executive leadership. The implications of these changes have been positive for community engagement on campus, since an inordinate number of our faculty fellows alumni now occupy administrative positions. These new layers of administration have been influential in contributing to the culture of civic responsibility across campus, as evidenced by the changes in the university tenure and promotion guidelines (see below) and the focus of our most recent QEP (see above). Many of our service-learning practitioners serve as advocates for community-engaged work all across campus; for example, Dr. Ann Marie Kinnell is now the Director of the School of Interdisciplinary Studies; Dr. Charkarra Anderson-Lewis is now the Associate Dean of the School of Health Professionals; Dr. Wendy Atkins-Sayre is now the Associate Director of the School of Communication; Dr. Jennifer Lemacks is now the Associate Director of the School of Kinesiology and Nutrition; Dr. Laura Richard is now the Associate Director of the School of Social Work; Dr. Joyce Inman is the Director of Composition; Dr. Laura Stengrim is the Director of the Speaking Center; Dr. Eric Tribunella is now the Senior Associate Dean of the College of Arts & Sciences; Dr. Carmen Carracelas-Juncal is now the Director of the Office of Study Abroad; Dr. Sherita Johnson and Dr. Cheryl Jenkins are, respectively, Director and Associate Director of the Center for Black Studies; Dr. Nicolle Jordan is Director of Women and Gender Studies; and Dr. Amy Miller is now the Vice-Provost for Academic Affairs. All of these Faculty Fellows Alumni have used their institutional positions to support service-learning research and practice and contributed to the creation of our culture of community-engaged scholars and learners.

C. Institutional Commitment

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Infrastructure

C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. 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. Provide relevant links that support the narrative.

In 2012, the Office of Community Service-Learning (OCSL) adopted the title of Center for Community and Civic Engagement (CCCE) – a name that was more reflective of the actual duties of the OCSL, which had expanded past service-learning to include volunteer initiatives. This also brought Campus Link AmeriCorps under the Center umbrella, with \$300K in grant funding, a project director, program manager, and 80 AmeriCorps members responsible for tutoring 4th-8th grade students around the area. The transition from OCSL to CCCE pulled the department out from under the umbrella of Union and Programs and formed a new direct reporting line to the Associate Vice President of Student Affairs. Funding for the Center continued from Union & Programs, but this separation allowed CCCE staff a clearer focus on community engagement without extra responsibilities to Union and Programs. A new CCCE director in 2014 has since steered the Center toward more intentional relationships with students as opposed to an overabundance of events and programming. In 2016, CCCE received a \$100,000 endowment to enhance learning and teaching through service; the endowment generates nearly \$2500 in funding every year and is a public endorsement of the Center’s mission (<https://www.usm.edu/center-community-engagement/conville-engagement-fund-excellence>). In 2017, the Center dropped “Civic” from its title for simplicity. A new Vice President of Student Affairs took over in spring 2018, and talks are currently underway to create a new “Assistant Vice President of Student Engagement” who will oversee CCE and other student engagement initiatives. This transition and recognition of the “student engagement” aspect of the Center’s activities supports its increased focus since 2014 on developing students into civic leaders. CCE is staffed by a director, program manager, 2 staff who manage AmeriCorps, 2 graduate assistants, and several student workers called Eagle Service Ambassadors who respond to inquiries from the student body regarding volunteer opportunities. The Center employs 80 AmeriCorps members and 30 community-work study students. Although CCE activities are primarily funded through Student Affairs, funding for the Faculty Seminar in Service-Learning seminar is provided by the Office of the Provost (<https://www.usm.edu/center-community-engagement/faculty-fellows-service-learning-seminar>). The seminar is led by a Service-Learning Faculty Liaison, a full-time associate professor. Faculty participating in the seminar receive either a course release or stipend to develop and teach a service-learning class. The faculty liaison also plans professional development programming throughout the school year for service-learning faculty, which is promoted through the Center for Faculty Development. CCE oversees a Service-Learning Course Designation committee, a group of faculty who review and approve applications to certify classes as service-learning (<https://www.usm.edu/center-community-engagement/usm-policy-designating-service-learning-classes>). CCE is the main coordinator of community engagement on campus but has collaborative relationships with other offices that promote community engagement. CCE identifies meaningful service opportunities for students with the Luckyday Citizenship Scholarship program, a living-learning community that requires students to do 20 hours of service each semester (<https://www.usm.edu/luckyday/service>). The CCE also partners with the Office of Pathway Experiences (<https://www.usm.edu/pathways/about-center>) to promote internships with nonprofit

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organizations.

Funding

C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

The Vice President of Student Affairs still supports the Center for Community Engagement (at last classification it was called the Office of Community Service Learning) and the budget has increased from \$98,679 to \$123,650. The Provost's Office, rather than Student Affairs as in the past, supports the Faculty Seminar in Service-Learning through a \$22,000 budget. USM no longer employs Mississippi Campus Compact staff (Mississippi Campus Compact no longer exists) but provides other support that was not mentioned during the last classification. Since 2015, the Vice President of Research has provided a \$10,000 cash match for the Campus Link AmeriCorps program which provides tutors for 4th-8th graders. In 2015, USM's Student Government Association and Student Affairs partnered on an initiative to raise student fees in 2015 to support a student activity fee; in 2018, these student activity fees began to support Alternative Service Break trips and the Leadership Experience Certificate (an academic certificate with a civic leadership focus). It's expected that about \$50,000 in student activity fees will be used in 2019-20 to support community engagement activities.

USM's Center for Military Veterans, Service Members, and Families was established since the last classification and receives \$272,234 in internal funding. The Center exists to care for military veterans (and their families) who pursue higher education. It provides scholarships, workshops, and support services, while also assisting veterans and their family members enter the workforce.

C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

Institutional engagement is supported through various external budgetary allocations. Since the last classification, the Office of Community Service-Learning (OCSL) became the Center for Community Engagement (CCE) and has served as the volunteer and service-learning hub for the university for the past 27 years. The CCE maintains its mission to coordinate meaningful and mutually beneficial community engagement experiences to address university and community needs, effect positive social change, and cultivate active citizen leaders. While the Mississippi chapter of Campus Compact is no longer active at this time, the CCE continues to house externally funded projects that promote volunteerism and service learning: First, the CCE has the Campus Link AmeriCorps Program, which focuses on improving the academic ability and high school preparedness of fourth through eighth-grade students in Mississippi. Campus Link AmeriCorps has 80 service member opportunities for the 2018-2019 service year and is funded through Volunteer Mississippi, formally known as the Mississippi Commission for Volunteer Services. Second, the CCE has the REACH program, in which USM students eligible

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for federal financial aid are placed at community sites and schools to meet various community needs.

Other examples of external budgetary allocations dedicated to supporting institutional engagement with the community include the: 1) Institute for Disability Studies (IDS) TRIAD Service AmeriCorps Program, an inclusive service program also funded through Volunteer Mississippi, that is in its seventh year of existence with 31 members that provide health education to middle and high school students with disabilities; 2) IDS' Transition of Teens to Adult Living Program, funded through a contract with the Mississippi Department of Rehabilitation Services, is in its second year of operation and provides pre-employment training to hundreds of students with disabilities ages 14 – 20 and paid internships for 30 students each summer; 3) Dubard School for Language Disorders, a clinical division of the School of Speech and Hearing Sciences for over 57 years, receives funding through the Mississippi Department of Education and United Way to serve approximately 80 students each year from age three to 13 years who have a variety of severe language-speech disorders; 4) Mississippi Person Centered Practices Initiative (MS-PCPI), a partnership between the Mississippi Division of Medicaid and The University of Southern Mississippi's School of Social Work, that trains professionals from Home & Community Based Medicaid Waiver programs on person centered thinking and person centered plan facilitation to assist them in supporting persons with disabilities and older adults in Mississippi.

USM has also received numerous federal grants to facilitate community engagement, which are detailed below in question 6.4 on Broader Impacts.

C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

The Southern Miss Foundation continues to actively seek and direct funds to community engagement. Since the first application, the Foundation has continued to fundraise and maintain its nine funds of accounts that engage the surrounding community, while also adding new programs. These programs include 1) public lectures (e.g., Richard McCarthy Lecture Series on War and Society); 2) disability services (e.g., Institute for Disability Studies/Project SOAR – Sports Opportunities for Adaptive Recreation); 3) outreach in the performing and visual arts (e.g., Partner for the Arts, a community alliance between the Pine Belt Community and the arts program at Southern Miss and the Joe Paul Student Theater which is open to the public); 4) civic education (e.g., the Luckyday Citizenship Scholar Program for high school students with outstanding leadership skills and community involvement); 5) economic development (e.g., The Trent Lott National Center for Economic Development and Entrepreneurship); 6) public service centers (e.g., a public transportation route through Hub City transit connecting the USM campus with the surrounding community); 7) study abroad programs (e.g., the Terry Harper Study Abroad Scholarship Endowment and 30 study abroad programs in 20 countries); 8) library services (e.g., The Fay B. Kaigler Children's Book Festival involving participants from over 45 states); 9) retirement outreach (e.g., the Osher Lifelong Learning Institute).

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

USM provides \$64,410 for a director to run The Osher Lifelong Learning Institute, which is located just off the west side of

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the Hattiesburg campus and offers adults innovative and enriching programs in an inclusive educational environment.

USM provides the Dubard School for Language Disorders with \$375,000 each year. The Dubard School was established in 1962 and was designed to serve students with severe language-speech disorders, including developmental aphasia and childhood apraxia of speech, deafness and hearing impairments, as well as those with the written language disorder of dyslexia. Guidance and counseling for parents and families of the children also are provided.

USM provides the housing (in-kind support) for the Shafer Center for Crisis Intervention, a non-profit organization dedicated to serving victims of sexual assault and co-victims of homicide and suicide.

The Gulf Coast Research Lab receives \$7,965,081 in funding from USM state appropriations. This includes the Thad Cochran Marine Aquaculture Center, (budget \$2,130,259) which supports marine aquaculture and fisheries research and has a Visitor's Center. It also includes the Marine Education Center (MEC; budget \$264,452) which is the GCRL's education and outreach arm. The MEC educates citizens on the coastal ecosystems of the north-central Gulf of Mexico.

McCain Library & Archives preserves documents on southern history and heritage and receives \$551,555 in USM funding and is located on the USM campus. It contains rare book and Mississippiana holdings - nearly 38,000 titles covering the history and culture of Mississippi. It also contains approximately 800 archival collections focusing on the Civil War, political papers, Mississippi industries, local organizations, military history and civil rights. It also includes the de Grummond Children's Literature Collection, which was founded in 1966 and focuses on American and British children's literature from more than 1,300 authors and illustrators, as well as 180,000+ published books dating from 1530 to the present. The de Grummond Collection also administers the Ezra Jack Keats award in conjunction with the Keats Foundation and co-sponsors the annual national Fay B. Kaigler Children's Book Festival with USM's School of Library and Information Science. The de Grummond Collection's portion of the McCain Library budget is \$111,170.

The Lake Thoreau Environmental Center is an environmental education and research facility centered around an area lake. This property was donated to the University in 2000 with the intention that it be utilized as a nature preserve for scientific, educational and aesthetic purposes. The Center is home to many educational and recreational activities for all ages and is a critical site for environmental research for USM. The Department of Biological Sciences manages the property and provides funding for a director (salary \$65,148).

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

No

C.2.5.a

Please describe business operation practices tied to the local community:

As a public university, we are a state agency, so we are contractually obligated for most purchasing and procurement operations.

Tracking, Monitoring, and Assessment

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3. Provide narratives addressing the following:

3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

The Center for Community Engagement is responsible for collecting information regarding service-learning classes, campus/community partnerships, and volunteer hours. USM has had difficulty finding an online platform to track this information campus-wide, and several systems have been adopted without luck. Most frequently, information regarding service hours is collected continuously and directly from students via an online form. Additionally, at the end of each semester, CCE contacts every department with significant community engagement activities to collect its number of service hours and description of activities.

CCE maintains USM's list of service-learning classes, a process made simpler with the Dec. 2017 adoption of an official "SL" designation process. Through this process, faculty or departments may apply for a class to receive the SL designation; if approved, the class may be indicated with the "SL" attribute in the class information management system (<https://www.usm.edu/center-community-engagement/usm-policy-designating-service-learning-classes>). Having a designated class also allows faculty access to opportunities offered by the CCE. The Provost has recently introduced a new funding formula based on high-impact practices, and departments may use designated SL classes as evidence of using high-impact practice. Additionally, CCE plan to use the list of designated classes to better analyze the impact of service-learning classes on students. In Summer of 2018, service-learning data was used to analyze the impact of service-learning on retention.

Currently we do not track philanthropy, community-engaged research (only anecdotally), or nonprofit internships.

Data collected is recorded in CCE records, but is also shared with the Division of Student Affairs and University Assessment Committee. For the past several years, our University Communications department has written a news release regarding this information. The number of hours is not necessarily used to measure success; more important to the CCE is the nature of service activities. One year ago, CCE began the Meaningful Service campaign, cultivating an awareness of long-term service and commitment (<https://www.usm.edu/center-community-engagement/meaningful-service>). The Center's own assessment plan uses service data to track the effectiveness of this message. For example, one measure of success is the number of hours served by the same person at one site. Over the last few years, the number of continuous service hours has increased.

Data from 2017-18 shows that service as a whole has increased in prevalence since USM's 2010 Carnegie application, although only slightly. Service hours increased by 10,000 hours, the number of faculty teaching community-engaged courses increased by 11, and the number of service-learning classes increased by 14.

USM needs a better online and automatic tracking mechanism for service. We have recently contracted with Presence, an online student engagement platform, that offers the capacity for students to track their own hours on their profiles. As of this application, 15% of the student body is using the platform. Increased usage will provide the University an easier and perhaps more comprehensive way to analyze service data.

3.2

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Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

Each summer, approximately 150 community partners are surveyed for feedback on their experiences with USM over the past year. This survey is conducted by USM's Center for Community Engagement (CCE) each year via a survey tool – respondents have the option to remain anonymous or they can identify who they are. Data has heavily influenced campus service activity each year, as evidenced by the following examples: 1. Feedback of “more consistent volunteers needed” resulted in the Meaningful Service campaign, which emphasizes consistent service through messages on student service logs, CCE brochures, and the CCE website (<https://www.usm.edu/center-community-engagement/meaningful-service>). CCE also shares this message during presentations to scholarship students who are required to do service and to student organizations registered through USM's Leadership and Student Involvement department. A survey comment of “Consider creating a handout or website tool on ‘how to be a successful community service volunteer’ that all service-learning instructors can access for their students” resulted in the development of a “Tips for Service-Learning” document that is shared with USM service-learning professors and posted online (<https://www.usm.edu/center-community-engagement/best-practices-service-learning-projects>). The comment “It would be great if we could post a list of our needs that service-learning and capstone instructors could reference as they plan for the upcoming semester” has resulted in an email that goes out to USM faculty shortly before the semester with community partners' requests for assistance.

Student outcomes are measured through surveys implemented after campus-wide service projects – projects that include a large number of students from diverse areas of campus and occur about three times a year. Outcomes are also measured when students submit hours via the campus-wide service hour reporting form. CCE manages both of these processes through online forms; the hour reporting form is always active and post-surveys are distributed by email after campus-wide projects. These surveys use questions to determine if students are gaining a commitment to civic engagement as a result of their service activities. For example, the reporting form asks how the service experience impacted their perception on their role in the community and asks what more they can do to benefit the community.

Currently, there is no systematic campus-wide assessment of the outcomes and impacts of community engagement on faculty. There is also no systematic campus-wide assessment of service-learning impacts for students. In Fall 2014, Center staff and the Service-Learning Faculty Liaison began discussing the importance of assessing service-learning classes with the Office of Institutional Effectiveness. At that time, there was no process in place to designate service-learning classes, and that was identified as a necessary first step before classes could be assessed. The new “SL” Designation policy was introduced in Spring 2018. With USM's long history of service-learning without institutional infrastructure, faculty are still adapting to the formal process of designation. Assessment will be introduced once the designation policy is well-established.

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

Additional outcomes are listed below in questions 3.5-3.8, however, a comparison of current findings from last classification's findings show:

The National Survey of Student Engagement asks students “In your experience at your institution during the current school year, about how often have you participated in a community-based project (e.g. service-learning) as part of a regular course.

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The question was answered on a four interval scale where 1= never and 4 = very often. In 2009 (as reported for the last classification), first year students' mean response was 1.70 and seniors' was 1.72. Both of these scores were higher than the three comparison groups' scores. When the NSSE was last administered in 2016, scoring for this question was different with a three interval scale 1= none, 2= some and 3 = most. Of first-year students, 55% reporting they participated in at least "some" community-based projects. For seniors, the percentages were even higher, with 65% of students reporting they participated in at least "some" community-based projects. Both of these scores were higher than the 3 comparison groups. Additionally, 56% of seniors reported that their experience at USM contributed "very much" or "quite a bit" to them being an "informed and active citizen." Fifty-nine (59%) of seniors and 48% of first-year students reported that "very often" or "often" in the past school year, they connected their learning to societal problems or issues.

The faculty impact that USM reported in 2010 centered on the number of faculty (74) that had participated in the Faculty Seminar on Service-Learning, a semester-long program in which faculty meet weekly to discuss best practices and modify a course to include service-learning. As of this application, 114 faculty have graduated from the seminar. In comparing 2010 application numbers to data from academic year 2017-18, the number of community-engaged classes per year has increased by 14 and faculty increased by 11. The number of students has increased by 295.

The 2010 classification outlined numerous recognitions the University had received as a result of their institutional focus on community engagement. USM continued to be listed on the President's Community Service Honor Roll every year while it was in existence. Staff of USM's Center for Community Engagement have been recognized as leaders in the field, with two of its directors (Josh Duplantis, 2012 and Christy Arrazattee, 2018) receiving the Outstanding Practitioner of Service-Learning award at the Gulf-South Summit on Service-Learning.

3.4

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

Yes

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

Community partners have expressed the desire for consistent volunteers rather than volunteers who show up only once. Due to this preference, "continuous service hours" are considered a measure of quality community engagement. Hours reported by students who served at the same location over at least a semester are considered continuous service. These hours are calculated separately to indicate a higher quality service hour. Moreover, classes are not considered service-learning unless they meet USM's established criteria of high-quality service-learning; therefore information is only collected on these classes. Additionally, the survey to community partners asks if any of the followings challenges were faced during campus-community collaborations: demands on staff time; conflicting information from activity organizers; little contact/interaction with faculty (for course-related collaboration); project time period insufficient; number of students inappropriate for project; students not well prepared; students did not perform as expected. These results allow CCE to troubleshoot with specific faculty, student organizations, or event organizers.

3.5

Outcomes and **Impacts on students**

Describe one key finding from current data and indicate how you arrived at this finding:

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In Fall 2017, students who participated in campus-wide service projects (large-scale events open to the entire campus, hosted by the Center for Community Engagement, with transportation provided) took the same event survey. Students were asked their level of agreement with the statement "As a result of this experience, I have a better understanding of the community where I served." 82% of respondents agreed or strongly agreed. Students were also asked if they made a connection with someone new as a result of the service activity. 79% of respondents agreed or strongly agreed.

3.6

Outcomes and **Impacts on faculty**

Describe one key finding from current data and indicate how you arrived at this finding:

A 2019 survey of faculty showed that of faculty who reported incorporating community engagement into their teaching, research, service or creative activities (n=339),

30% believed that "better class examples or activities" was the biggest impact of their engagement

26% believed that "more experience in the discipline" was the biggest impact of their engagement

32% believed that "greater awareness of the community" was the biggest impact of their engagement

3.7

Outcomes and **Impacts on community**

Describe one key finding from current data and indicate how you arrived at this finding:

Through the annual community partner survey distributed at the end of each school year, partners reported the following positive outcomes from their work with USM (percentage is percentage of partners that agreed or strongly agreed): Completion of projects (100%); Opportunity to work with students (100%); Increased organizational resources (91%); Opportunity to educate students (91%); Enhanced ability to meet mission (82%); Increased USM students' sense of civic responsibility (73%); Access to university technology, resources, and/or expertise (27%); Identification of new staff (27%); Increased funding opportunities (27%); New products, services, materials generated (18%).

3.8

Outcomes **Impacts on institution**

Describe one key finding from current data and indicate how you arrived at this finding:

In 2017, USM's Office of Institutional Research conducted an analysis of how enrollment in service-learning classes had impacted student retention in the previous three years. Their study included 672 freshmen who have taken at least one service-learning class over the academic years 2014 - 2017. Of these first year students, 649 students, or 96%, were retained, compared to the average freshmen retention over that same time of 73%. The data also showed that for freshmen, participation in just one service-learning class had a statistically significant relationship with first-year retention in the colleges of Arts and Letters, Business, Science, and Ed Psych (the Colleges of Nursing and Health do not offer service-learning classes to freshmen).

3.9

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

No

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

This application will be helpful in beginning the conversation about how to better institutionalize community engagement. Community engagement is still occurring in pockets around the university, but as the Center for Community Engagement gains more resources, it will be more possible to

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centralize and provide support for community engagement efforts. The Office of Institutional Research has expressed their willingness to work with the CCE on campus-wide assessment when that time comes. This past spring (2019), the Center for Faculty Development distributed a survey to all faculty asking about a) how they incorporate community engagement into their teaching, scholarly research, creative activities, and service b) how they feel community engagement impacts their research, teaching, service, and creative activities. An understanding of the prevalence of faculty community engagement and sentiment will help advocate for better institutionalization. Also, since 2017, CCE has assessed the civic learning of students involved in CCE programs. In 2019-20, these same assessments of civic learning will be extended to students outside of the CCE, including Southern Style (USM ambassadors), Eagle Connection (USM tour guides), Luckyday freshman, Student Involvement Ambassadors, and SGA Freshman Associates. This sets an early precedent for an eventual campus-wide civic learning outcome.

Professional Development

4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

Our semester-long seminar for faculty to learn about the best practices of service-learning - called The Service-Learning Faculty Fellows program - has continued to graduate faculty (114 graduates now). There have been changes since the last classification; for example, funding for the program used to be shared between the Office of the Provost and Student Affairs; funding now comes solely from the Office of the Provost. With increasing demands on faculty time, the incentive funding has become more flexible; departments who provide faculty with a course release still can receive a stipend (\$2400) but some departments won't release their faculty. In this case, funds can also be distributed directly to a faculty member or put into a savings account for travel or project supplies. In 2015, the long-time Service-Learning Faculty Liaison who used to run the seminar retired and a new associate professor took over. At this time, there was also a recently-hired director of the Center for Community Engagement, and the two made changes to the seminar's curriculum. Previous iterations of the seminar required faculty participants to participate in their own service-learning project throughout the semester; faculty now are instead required to meet with a partner over the semester in order to develop a partnership. The previous seminar did not have a huge focus on community partnerships; today's seminar dedicates two sessions to community partnership. This change has been very important for the state of community engagement at the institution - historically, our faculty have participated in transactional partnerships, with a new partner each semester. If their teaching assignment changed, they were unable to reimagine how to partner with the same organization. With our new emphasis on transformational and responsible community partnerships, many of our faculty are continuing to partner with the same organization semester after semester and we are seeing more sustainability and consistency with the faculty we train. Other changes: we added an extra session to cover reflection and created a session where "alumni" of the seminar visit and share their community-engaged research. Another significant change to the seminar is that we now accept instructors into the program. Early in the seminar's conception, the belief was that the key to institutionalization was training tenure-track

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faculty, however many, many have left the university, while the instructors have stayed. Outside of the seminar, the CCE and Service-Learning Faculty Liaison now offer a professional development workshop on a special topic in service-learning and/or community engagement every fall semester. Our professional development series has included: a Faculty Pedagogy Workshop on Digital Technology and Service-Learning; a Faculty Research Colloquium focused on Ways to Connect Service-Learning and Research; and the USM President’s Community Engagement Summit (which occurred twice, in successive years), focused on ways to enhance community engaged learning. At the time of this application, the CCE is in conversations with USM’s newly established Center for Faculty Development in regards to how the CFD can assist in expanding professional development opportunities for community-engaged (not just service-learning) faculty.

4.2

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
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants				
Planning/design stipends	Yes	Yes	Yes	Yes
Support for student transportation				
Eligibility for institutional awards	Yes	Yes	Yes	Yes
Inclusion of community engagement in evaluation criteria	Yes	Yes		
Program grants	Yes	Yes	Yes	Yes
Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
Research, conference, or travel support	Yes	Yes	Yes	Yes
Other				

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

--empty--

Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

No

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

In 2017, Southern Miss began the process of a massive reorganization; as part of this, the Provost convened a University-wide Committee on Academic Structure & Evaluation, charged with redesigning evaluative documents and processes for annual evaluation, tenure, and promotion. The committee developed a set of recommendations for new, university-wide evaluation standards to be used as a template for all disciplines across campus as they each draft new, discipline-specific annual review procedures. The committee's recommendation specifically includes service-learning as an example of the types of activities that could demonstrate excellence in teaching, signifying teaching that is above average. The inclusion of specific language supporting and rewarding service-learning in the university's general example of appropriate evaluation standards for annual review, promotion, and tenure is a huge step forward for our institution. The creation of these general, university-wide standards is vitally important because individual disciplines will soon begin revising their own annual review, tenure & promotion guidelines according to this model. In fact, the School of Humanities, which is the largest school on the Southern Miss campus, has already drafted their annual review, tenure & promotion guidelines and included language that specifically rewarded "service-learning" at four different places in its new governance document: "service-learning" is specifically named as a way to demonstrate teaching that exceeds expectations in the standards for both tenure-track faculty and teaching-track faculty; moreover, participation in the "service-learning seminar" as a professional development activity is specifically listed as a way to demonstrate a commitment to pedagogical development that exceeds expectations in the standards for both tenure-track faculty and teaching-track faculty as well.

The inclusion of service-learning among our university's evaluative criteria demonstrates an institutional commitment to service-learning that is attractive to potential faculty recruits. When prospective faculty members inquire about institutional support for service-learning, we can point to the university's standards, which now recognize and reward service-learning in faculty evaluation. For example, in English (one of the largest programs on campus), the faculty have run more than a dozen new faculty searches over just the past 3 years; on numerous occasions, prospective recruits have inquired about institutional support for service-learning. The institution further supports faculty recruitment in service-learning through the Faculty Liaison for Service-Learning, which is a position designed to recruit new faculty members into the practice of academic service-learning. Through instruction in the Faculty Service-Learning Seminar, the Faculty Liaison helps to create a culture of community-engaged faculty members and recruits new practitioners every year. These faculty recruits then go on to influence the structure and values of their respective disciplines; for example, several of our seminar graduates in the Department of Communications have since redesigned their curriculum to require that their capstone course (a course required of all graduating seniors in their major) is now taught as a service-learning course. This culture of community engagement influences the goals and priorities of individual departments: the inclusion of service-learning as a curricular requirement has now made the recruitment of faculty with expertise in and commitment to community engagement a priority.

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work

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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.

Our policies for promotion do not specify the content of scholarly work; instead, we typically review the quality of a publication's placement (in a peer-reviewed journal versus a book chapter, as a monograph versus an edited collection, or in consideration of the quality of the press) as opposed to its subject (i.e., service-learning, historical biography, ethnography, etc.). As such, service-learning is not specifically listed as a classification on our promotion documents governing faculty scholarly work because no content-based classifications for research are listed on those documents. Nevertheless, any community-engaged scholarly work that meets the standards for quality publications (i.e., work that appears in peer-reviewed, highly ranked journals, or in critical collections released by reputable presses, for example) is recognized and rewarded in our review and evaluation process. Currently, therefore, service-learning scholarship does count toward promotion and tenure, subject to the same evaluation standards as any other disciplinary research area.

What has changed at Southern Miss since our last classification is the culture: over the past ten years, a widespread acceptance of service-learning research as one of our routinely acceptable areas of disciplinary inquiry has developed, and service-learning practice has become institutionalized and rewarded via our tenure and promotion criteria (see above). Faculty scholarly work, in particular, is institutionally rewarded at Southern Miss in a variety of ways: 1) In the evaluation of research productivity for faculty promotion, service-learning research is on par with any other research classification in any discipline, and is reviewed according to the quality of the press and the rigor of its review process; 2) Our institution funds an annual service-learning seminar (described above), a portion of which is devoted to research. This seminar trains faculty members according to best practices in the discipline, enabling them to review community-engaged scholarship according to rigorous disciplinary standards. 3) We have created a faculty research database, a new development within the past four years, which archives and showcases faculty models in community-engaged research. This research database showcases peer-reviewed community-engaged scholarship from both nationally renowned scholars and our own practitioners, and serves to model standards for exemplary research in the field. 4) In 2015, due to a generous endowment from a retired faculty practitioner, we established the Conville Service-Learning Development Award, a competitive grant awarded to Southern Miss service-learning faculty who advance service-learning. Amid the criteria for the award, faculty who are "conducting or developing community-engaged or service-learning research" are specifically eligible to apply. 5) To acknowledge faculty innovation, we also present an annual Service-Learning Faculty Award, which can recognize either teaching innovation or research achievements in service-learning.

5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

While we do have institutional structures in place to reward community engagement (see above), the Faculty Liaison for Service-Learning, along with the Director of the Center for Community Engagement, has also worked hard to continue to train new faculty members in the practice of community engagement and encourage those faculty members via our community of Faculty Fellows scholars and alumni. We have a Faculty Fellows listserv, on which alumni of the faculty seminar communicate, trouble-shoot ideas, and participate in discussions related to the discipline of academic service-learning. We have also created a series of events designed to build community among service-learning scholars, which we have offered these events for more than four years now. Events have included team building events such as participation in a Ropes Course, and an annual faculty day of Giving (usually scheduled around the Thanksgiving holiday), in which faculty participate in a day of service (past events have included participating in a Habitat for Humanity Build and preparing Thanksgiving dinner for local soup kitchen.

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5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

No

5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

We do not have an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods.

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

5.5 a Community engagement is rewarded as a form of teaching

Yes

5.5 a Teaching

Provide link or descriptive text

Page 23 https://www.usm.edu/sites/default/files/groups/office-provost/pdf/initiative_1_complete.pdf

5.5 b Community engagement is rewarded as a form of research

No

5.5 b Research

Provide link or descriptive text

--empty--

5.5 c Community engagement is rewarded as a form of service

Yes

5.5 c Service

Provide link or descriptive text

Page 26 https://www.usm.edu/sites/default/files/groups/office-provost/pdf/initiative_1_complete.pdf

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5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

Yes

5.5.2 a

Provide link or descriptive text

Because of the massive reorganization that just took place, newly formed schools and colleges are currently in the process of drafting their annual review documents. The College of Social Science and Global Studies has begun drafting new annual evaluations documents and their draft lists service-learning as a pedagogical method that should be taken into account when assessing time spent on teaching and quality of teaching. The School of Humanities, which is the largest school on the Southern Miss campus, also recently drafted their annual review, tenure & promotion guidelines and included language that specifically rewards “service-learning” at four different places in its new governance document: “service-learning” is specifically named as a way to demonstrate teaching that exceeds expectations in the standards for both tenure-track faculty and teaching-track faculty; moreover, participation in the “service-learning seminar” is specifically listed as a way to demonstrate teaching that exceeds expectations in the standards for both tenure-track faculty and teaching-track faculty as well.

5.5.2 b Community engagement is rewarded as a form of research

No

5.5.2 b

Provide link or descriptive text

--empty--

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c

Provide link or descriptive text

College of Nursing – All departments in the college use the same criteria. Regardless of track, community engagement is an evaluation category for personnel.

Ratings

Excellent- Provides leadership guidance and direction to community organizations

Good - Provides leadership guidance and direction to a community organization

Satisfactory- Consistently engages in community service

Needs improvement - Engages in occasional community service events

Unsatisfactory - Does not engage in community service

https://www.usm.edu/sites/default/files/groups/office-provost/pdf/con_tenure_track.pdf

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5.5.3 Department

5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

5.5.3 a

Provide link or descriptive text

Anthropology and Sociology

https://www.usm.edu/sites/default/files/groups/office-provost/pdf/anthropology_sociology_-_evaluation_of_teaching.pdf

Good (Exceeds Expectations)

A faculty member's teaching shall be deemed "good" if the faculty member documents activities in at least one of the following categories:

Course Maintenance: As it is understood that a course does not require significant revision each time it is taught, the continued use of innovative or time intensive teaching materials or techniques, e.g. service learning, labs, significant assignments, or continued significant updating of pedagogical materials may be included in this section

5.5.3 b Community engagement is rewarded as a form of research

No

5.5.3 b

Provide link or descriptive text

--empty--

5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c

Provide link or descriptive text

Again, academic units are currently in the process of revising their guidelines. The current tenure and promotion guidelines for the Department of Child and Family Studies reward community engagement and the director of the School of Child and Families Studies indicated to the preparers of this application that the importance of community engagement will be even more explicit in the next evaluation document. Their current guides state that service may include "service-based instruction" or "service to society"

"A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if the following conditions are met:

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1. There is the utilization of the faculty member's academic and professional expertise.
2. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
3. The ultimate purpose is for the public or common good.
4. New knowledge is generated for the discipline and/or the audience or clientele.
5. There is a clear relationship between the program/activities and the department's mission."

https://www.usm.edu/sites/default/files/groups/office-provost/pdf/cep-cfs_tenure_and_promotion_document_2011_signed_by_dean.pdf

5.5

Provide narrative describing the implementation of these policies and processes:

It appears from the instructions above in 5.5.1 that we are either supposed to provide links OR provide a narrative. We chose to provide links, therefore we are leaving this box blank, but if we are mistaken please let us know.

5.6

If there are **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, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

Academic units are currently in the process of revising their guidelines, but as of now, USM does not have college/school and/or department level policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods.

5.7

List the colleges/schools and/or departments.

N/A

5.8

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

--empty--

5.9

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

N/A

5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

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Our institution offers several professional development opportunities designed to train faculty and administration in best practices for service-learning research, in order to ensure consistency in the review of community-engaged scholarly work. These professional development opportunities include:

- 1) An annual Faculty Seminar in Service-Learning, a semester-long professional development seminar funded by the Office of the Provost, which trains faculty members in best practices in service-learning pedagogy, research, and practice. A portion of the seminar is devoted to research and includes readings and discussions on best practices for ethical service-learning research; examples of community-engaged scholarship from our own faculty ranks as well as from nationally renowned scholars; and presentations on community-engaged scholarship from current faculty service-learning practitioners.
- 2) For the past three years, the Center for Community Engagement has offered funding to faculty members interested in presenting research at the Gulf-South Summit on Service-Learning and Community Engagement, a national conference and wonderful opportunity for networking and professional development.
- 3) For the past two years we have encouraged faculty to attend the IUPUI Research Academy, a workshop designed to develop research skills and methods in service-learning, and have had faculty in attendance now for two years consecutively.
- 4) In the past four years, we have developed a new professional development program, designed to complement our existing faculty seminar in service-learning: while the seminar is offered every spring semester, we now offer a professional development workshop on a special topic in service-learning and/or community engagement every fall semester. Our professional development series has included: a Faculty Pedagogy Workshop on Digital Technology and Service-Learning; a Faculty Research Colloquium focused on Ways to Connect Teaching and Research; and the USM President's Community Engagement Summit (which occurred twice, in successive years), focused on ways to enhance community engaged learning.
- 5) In the past year, the Director of the Center for Community Engagement has conducted a workshop for administrators at the Provost's Council, in order to better familiarize them with the discipline of academic service-learning. The workshop helped to familiarize new administrators with the discipline of academic service-learning and reinforce the idea of community-engaged work as institutionally valuable. The workshop also served to better prepare new administrators for recognizing community-engaged scholarly work as a disciplinary specialty on par with any other field of academic inquiry.

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, academic service learning, community-based learning, public service courses, etc.

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A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

Since our first classification, we have developed a new process for identifying and approving community-engaged courses as part of our campus curriculum, described below. As part of this process for “designating” service-learning courses, we have established a new set of criteria to define service-learning courses institution-wide. The criteria, listed on the website of the Center for Community Engagement, are as follows:

Criteria for service-learning

- service supports the attainment of one or more academic course objectives
- service addresses a community-identified (local, regional, global) need
- learning involves structured student reflection on the service experience and its relation to course goals and/or the academic discipline
- learning involves reciprocity between course and community that has the potential to result in students' enhanced sense of personal values and civic responsibility
- service contribution is a minimum of 15 hours, which may consist of planning a project, producing a product, or serving at a site

By design, the criteria for USM service-learning classes align closely with the definition of service-learning proposed by Robert Bringle & Julie Hatcher, who define it is a “course-based, credit bearing educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bringle and Hatcher, 1995, p. 112).

While maintaining the spirit of our original definition, these new criterion constitute a codified, institutional definition (approved by various university committees including Academic Council) as opposed to a more informal, general definition. The new criteria help to institutionalize service-learning on our campus. See: <https://www.usm.edu/center-community-engagement/usm-policy-designating-service-learning-classes>.

A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

In 2018, Southern Miss created an official service-learning designation, which distinguishes approved courses with the “SL” course attribute. This is the first such designation at our institution—and another big step forward for service-learning at Southern Miss. Because the designation is university-wide, it had to be approved by numerous academic committees, and created in conjunction with the Registrar; indeed, the approval itself reflects the strong institutional support of service-

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learning at Southern Miss. The designation was almost 4 years in the making: it is the culmination of over two years of preparation plus two years of implementation, and is a brand new practice at Southern Miss since the last Carnegie classification.

The process for designating a class includes a faculty application that screens for best practices in service-learning pedagogy, which is reviewed by an appointed committee of experienced service-learning faculty practitioners. Once a course is approved, the registrar attaches the "SL" course attribute to the specific course section. If a course is not approved, we provide an instructive rationale and work with the applicant to nourish a better understanding of the requirements for service-learning. The designation gives us the opportunity to mentor faculty to encourage best practices in service-learning, it allows us greater efficiency in tracking and assessing service-learning courses, and it also helps students identify which courses engage in service-learning.

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
 - data based on undergraduate FTE
 - Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%
-

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
42	+14	9%	50%
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
19	+4	43%	27%
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
33	+11	4%	50%
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
21	No records available for comparison	2%	N/A
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
5	No records available for comparison	.5%	N/A
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
7	No records available for comparison	.7%	N/A
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
1239	+295	9%	31%

1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

The Center for Community Engagement is responsible for gathering the above data. Data is collected at the end of each semester, although faculty who teach community-engaged classes are contacted prior to each semester to determine if they will be teaching the class and if it is service-learning or simply community-engaged. A small number of the classes counted in the figures above are classes that don't quite meet the criteria for service-learning but do engage with the community in collaborative and mutually beneficial ways. For example, students enrolled in science education classes

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volunteer at and help host state-wide science fairs and robotics expos, but it is not consistently spread throughout the semester in such a way as to be counted as service-learning. Contacting faculty each semester also allows the CCE to identify community partnerships and to see if there is the need for any interventions, such as a faculty member who needs some course assistance, or a department that may need some education/advocacy, or even small mini-grants to support a project. These beginning and end-of-semester points of contact constitute one of the ways that CCE maintains regular communication with the community-engaged faculty community. CCE also disseminates campus-wide notices and advertisements regarding how to designate a SL class so that faculty or administrators not yet familiar with the CCE office can solicit information or apply for a "SL" designation for a course.

Communicating with faculty also allows us to identify service-learning classes that need to be approved for the service-learning designation so that they can be indicated with an "Service-Learning" attribute on our data management system (or identify classes that might need to have the designation removed). Anyone can use this designation to produce a query that provides a list of all "SL" classes and the instructor of record. Students looking for "SL" classes can see the Course Attribute when searching the schedule of classes.

Data collection allows us to track the trajectory of community-engaged classes by comparing historical records that CCE preserves dating back to Spring 2010. CCE reports these numbers to University administrators every year and the Office of University Communications distributes the data in an annual press release about service that details the prevalence of community-engaged courses.

The Undergraduate Bulletin contains information about individual departments:

<http://catalog.usm.edu/content.php?catoid=17&navoid=967>. USM's 2017-18 IPEDS data contains information about number of instructional staff with specific status such as tenured, full-time, eg. USM's Common Data Set is developed by the Office of Institutional Research and contains information about FTE.

1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

At the time of our earlier classification, the paragraph introducing our learning outcomes expressed a general commitment to engaging with communities as responsible citizens. Since that time, the university has revised its outcomes, which are drafted broadly enough to encapsulate a variety of disciplines across campus. Among the current list of institutional learning outcomes for the General Education Curriculum at Southern Miss, the outcome that most closely relates to service-learning is # 12: "Students will recognize the effects of diversity among individuals or within/among groups/social systems." In addition to this more general outcome, several discipline-specific outcomes also encourage the service-learning context, which puts theory into practice, such as #6, #11, and #14, respectively: "demonstrate[ing] the ability to work with real world situations involving fundamental math concepts," "identify[ing] theories of human behavior, social development, human decision-making, and group/social processes and apply theories and methodologies to real world situations and current issues and concerns," and "us[ing] appropriate strategies to speak to speak effectively in professional, social, or personal contexts." Finally, although the remaining learning outcomes are specific to disciplinary content, such as "writ[ing] a coherent analytical essay," "differentiat[ing] the basic concepts in a discipline of science," and "employ[ing] the scientific method," to name just a few, any service-learning course that meets our institutional criteria for designation will "involve structured student reflection on the service experience and its relation to course goals and/or the academic discipline."

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According to our criteria for service-learning, which adheres to national standards for best practices, any of our institutional learning outcomes could apply to a properly structured service-learning course, designated as such. Nevertheless, a course with an SL designation attached would have also drafted "service-learning outcomes" specific to the unique combination of service and academic content in that particular course. These outcomes are vetted by the committee appointed to review applications for the SL designation (mentioned above). Learning outcomes are assessed annually within each discipline. See: http://catalog.usm.edu/preview_program.php?catoid=19&poid=8880

2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	The USM Drapeau Center for Undergraduate Research was established in October 2011. Many of the student research projects involve community engagement.
Web Link (if available)	An example of a community-engaged student research project: https://www.usm.edu/research/chris-speagle-2014-spring-eagle-spur-recipient

Curricular Activity: 3.1 Student Leadership Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	The Leadership Experience undergraduate certificate program was created in 2015. The introductory class for the program is service-learning and the capstone class centers on a social change project.
Web Link (if available)	https://www.usm.edu/center-community-engagement/leadership-experience

Curricular Activity: 4.1 Internships/Co-ops

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	An internship with a non-profit or social service agency is required to satisfy requirements for several majors and minors at USM, including the Human Rights minor (new since last classification), Social Work, and Nonprofit Studies certificate (new since last classification). Students looking for nonprofit internships are encouraged to contact the USM Center for Community Engagement for help identifying an appropriate opportunity. CCE partners with USM's Center for Pathway Experiences to make sure that internship opportunities with nonprofits are posted on Handshake, USM's database of jobs and internships (new since last classification). In 2017, USM and the Nonprofit Studies Certificate Program partnered to offer workshops for nonprofits on best practices for managing and recruiting interns. As part of the program, nonprofits were matched with an intern for the following year (new since last classification).
Web Link (if available)	Human Rights minor: https://www.usm.edu/human-rights/human-rights-minor-0 Social Work: https://www.usm.edu/social-work/field-education Nonprofit Studies: https://www.usm.edu/anthropology-sociology/nonprofit-studies-program

Curricular Activity: 5.1 Study Abroad

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	From 2006 until 2015, USM students traveled to Canada as part of a sustainability class - they did service at organic farms, an off-the-grid school, and food pantry while learning about sustainability. In 2017 and 2018, one of our faculty practitioners offered service-learning study abroad programs in Spain; that faculty member is now developing an annual service-learning study abroad trip to Spain to be offered every spring. In addition, two service-learning study abroad classes are under development for implementation in 2020 - one with a focus on social change and one with a nonprofit focus.
Web Link (if available)	

Curricular Activity: 6.1 Alternative Break tied to a course

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In 2019, USM students will travel to Belize for an Alternative Summer Break program to learn about human security and Mayan culture while working on infrastructure to support the local community.
Web Link (if available)	https://ccceusm1.wixsite.com/cce-asb

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

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Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

2.1.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum: 2.1 Core Course

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	The General Education Curriculum at Southern Miss suggests core outcomes closely related to community engagement: #2: "Students will recognize the effects of diversity among individuals or within/among groups/social systems." In addition to this more general outcome, several discipline-specific outcomes also encourage the service-learning context, which puts theory into practice, such as #6, #11, and #14, respectively: "demonstrat[ing] the ability to work with real world situations involving fundamental math concepts," "identify[ing] theories of human behavior, social development, human decision-making, and group/social processes and apply theories and methodologies to real world situations and current issues and concerns," and "us[ing] appropriate strategies to speak to speak effectively in professional, social, or personal contexts."
Web Link (if available)	http://catalog.usm.edu/preview_program.php?catoid=5&poid=2268

Curriculum: 3.1 General Education

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Community engagement is not required for any part of General Education requirements; however, since the last classification, Communication Studies 305 (Interpersonal Communication) has joined the list of general education curriculum courses that incorporate service-learning pedagogy. This list of GEC-SL courses now includes Biological Sciences 103 (Biology and Society), Political Science 101 (American Government), and English 101 (Composition One) in addition to Communication Studies 305.
Web Link (if available)	http://catalog.usm.edu/preview_program.php?catoid=5&poid=2268

Curriculum: 4.1 First Year Experience Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	All students are not required to take a first-year experience course that includes community engagement; however, many students do have the opportunity to participate in a community-engaged first year experience course. Since the last classification, two new options were added: FAM 150, an introductory Child and Family Sciences (CFS) course, requires students to complete a community-engaged assignment. Students involved in the Student Government Association's "Freshman Associates Program" take IDS 181, an Introduction to Leadership Theory and Practice in the spring of their freshman year, in which students participate in community-engaged projects and reflect on how those projects relate to leadership. Two opportunities that existed prior to the last classification still remain: freshman entering the university through the Luckyday Citizenship Scholars program are enrolled in Interdisciplinary Studies 110 (Intro to Servant Leadership), a designated service-learning class that introduces students to the concept of servant leadership which will guide them as they complete 20 service hours per semester for the remainder of their college career. In addition, biology students are required to take BSC 197 (First Year Foundations), which has about 300 students every year, and requires students to complete 15 hours of community service over the course of the semester.
Web Link (if available)	

Curriculum: 5.1 Capstone (Senior Level Project)

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	All students are not required to take a capstone course or complete a capstone project that includes community-engagement; however, since the last classification, service learning has been incorporated into several senior-level capstone courses. In Child and Family Studies through the course FAM 475 (Nutrition and Community Studies), senior CFS students have provided opportunities for area 8th graders and seniors in Hattiesburg Public Schools to visit the university campus and gain exposure to the college setting through multiple visits and college prep simulations. The Spanish capstone course, SPA 441, is a service-learning course in which students serve as conversation partners and host activities for Spanish-speaking populations served by an area church. The capstone class in Communication Studies is always service-learning, with students completing a communication-based service-learning project in collaboration with a community partner. The capstone class in Nutrition, NFS 480 (Nutrition and Food Systems) is always service-learning and partners with a course-relevant community nonprofit. MSJ 428 (PR Campaigns), a capstone class for the students in Mass Communication, often partners with community nonprofits to conduct PR campaigns.
Web Link (if available)	

Curriculum: 6.1 In the Majors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Not all majors have a community engagement requirement; however, many do. The Bachelor's of Social Work intro class SWK 301 is required and always service-learning. The capstone courses mentioned above in Communication Studies and Nutrition are required and always service-learning. DPH 321, Introduction to Community Health, is required for the Public Health major and is always service-learning.
Web Link (if available)	

Curriculum: 7.1 In Minors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Not all minors have a community engagement requirement. Several minors across the university do though, through service-learning. In the Nonprofit Studies minor (new since the last classification) students are required to complete a 90-hour internship at a local 501c3. Students also complete 15 hours of service with a local non-profit in the SOC 405 course, Nonprofits and Social Change. Students enrolled in the Leadership Certificate program (an academic certificate similar to a minor, also new since the last classification) must participate in IDS 450 (Practicum in Leadership) and complete a social change project in collaboration with a community partner. All students minoring in Black Studies are required to take BLKS 491 Service-Learning, which is an academic service-learning capstone class and which was created since the last classification.
Web Link (if available)	

Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Not all graduate students are required to participate in community engagement; however, there are opportunities for them to do so. Students in Library and Information Sciences participate in an academic service-learning class, LIS 545 Sources of Information for a Multicultural Society, in which they serve at any agency and identify the "information needs" for that agency. Students in SPA 647 Topics in Hispanic Linguistics participate in service-learning. Graduate students studying Science and Math Education have ample opportunities for community engagement by serving as hosts and judges for state-wide science fairs that are hosted at USM.
Web Link (if available)	

Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

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Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

2.2.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Southern Miss has long had a committed corps of faculty who practice service-learning and civic engagement; our goals since our first classification have been to support and strengthen curricular engagement with service-learning on campus. To accomplish those goals, over the past four years we developed a process for designating service-learning courses as part of our campus curriculum (described above), which enables us to better track and document our productivity, standardize best practices, and assess our effectiveness. In the past two years, we have focused on institutionalizing evaluative standards that reward curricular engagement in service-learning, also described above. And in the past four years, we have developed a new professional development program, designed to complement our existing faculty seminar in service-learning: while the Faculty Fellows seminar is still offered every spring semester, we now offer a professional development workshop on a special topic in service-learning and/or community engagement every fall semester. Our professional development series has included: a Faculty Pedagogy Workshop on Digital Technology and Service-Learning; a Faculty Research Colloquium focused on Ways to Connect Teaching and Research; and the USM President’s Community Engagement Summit (which occurred for twice, in successive years), focused on ways to enhance community engaged learning. The trajectory of our curricular engagement has been: significant faculty commitment (with our original classification), leading up to significant strides in our institutional commitment (presently). Looking to the future, we will focus on growth: a boom in retirements and some turnover at our institution, coupled with the increasing demands of the profession, a compressed academic calendar, and pressure on already limited resources means we need to encourage continuity and engage new faculty recruits for service-learning.

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**.

Co-Curricular Engagement	Selected	Description
Social Innovatio	No	

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n/entrepreneurship		
Community service projects - outside of the campus	No	
Community service projects - within the campus	Yes	The Eagles Nest Food pantry, the on-campus food pantry for USM students and staff, provides experiential learning experiences for students in nutrition, social work, and psychology. Students who volunteer at the Pantry are required to participate in training and regular meetings to discuss the work they are doing and how it relates to academic knowledge.
Alternative break - domestic	Yes	CCE's domestic Alternative Service Break trips center around a regional issue. Past examples include civil rights, food insecurity, and immigration. Students keep a daily journal as well as participate in daily oral reflections. Students in programs such as political science, history, black studies, nutrition, and public health are particularly able to make strong connections between academic knowledge and the service completed on the trip. Although the reflection journal questions all have the potential to elicit connections between academics and the service, some questions in particular result in these connections being made. For example, 1. What are some ways communities can respond to systemic issues? 2. Identify any underlying issues that hinder a community's ability to come together to solve problems. 3. What are some of the challenges that the people or community you are partnering with are encountering?
Alternative break - international	Yes	From 2006- 2015, CCE took students on an alternative break trip called Project Serve Canada. This trip focused on sustainability, with students serving on organic farms and elementary schools located on off-the-grid homesteads. Faculty in environmental studies and even environmental literature attended the trip to help lead reflections. Students from specific academic programs related to sustainability were awarded scholarships to go on the trip. This was a partnership with the University of Guelph who assisted us in participating in reciprocal asset-based work that was truly eye-opening for USM students, who attend college in a city without even a recycling program. Upon returning from the trips, students were asked to do a presentation on how they could bring some of the sustainability ideas they saw in Guelph to their own local community. In 2019, students will travel to Belize for an alternative service-break trip during the summer.
Student leadership	Yes	Students in USM's Leadership Certificate Program are required to do two independent leadership reflections in order to complete the certificate. One of the reflections must be on a leadership experience conducted outside of class, and students are given several experiences from which to choose, including attending an Alternative Spring Break trip or performing 2+ hours of service a week with the same agency, for a minimum total of 20 hours. Two of the reflection questions students must answer are: 1) "In what ways did you do well in this leadership role and what personal characteristics helped you to be successful? Use your knowledge of leadership theory to answer this question." 2) "Based on this experience, what leadership concepts are most comfortable for you? How you will use this experience to improve or change your leadership in the future?"
Student internships	No	
Work-study placements	Yes	Through the REACH program (Reinvesting Eagles Across the Community of Hattiesburg), students receive federal work-study funding to work at local non-profits in place of an on-campus work-study position. By participating in the program, students build capacity within the community and learn the skills necessary to be successful in the workforce. They meet one-on-one with CCE staff every month to reflect on their experiences. They

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		also do a pre-reflection at the beginning of their service and post-reflection at the end of their service. As part of this reflection, they are asked to "describe something you learned from your academics or profession that you think gives/has given you a different perspective on this experience."
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	No	
Living-learning communities/residence hall/floor	Yes	The USM Luckyday Citizenship Scholars program funds scholarships for Mississippi high school seniors who demonstrate leadership skills, and are exemplary students who are involved in their communities and in need financial assistance to pursue a higher education. A major component of the Luckyday Citizenship Scholars Program is service. Once selected as a Luckyday Scholar, students are required to volunteer at least 20 hours each semester beginning the spring of their freshman year. All Luckyday students are introduced to Robert Greenleaf's concept of servant leadership during a required class in the fall of their freshman year. The concept of servant leadership is woven throughout a Luckyday Scholar's college career, with numerous leadership positions available including serving as a Luckyday mentor that lives with the freshmen Luckyday students.
Student teaching assistants	No	
Athletics	No	
Greek Life	No	
Other (please specify)	No	

B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

USM has purchased a co-curricular engagement tracking system, but that particular aspect of the system is not finished being constructed; however, students can use the system, called Presence, to document service experiences, service hours, and reflections. Students may request a letter or report from the Center for Community Engagement as record of their reported activities, and the system also enables students to print a list of the experiences in which they've been involved. Presence notifies an organization when one of their members submits a service activity report, and many of our student organizations and departments use Presence to track the service activity of their members due to the service requirement included in many student organizations. USM has also recently purchased a badging system which will allow students to "earn badges" they can use to showcase their achievements and/or proficiency in a particular area, including community engagement.

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

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We currently do not have a development pathway program for community engagement, although it is definitely something we're interested in developing. The closest thing we have is for students in our Alternative Service Break Program: student attendees who demonstrate excellence while attending an Alternative Service Break trip are invited to take on a Trip Leader role during a subsequent trip, for which they will help with logistics and reflection. They are granted a partial scholarship for the Alternative Service Break Trip for which they serve as a Trip Leader. Another example can be found in the Leadership Certificate program, an academic certificate focusing on leadership for the greater good. The Introduction to Leadership class is service-learning and includes an introduction to the concept of civic leadership. During the capstone class, students are asked to implement a Social Change Project.

B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Students hold various leadership roles that involve community engagement, such as Luckyday Citizenship Scholars Program mentors, Eagle Service Ambassadors, philanthropy chairs in Greek organizations, service chairs in general student organizations, SGA leadership, and Volunteer USM Executive Board positions. Volunteer USM (VUSM) is a student organization that plans an on-campus "service night" each month where students come together and work on a project that benefits the community (eg., making dog toys for the area animal shelter, and making sandwiches for the area homeless). VUSM is divided into four themed service committees, chosen by the officers. Each VUSM committee chair plans and leads off-campus service activities throughout the year for VUSM members. VUSM officers also participate in weekly one-on-ones with CCE staff to assess their success. Every year for at least the past 5 years, USM's Student Government Association has included a service event as part of Homecoming activities and partners with the CCE who coordinates the event. SGA also coordinates The Big Event, a campus-wide day of service where 500+ students serve out in the local community. Although CCE assists, the Big Event is planned by a student "director" with two committee members. In 2017, CCE began to hire student workers to serve as "Eagle Service Ambassadors", or ESAs, who provide service consultations for anyone looking to get involved in service. People can request service consultations online or they can stop in the CCE office. During a consultation, an ESA will recommend 2-3 service opportunities based on a person's interests, career/major, schedule, and transportation options. Student leadership in community engagement is recognized during the annual CCE award banquet every April. Awards are by nomination and are given to an Outstanding Service-Learning Student, a student organization demonstrating commitment to service, and for membership in the student "hall of fame" for students demonstrating exemplary service activity. At the time of the last classification, many student organizations were involved in service activities of their own volition, but none were involved in facilitating campus-wide service like SGA's The Big Event, SGA's Homecoming event, and the activities of Volunteer USM.

B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students

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have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

In the past, USM's Center for Community Engagement (CCE) coordinated many different service activities every semester. These activities took the bulk of the small staff's time and were relatively low-yield, since they were one-time events that often involved the same students. Moreover, there was no shortage of service activities already occurring that students could join. Beginning in 2015, CCE began to limit those one-time service activities, instead putting more effort into its own outreach programs (community work-study, Alternative Break Trips, Volunteer USM, and AmeriCorps) to develop the students participating in those programs. Even CCE's own outreach programs needed a redesign to develop cultural competencies, asset-based approaches, and values of reciprocity. CCE limited/dedicated itself to one large-scale service project a semester, designed to pull in students who would not necessarily seek out service on their own. One of these events is The Big Event, which provides buses to students without transportation and this past year pulled in students representing 60 different student organizations. Site leaders for The Big Event are students who are trained in volunteer management and respectful of community engagement. The other event is the Sweet Potato Drop, where 22,000 lbs of sweet potatoes are dumped onto campus and bagged and distributed to area pantries. The Sweet Potato Drop is a Homecoming activity, and also a "hard-to-miss" sight, so many students who don't often participate service are engaged. CCE also now offers service consultations to students who are required to do service for class or organization requirements with the idea that if a student participates in a meaningful service activity to which that they are well-suited, there is a higher likelihood that they will volunteer again. Other initiatives have also increased access and participation in service; for example, as part of a social change project in a capstone leadership class, students researched and initiated the implementation of a car-sharing program on campus to make it easier for students to access transportation for service activities. Volunteer USM, a student organization affiliated with CCE that now plans and implements "Service Nights" once a month that allow students to participate in service activities while on campus. They also lead off-campus service activities that anyone can join. VUSM is organization that promotes community engagement as a way to build community among fellow students and also provides accessible volunteering opportunities to students without transportation. Alternative Service Break trips are also an opportunity to introduce a broader variety of students to the values of community engagement. The ASB trips are extremely low-cost compared to other travel opportunities on campus, making them more appealing and accessible to the general student. Additionally, work-study opportunities on campus are limited, whereas they're pretty much unlimited off-campus through CCE's community work-study program. This means that students who wouldn't otherwise seek out service end up in the community-work study program and are introduced to nonprofits and service-oriented work.

C. Professional Activity and Scholarship

C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship

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to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track. Also, describe how this scholarship has been supported since your last classification.

Many faculty have published or presented on community-engaged teaching and learning. For example:

1. From a tenured faculty member in the School of Library and Information Sciences: Creel, S. (2013). Service learning in the preparation and mentoring of LIS students: One method of keeping current. In Harrod, K., Smallwood, C., & Gubnitskaia, V. (Eds). Continuing education for librarians: Essays on career improvement through classes, workshops, conferences, and more. Jefferson, NC: McFarland and Company.

2. From the School of Library and Information Sciences, a presentation from a tenured faculty member: Bomhold, C. (2015). Social justice, service learning, and multicultural populations in LIS education. Proceedings of the Association of Library and Information Science Educators (ALISE) Annual Conference.

3. An article from a tenured faculty member in the Foreign Languages department: Juncal (2013). When service learning is not a "border crossing" experience: Outcomes of a graduate Spanish online course. *Hispania*, 96 (2), 295-309.
<https://muse.jhu.edu/article/512013>

4. An article from a tenure-track faculty member in the College of Nursing: Hart, S. (2015). Engaging the learner: The ABCs of service learning. *Teaching and Learning in Nursing*, 10 (2), DOI: 10.1016/j.teln.2015.01.001.

5. An article from a tenure-track faculty member in Nutrition and Food Sciences: Huye, H. (2015). Using poetry and art analysis to evoke critical thinking and challenging reflection in senior-level nutrition students. *Journal of Nutrition Education and Behavior*, 47 (3), 283-285.
<https://www.sciencedirect.com/science/article/pii/S149940461500010X?via%3Dihub>

6. From a tenure-track professor in Public Health: Mayfield-Johnson, S., Rachal, J. R., & Butler III, J. (2014). "When We Learn Better, We Do Better" Describing Changes in Empowerment Through Photovoice Among Community Health Advisors in a Breast and Cervical Cancer Health Promotion Program in Mississippi and Alabama. *Adult Education Quarterly*, 64(2), 91-109. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4293631/pdf/nihms635351.pdf>

New since the last classification: Faculty participating in the Service-Learning Faculty Fellows Program are introduced to best practices around community-engaged research. During one of the weeks, they are asked to identify a piece of community-engaged scholarship from their own discipline. On both the seminar application and the post-seminar reflection report, faculty are asked to consider how they might incorporate community engagement into their research. The Center for Community Engagement is often asked for and provides existing scholarship that can be used in literature reviews or as supporting evidence. CCE also maintains an online archive of foundational community-engaged learning articles (https://drive.google.com/drive/folders/OB_cYyVO3hDIbcU1DeGZ1U3dXSDg), and all Faculty Fellow participants receive a jump drive with all articles, handouts, and materials that are covered during the seminar. In addition, our new professional development program (mentioned above) has included a Faculty Pedagogy Workshop on Digital Technology and Service-Learning and a Faculty Research Colloquium focused on Ways to Connect Teaching and Research.

C.2.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty

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scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

Many USM faculty have collaborated with community partners to produce scholarly products and programs to benefit the community. For example:

1. "Freedom Summer 1964-2014 Conference." Hattiesburg, MS, Center for Black Studies, June 19-21, 2014. <https://muse.jhu.edu/article/567245/pdf>. Conference program can be viewed at <https://muse.jhu.edu/article/567270/pdf>. Curriculum to discuss Freedom Summer was distributed.
2. Lemacks, J., Landry, A., & Wenzler, P. (2018). Formative research to identify community partnerships and foster relationships for health promotion research in South Mississippi. *Public health*, 159, 58-62. <https://www.ncbi.nlm.nih.gov/pubmed/29609837>
3. USM's Center for Oral History and Cultural Heritage contains over 4,000 oral histories to document the stories of Mississippians. Many of the interviews are related to civil rights and veterans, but the collection spans many topics. Many of these histories can be listened to online and recordings are also used for various events that explore parts of Mississippi history (for example, visitors to Hattiesburg can listen to the recordings while visiting various locations on the Freedom Summer Self-Guided Tour). <https://www.usm.edu/oral-history>
4. Lemacks, J. L. & James, R. E. & Abbott, L. & Choi, H. & Parker, A. & Bryant, A. & Ralston, P. A. & Rigsby, A. G. & Gilner, P. (2018). The Church Bridge Project: An Academic-Community Perspective of a Church-Based Weight Management Pilot Intervention among Young Adult African Americans. *Progress in Community Health Partnerships: Research, Education, and Action* 12(1), 23-34. Johns Hopkins University Press. <http://muse.jhu.edu/article/692849>
5. Green, F., Brown, C., Gordon, E., & Martin, D. (2018). Therapeutic recreation in the public schools: a community partnership. *Progress in community health partnerships: research, education, and action*, 12(1), 129-137. <https://muse.jhu.edu/article/692859/pdf>

The above community-engaged research all stems from university-supported initiatives. The university employs a part-time USM staff person to help facilitate the therapeutic recreation program described in #5 above. In 2014, the Freedom Summer conference was hosted by USM's Center for Black Studies in collaboration with many USM faculty, students, and staff along with community organizations like the Forrest County NAACP, the Hattiesburg Convention Commission, local church leaders, and the Historic Hattiesburg Downtown Association. Mayor Johnny Dupree (city of Hattiesburg), Dr. Rodney Bennett (president of Southern Miss), and Dr. Steven Moser (dean of the College of Arts and Letters at Southern Miss) were among the first major sponsors to pledge their support of funding the conference.

USM's Center for Oral History and Cultural Heritage is not only responsible for collecting oral histories but encourages and welcomes submissions from everyone. "Our collection of interviews come from many sources: educators, historians, genealogists, students, as well as everyday people who wish to preserve local history, stories and culture for future generations. We at the Center for Oral History and Cultural Heritage offer encouragement, training and equipment to groups and individuals wishing to add to our collection." Their website includes links for downloading forms needed to deposit interviews in the collection and a guide to conducting successful interviews. The resources mentioned in the response to C.1 also apply to this response; those resources are equally available to faculty working in collaboration with community partners.

C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation,

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publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

Alliston, J. (2012). "Inclusive National Service: Moving It in Mississippi." Presented at American Association on Intellectual and Developmental Disabilities National Conference, Charlotte, NC. This presentation described an inclusive AmeriCorps program at USM, which engages USM students with and without disabilities in service. Participating AmeriCorps members gain professional skills and personal development in addition to participating in service.

The Luckyday Foundation Citizenship Scholars Program was recognized with the "Best Practices Award" at the 2016 Jon C. Dalton Institute on College Student Values. As award recipients, Luckyday staff were invited to present during a concurrent session at the conference, which was held Feb. 4-6, 2016. More information can be found on Page 11 of the conference program accessed online at <https://characterclearinghouse.fsu.edu/sites/g/files/upcbnu1416/files/imported/Institute%20Proceedings/Program-book.pdf>

Holmes, E. and Arrazattee, C. (October 2017). "Building a Leadership Certificate." Webinar, Student Affairs Promising Practices Series, organized by Mississippi Student Affairs Professionals in Higher Education.

Kinnell, A.M. and Arrazattee, C. (March 2018). "Internships as Civic Engagement: The Southern Miss Nonprofit Internship Program." Presented at the Gulf-South Summit on Service-Learning and Civic Engagement in Higher Education, Birmingham, AL.

Arrazattee, the director of USM's Center for Community Engagement (CCE) has co-hosted the "Civic Engagement Directors 101" pre-conference workshop at the Gulf-South Summit on Service-Learning and Civic Engagement for 3 years. During this three hour session, "veteran" directors share their experiences and advice for developing programs, resources, and materials for civic engagement and service-learning. This includes discussion of co-curricular programming such as USM's Leadership Certificate Program, REACH (community work study), and Alternative Break Trips. Arrazattee was recognized at the 2018 Gulf-South Summit on Service-Learning with its Outstanding Practitioner of Service-Learning and Civic Engagement award.

USM provides the funding for professional staff to travel to conferences to present. Arrazattee serves on the Executive Committee for the Gulf-South Summit, and institutions that employ executive committee members are responsible for committing \$1,000 in annual membership, plus travel expenses to the conference and travel expenses for the yearly planning meeting. USM has been one of the executive sponsors for this national conference for the past four years.

The Nonprofit Internship Program in 2017 was a one-year program funded through the university's Quality Enhancement Plan, which allowed it's co-PIs to offer two workshops for nonprofit organizations on how to most effectively utilize a USM intern; it also provided scholarships to students serving in nonprofit internships. Funding was crucial to the sustainability of this program, but we developed excellent handouts and gained important experience that has continued to be helpful to students who seek nonprofit internships despite the fact that the official program is no longer offered. Community-engaged scholarship is encouraged along with all forms of scholarship by the institution. USM's Staff Senate provides scholarships for conference travel by professional staff. The Office of Research Administration works just as much with professional staff as it does its faculty researchers.

D. Community Engagement and other Institutional Initiatives

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6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's **diversity and inclusion** goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

One of USM's core values is to foster "an inclusive community that embraces the diversity of people and ideas." USM also strives to "promote a culture of inclusiveness of people and ideas." Several institutes and programs within USM work locally and beyond with diverse populations. The USM Institute for Disability Studies supports Mississippians with development and other disabilities and their families with assistance in housing, inclusive child care, assistive technology, and family support. The Shafer Center for Crisis Intervention serves an 11-county area to assist sexual assault victims and support groups for families affected by homicide or suicide. The DuBard School for Language Disorders serves children with severe language-speech disorders. The USM Department of Nutrition and Food Systems created the H.U.B. City Steps Program to promote and engage Hattiesburg area residents in physical activity and healthy food choices. Finally, the Southern Mississippi Health Education Center focuses on the elimination of health care disparities by providing health care for all medically underserved populations.

Community engagement is often seen as a means to increase students' understanding of diversity and inclusion. Due to South Mississippi's history with the civil rights movement, students who engage with the community often encounter examples of institutional segregation; there are still community members who remember when USM denied entrance to an African American male (Clyde Kennard) from 1955 to 1959; he was then wrongfully imprisoned, contributing to his early death, and was not exonerated until 43 years later. In 2018, the Center for Black Studies successfully petitioned for an honorary degree to be awarded posthumously, along with an historical marker erected on campus in Kennard's honor. Many service-learning students encounter this history in community work or through research. USM and the student body host various events on campus in collaboration with community members so that we don't forget this history; one example is the Martin Luther King, Jr. Prayer Breakfast, hosted by a USM fraternity and attended by USM administrators, local civil rights heroes and community leaders. Every year USM holds the Armstrong-Branch Distinguished Lecture Series, which was established in 1993 in honor of Gwendolyn Armstrong-Chamberlain and Raylawni Adams Branch, the first African-American students to integrate USM in 1965. This lecture series features speakers who have championed diversity and inclusion and is free and open to the public.

Since the last classification, efforts have also been made to ensure community engagement activities are inclusive; the Center for Community Engagement always accommodates service participants with or without disabilities and are sensitive to students' gender identities during all interactions and especially when making arrangements for group travel. CCE will work with service-learning faculty to make alternative arrangements for service-learning students unable to perform the required service component of a course. Hattiesburg's LGBTQ+ resource center, The Spectrum Center, is often a service site or partner for service-learning classes. The TRIAD (Training, Resources and Information for the Advancement of Disability) Service AmeriCorps Program at USM employs AmeriCorps members both with and without disabilities to provide support for economically disadvantaged youth with disabilities.

6.2.

Indicate how community engagement is connected to efforts aimed at **student retention** and success, and describe what has changed since the last classification. Provide relevant links if available.

Since 2010, there's been a wider and more explicit recognition of how community engagement can impact student retention efforts.

The 2015 Quality Enhancement Plan focused on increasing opportunities for pathway experiences, including "significant experiences connected to a student's post-graduation goals, such as internships, research, service-learning, or other fieldwork." The QEP report cited Kuh's 2005 work "In Student Success in College: Creating Conditions that Matter" which showed that "internships and other experiential learning activities are plentiful" at institutions with higher-than-predicted graduation rates (p. 236). The QEP document goes on to explain that internships, undergraduate research, and service-learning are three of the ten teaching and learning practices that are beneficial for college students. This information was provided as rationale and background for the selection of the QEP. One of the outcomes of the QEP was a \$10,000 grant for

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a Southern Miss Nonprofit Internship Program, which provided training for nonprofits on how best to utilize interns and provided scholarships to students for interning with nonprofits. Though this program only lasted for one year, it resulted in a more collaborative working relationship between the departments at USM who promote nonprofit internships (Human Rights, Social Work, Nonprofit Studies, and CCE).

As part of its Strategic Planning process in 2016, the Division of Student Affairs began encouraging the use of effective practices as described in NSSE's Engagement Indicators and High Impact Practices. http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf. Service-learning and community engagement were introduced at a division-wide retreat as methods for "reflective and integrative learning," "discussions with diverse others," and "quantitative reasoning."

In 2017, USM's Office of Institutional Research conducted an analysis of how enrollment in service-learning classes had impacted student retention in the previous three years. Their study included 672 freshmen who have taken at least one service-learning class over the academic years 2014 – 2017. Of these first year students, 649 students, or 96%, were retained, compared to the average freshmen retention over that same time of 73%. The data also showed that for freshmen, participation in just one service-learning class had a statistically significant relationship with first-year retention in the colleges of Arts and Letters, Business, Science, and Ed Psych (the Colleges of Nursing and Health do not offer service-learning classes to freshmen). This information was shared with USM's Executive Cabinet.

In 2018, in recognition of the impact service-learning has on retention, the USM's Provost Office began requiring annual reports from Schools on their incorporation of High Impact Practices, including service-learning. An official memo encouraging these efforts stated that "Student success efforts at The University of Southern Mississippi include a number of nationally recognized "high impact practices" (HIPs) to improve student learning, retention, and progression. Faculty members, advisors, directors, and deans should cultivate student participation in these initiatives and encourage the involvement of faculty members as appropriate." Service-learning was one of six common practices identified.

6.3

Indicate whether the campus **institutional review board** (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

The USM IRB approves all research involving human subjects including research that takes place in the community. The IRB is housed within USM's Office of Research Integrity which facilitates the school's Research and Scholarly Integrity Assurance Program (<https://www.usm.edu/research/research-and-scholarly-integrity-assurance-program>). This program presents best practices in research along with sharing relevant ethical and professional norms involved in conducting a research study. An example of best practices includes obtaining a Memorandum of Understanding or Letter of Support from any community entity participating in a study with a USM researcher. Any USM researcher who designs and submits a study to the IRB must have an active CITI certificate for both the human subjects course and the common course (<https://www.usm.edu/research/institutional-review-board>). As well, the university strives to minimize health and safety impacts to the surrounding area and promotes compliance with all government (local, state, and federal) agencies (<https://www.usm.edu/research/environmental-health-and-safety-ehs>).

Since the last classification, USM's Center for Community Engagement has also hosted workshops geared at faculty who are doing community-engaged research; for example, in March 2017, there was a "Service-Learning Faculty Research Colloquium" in which three faculty presented their experiences researching and publishing on service-learning. Faculty who participate in the Service-Learning Faculty Fellows program, a semester-long weekly seminar on service-learning, attend a full workshop on Community-Engaged Research with special attention given to conducting responsible community engaged research. This includes discussion around a piece written by Queen Quet of the Gullah-Geechee Nation on ethical research guidelines for working with "living cultures."

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for **Broader Impacts of Research** activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

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As reported in the last application, the Deep South Network for Cancer Control (DSNCC) was established in 1999 to assist in eliminating the disparity in cancer death rates between blacks and whites in the Deep South. The focus was three-fold: 1) provide cancer awareness activities; 2) support minority enrollment in clinical trials; and 3) promote the development of minority junior medical researchers. When the funding from the National Cancer Institute ended, USM was determined to still meet the needs of the African-American community in the Mississippi Delta. The Mississippi Network for Cancer Control (MNCCP) was formed to build on the already established community and institutional capacity. In addition, through a partnership with the Fannie Lou Hamer Cancer Foundation, MNCCP has been working on advancing a patient-centered approach to research and recently created materials that explain the potential of research to improve the lives of people in the Delta.

Several other research projects with broad impacts have been funded federally since the last classification.

Dr. Anna Wan, assistant professor in mathematics at USM, receives funding the Department of Defense for the Eagle Maker Hub. Dr. Wan and Dr. Julie Cwikla actively engage the community in Hackathons, coding and maker activities. <http://news.usm.edu/article/eagle-maker-hub-represents-usm-s-first-publicly-available-makerspace>

Dr. Julie Cwikla, Interim Director for USM's Center for Science and Mathematics Education, manages a Kellogg Foundation grant to help elementary school students in Mobile County learn math and science in new and exciting ways. <https://www.juliecwikla.com/projects>

Dr. Shannon Campbell, Director of USM's Trent Lott National Center for Economic Development and Entrepreneurship, manages an Office of Economic Adjustment grant from the Dept. of Defense related to economic health. <http://news.usm.edu/article/southern-miss-receives-3-million-federal-grant-develop-pilot-programs-technology-transfer-ec>.

Dr. Mohammed Elasri, professor in biological sciences at USM, has a large National Institutes of Health grant to enhance biomedical research in the state of Mississippi. <http://news.usm.edu/article/mississippi-inbre-s-19-million-renewal-aims-enhance-biomedical-research>

Dr. Jason Azoulay, assistant professor of polymer science and engineering at USM, manages a project funded by the National Science Foundation for developing technology to detect and analyze pollutants in the Gulf Coast ecosystem. <http://news.usm.edu/article/southern-miss-receives-4-million-nsf-award-gulf-water-research>.

Dr. Josh Hill, assistant professor of criminal justice and forensic science at USM, recently received funding (\$1.5M) from the Department of Defense in support of sports and entertainment spectator safety and security. <http://news.usm.edu/article/usm-announces-473-million-contract-us-department-defense-program-test-security-technology>

Funding from the Centers of Medicare and Medicaid Services and National League of Cities established The Kids Health Access Collaborative (KHAC) in USM's School of Social Work, which ran from 2016-2018. It provided free in-person assistance for Medicaid and CHIP enrollment to the Pinebelt. KHAC connected kids to coverage 365 days a year. Along with assisting with Medicaid and CHIP, all KHAC staff were federally trained healthcare Navigators. Having a trained navigator allowed consumers to understand their options with healthcare packages and provided peace of mind that the consumer was getting the best healthcare package for their household. <https://www.usm.edu/center-discovery-integration-and-transformation/kids-health-access-collaborative>

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

Yes

6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring **student voter registration and voting** and what has changed since the last classification. Provide relevant links if available.

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We do encourage student voter registration and voting, but do not measure it. In 2010, the Election Assistance Commission commissioned USM to facilitate a workshop designed to teach faculty members throughout the state how to design service-learning courses specifically focused on voter registration. This was not only the first statewide training on how to incorporate voter registration into service-learning classes, it was also the first first statewide training service-learning of any kind. This training was funded by the Help America Vote Act, and took place on the Jackson State University campus although USM was asked to facilitate the training based on its reputation as the flagship institution for service-learning in the Gulf-South. USM's Faculty Liaison for Service-Learning designed and led the workshop, focused on Best Practices for Academic and Community Service-Learning practitioners seeking to incorporate voter registration into their curriculum. The workshop served a consortium of faculty from Tougaloo, Jackson State, Rust College, Ole Miss, MGCCC-Jefferson Davis, and Southern Miss.

Several offices around campus regularly promote voter registration, including Social Work (<http://news.usm.edu/article/usm-social-work-students-register-420-voters-across-27-counties>), the Department of Residence Life, and USM's Center for Community Engagement (CCE). CCE also allows students to drop off their voter registration forms at the CCE office and CCE will mail or deliver it to the county clerk's office.

Many other University departments have held voter registration drives over the years, but not necessarily consistently. USM has hosted several political debates for official elected positions, and a push for students to register as voters is always part of those events. A lot of the momentum behind voter registration comes from the student body - the Mu Xi Chapter of Alpha Phi Alpha Fraternity on the USM campus is very active at registering students, as is the student organization "Elevate" which, in 2018, started organizing "Walk to the Polls" events for students to walk together to the university's polling place. <http://www.studentprintz.com/students-walk-polls/>.

6.6

Indicate whether the institution is 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, and describe what has changed since the last classification. Provide relevant links if available.

USM offers several opportunities for students to discuss controversial issues. Both of the programs described below are new since the last classification.

The Leadership Certificate emphasizes the importance of working with others and the benefit of diverse opinions, so students involved in that program do many in-class exercises to facilitate controversy with civility. Students discuss controversial leaders that exhibit the five leadership practices (as written by Kouzes and Posner) and analyze how leadership can be used as a tool for positive and/or negative outcomes. In Spring 2019, the Leadership Certificate program hosted a workshop open to the entire student body called "Working with Others: Why Ethnicity, Race, and Culture Still Matter." While on the surface this sounds like a diversity/inclusion workshop, it was more of an opportunity for students to learn how to civilly work with people who are different from them.

There are also many opportunities for students to discuss controversial social, political, or ethical issues in co-curricular programming through direct community engagement in the form of Alternative Service Break trips (ASB). ASB is an immersion program designed for the purpose of participating in direct community service and learning about particular social issues. ASB challenges and promotes personal growth as students travel in diverse student groups to a new city to participate in service. The goal is that during this experience, students will be engaged in a journey toward active citizenship. During the training process, students confront inhibitors (i.e., preconceived notions or biases) and learn about U.S. and first-world privilege, whiteness, racial disparities, and issues of immigration, and how each topic affects their community as well as the community in which they will serve. Students are encouraged to think critically about the root causes of some of society's largest issues, in order to come up with strategies to hold one another accountable for our individual footprints in our own communities, as well as the communities we visit while abroad.

6.7

Indicate whether your campus has 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, and describe what has changed since the last classification. Provide relevant links

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if available.

Numerous faculty in Entrepreneurship, Marketing, Merchandising, Healthcare Marketing, Hospitality and Tourism Management, Sport Management, Economic Development, and International Business have incorporated Social Innovation/Entrepreneurship into their class curricula. These assignments allow students to put class content into practice and gain real-world experience while simultaneously benefiting communities and organizations. Depending on class subjects, students may be asked to conduct research, develop business plans, develop marketing plans, propose social media marketing plans, analyze social media marketing strategies, develop innovative marketing solutions with implementation plans, complete advertising plans, host an entrepreneurship event to educate community members, analyze website utility and design, manage sport events, and/or develop new product designs. Examples of 2017-2018 project partners include: Boys and Girls Country of Huston, DREAM of Hattiesburg, Petal Excel by 5, Hattiesburg Arts Council, Purposeful Refugee, Marine Corps Scholarship Foundation, and the New Orleans Sports Foundation.

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.

1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

Since the last classification, there is now a non-profit certificate for graduate students to pursue. This offering prepares students to work in community agencies that provide community services as well as volunteer opportunities for others in the community. Continuing education is also provided to community members, agency personnel, and others by members of USM's faculty and staff. These offerings provide a much-needed service to those requiring CEUs for continued licensure and to meet certification needs.

Three other examples of representative outreach programs include the Osher Lifelong Learning Institute, Lake Thoreau Environmental Center, and the Eagle Maker Hub. USM's Osher Lifelong Learning Institute (OLLI) offers three different kinds of learning opportunities for students, staff and the community. Classes, seminars, and field trips provide an opportunity for everyone in the community to participate in activities that meet the needs and schedules of active adults. Lake Thoreau Environmental Center was developed by the Department of Biological Sciences as an environmental education and research facility centered around the lake. The Center is used by faculty for research, teaching and outreach into the community, and currently offers many educational and recreational activities for all ages in the community

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including summer camps for children, and various educational, outdoor, and holiday activities for children and adults. The Eagle Maker Hub is a publicly available makerspace. Its mission is to provide accessibility to digital fabrication, rapid prototyping, and coding. Eagle Maker Hub is available to USM students and staff as well as the surrounding community. Lab hours are offered in the evening one day every week. These community inclusion projects are great examples of community engagement by the University.

1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

Changes that have taken place in outreach to the community include offerings from athletics, library services, recreational sports, music, theater, and English.

The athletic department provides free tickets to athletic events for non-profit agencies that benefit both the agency personnel and the clients they serve.

Faculty in Library and Information Sciences established the Council on Community Literacy and Reading that provides books to children in the community and promotes reading throughout the city.

The library also houses the DeGrummond collection, which is the largest children's literature archive in the United States, and is open for public viewing. The DeGrummond staff offer tours of the archive, host field trips, offer workshops, and deliver public talks; they also host an annual national conference that invites and attracts many community members due to the high profile children's book authors it features as the keynote lecturer each year. In 2018, the conference keynote was popular children's book author Dave Pilkey, and the DeGrummond staff invited local elementary schools throughout the Pine Belt to bring field trips of students to hear him speak; they also extended the invitation to individual parents hoping to bring children to the event. The community response was so significant that they had to relocate the lecture to the campus Coliseum that normally houses graduation arena basketball games.

The Music and Theater department provides a large number of orchestra and theater productions for the community every year. During the summer, they also offer the "Midsummer Musical Theater Experience" as a camp for children ages 8 - 15 interested in developing acting, singing, and dancing skills. USM's Theater and English programs collaborate to offer the "Pre-Performance Talk Series," designed specifically for community audiences, which attracts a large and consistent community following. In 2013 and 2014, the English department also offered "Camp Quidd-Lit," a summer camp for kids 8 - 12 focused on children's and young adult books and creative writing.

The CCE also expanded its community-work study program (described above) so there are now nearly triple the amount of students in the community-work study program than before. Examples of how these institutional resources are consistent with a community engaged partnership approach include the capacity building that has occurred through CCE's ongoing assessment of community needs and partnership formation with agencies. One such partnership is the partnership with library systems throughout Mississippi to discover how libraries can serve underserved populations with training and resources to better meet their needs, developed by the 2018 service-learning award recipient from the School of Library and Information Sciences. Another example is USM's Institute for Disability Studies that provides technical assistance, training, resources, and supports for people in Mississippi and their families. Their reach goes into the community and throughout the state assessing and addressing the needs of the disability community. USM is very community-oriented and the community knows the university is for them as much as it is for those on campus.

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2. Partnerships

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

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

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

Dear community organization partnering with a college or university,

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

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

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

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)

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

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

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.

Partner #1

Project/Collaboration Title	CCE REACH Program, volunteer activities, and many service-learning projects
Organization Name	Hattiesburg Habitat for Humanity
Point of Contact	Akwete Muhummad
Email	Amuhammad@hattiesburghabitat.org
Phone	601.582.4663
Institutional Partner	USM Center for Community Engagement
Purpose of this collaboration	CCE places community work-study students at Habitat each semester. At Habitat they receive the title of "intern" and are given significant projects which aid Habitat but give the students great experience. Habitat is also always willing to partner with SL faculty or host students for service projects.
Length of Partnership	REACH - 3 years; as a service and service-learning partner, 28 years
Number of faculty involved	5
Number of staff involved	3
Number of students involved	4 in REACH program, 200+ with service and service-learning projects

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Grant funding, if relevant	N/A
Impact on the institution	Habitat is one of the few community partners that actually NEEDS groups of students to do general service, which is perfect for group activities (student organizations, The Big Event, and we even did a faculty day of service in 2017). In terms of REACH, one REACH student reports that Habitat provides "a place for learning, they understand that we are all still students and work with us, and they are good about helping you understand the thoughts and feelings of others." Another REACH student says she learned to be a better communicator by working at Habitat.
Impact on the community	On the most recent community partner survey, a Habitat representative explained: "Our organization has gone through a pretty significant staff turn-over this year. We relied heavily on our student volunteers to help us maintain basic services while these changes were happening. One student volunteer (name withheld) really stood out. She went above and beyond. She volunteered in addition to her REACH hours. She fielded a softball team for our tournament, rallied some friends for Women Build!, and was outstanding at scheduling potential family partners into our Orientation meetings."

Partner #2

Project/Collaboration Title	Lamar County Mobile Makerspace
Organization Name	Lamar County Center for Technical Education
Point of Contact	Teresa Sappington
Email	Teresa.sappington@lamark12.org
Phone	601-794-8298
Institutional Partner	Eagle Maker Hub
Purpose of this collaboration	Training of teachers to use Maker principles in the classroom to support standards based instruction.
Length of Partnership	Fall 2017-Present
Number of faculty involved	1
Number of staff involved	
Number of students involved	5 USM, 400 from Lamar County Schools
Grant funding, if relevant	\$30,000 from Mississippi Department of Education
Impact on the institution	The Eagle Maker Hub brings many K-12 students onto campus on field trips and summer camps, exposing them to USM and the activities it has to offer.
Impact on the community	Maker activities have been imbedded into multiple classrooms with students learning math, science, and gifted principles through use of 3D printing technologies to make manipulative objects to support standards learned in the classroom.

Partner #3

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Project/Collaboration Title	Campus Link AmeriCorps
Organization Name	Salvation Army Boys and Girls Club
Point of Contact	Scott Pfaff
Email	scott.pfaff@uss.salvationarmy.org
Phone	
Institutional Partner	Campus Link AmeriCorps
Purpose of this collaboration	CL AmeriCorps places trained tutors at the Boys and Girls Club to tutor and mentor 4th-8th graders.
Length of Partnership	7 years as a Campus Link AmeriCorps partner
Number of faculty involved	1
Number of staff involved	4
Number of students involved	60+ children every year; over the years probably 30 AmeriCorps members
Grant funding, if relevant	current funding: \$379,076 per year from Corporation for National and Community Service
Impact on the institution	Many of the AmeriCorps members who receive education awards use the funds for tuition at USM.
Impact on the community	Scott (the director) has stated that the AmeriCorps members provide much needed consistency and that the children don't see them as any different from the teachers on staff.

Partner #4

Project/Collaboration Title	Project Serve Canada (and many service opportunities as well)
Organization Name	R3SM (Recover, Rebuild, Restore South Mississippi)
Point of Contact	Mavis Creagh
Email	mavis.creagh@r3sm.org
Phone	
Institutional Partner	Center for Community Engagement (CCE)
Purpose of this collaboration	R3SM has partnered with the CCE since 2014 to host a group of students from the University of Guelph who travel to Hattiesburg over Spring Break for service and learning. At first, the students just served at one of R3SM's rebuilding sites, but since 2018 the students have started staying at R3SM's Volunteer House for an extremely reasonable rate.
Length of Partnership	5 years
Number of faculty involved	

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Number of staff involved	4
Number of students involved	4 USM, approximately 40 from the University of Guelph
Grant funding, if relevant	N/A
Impact on the institution	R3SM partners with USM to host the Guelph students. For many years (ending in 2016), USM and the University of Guelph had a reciprocal relationship - the Guelph students would visit Hattiesburg and then USM students would visit Canada.
Impact on the community	The Guelph students work on a rebuild site and do work around the Volunteer House. A group of them also works at a local school and another group works at a food pantry. The school group always does a presentation on Canada for the kids.

Partner #5

Project/Collaboration Title	Sweet Potato Drop
Organization Name	Christian Services
Point of Contact	Jim Prout
Email	jim.christian.services@gmail.com
Phone	
Institutional Partner	Center for Community Engagement
Purpose of this collaboration	Every fall, CCE hosts a large service project on campus called the Sweet Potato Drop, where sweet potatoes that have been left behind at harvest or rejected due to appearance are dumped on campus for students to package into family-sized bags. Christian Services has a soup kitchen and meals-on-wheels, and is the recipient of the majority of the sweet potatoes.
Length of Partnership	3 years (but we have partnered with them for more years on other initiatives)
Number of faculty involved	1
Number of staff involved	5
Number of students involved	350
Grant funding, if relevant	N/A
Impact on the institution	The Sweet Potato Drop is an opportunity for students to serve on campus, targeting students without access to transportation or students who wouldn't necessarily reach out to serve on their own. There is no way the drop could occur without Christian Services, who in the past has provided pallets, forklifts, trucks, volunteers, and of course, handles the distribution.
Impact on the community	We usually bag and give out 20,000+ lbs of sweet potatoes which means that more than 650 individual people have fresh food for the next month because of the Sweet Potato Drop.

Partner #6

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Project/Collaboration Title	Service Placements
Organization Name	Edwards Street Fellowship Center (ESFC)
Point of Contact	Ann McCullen
Email	admccullen@aol.com
Phone	
Institutional Partner	Center for Community Engagement/Luckyday Citizenship Scholars Program
Purpose of this collaboration	CCE has collaborated with ESFC on numerous initiatives. CCE has facilitated ESFC's partnership with several service-learning faculty, has partnered with ESFC on the Sweet Potato Drop and many canned food drives; and ESFC has hosted University of Guelph students for at least six years. The strongest collaboration, though, is between Luckyday Scholars Program and ESFC. ESFC has a food pantry, free health clinic, diaper bank, community garden, thrift store, and fitness trail. Consistent volunteers are important to maintain these community resources. Through the freshman Luckyday service-learning class and the nearly 300 Luckyday students that do service as part of their scholarship requirements, 25+ Luckyday students volunteer at ESFC every week.
Length of Partnership	At least 8 years
Number of faculty involved	4
Number of staff involved	4
Number of students involved	50 every year
Grant funding, if relevant	
Impact on the institution	ESFC is a huge supporter of USM and always willing to partner. ESFC staff serve as mentors and develop relationships with the students who volunteer. Their welcoming and responsive manner is one of the reasons that students who begin volunteering there continue to volunteer there, and it's a significant part of their college experience.
Impact on the community	As mentioned above, ESFC has so many community resources, but much of that requires organizing, sorting, weeding, cleaning, etc. ESFC has a staff of about 5; volunteers increase their capacity greatly.

Partner #7

Project/Collaboration Title	REACH
Organization Name	Compassus Hospice
Point of Contact	Brittany Lewis
Email	Brittany.Lewis@compassus.com
Phone	
Institutional Partner	Center for Community Engagement

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Purpose of this collaboration	Community work-study students in the "REACH" program serve as hospice volunteers for their work-study job. Brittany is wonderful at developing them based on their interests and career goals.
Length of Partnership	2 years
Number of faculty involved	
Number of staff involved	2
Number of students involved	5
Grant funding, if relevant	
Impact on the institution	Compassus Hospice was the first hospice organization that CCE partnered with for the CWS program, and it was especially important because so many USM students are interested in health professions. We've had students majoring in kinesiotherapy, nursing, and public health partner with Compassus, and Brittany ensures they participate in experiences that will inform their understanding of their chosen career.
Impact on the community	Brittany has said that the students enrolled in the REACH program are recruiting additional (general) volunteers for the hospice program. It is often difficult for hospice organizations to reach USM students because their offices/trainings are not located in Hattiesburg, so this partnership has been very beneficial for Compassus' connection with USM.

Partner #8

Project/Collaboration Title	Community Impact
Organization Name	United Way of Southeast Mississippi (UWSEMS)
Point of Contact	Tracie Fowler
Email	tracie@unitedwaysems.org
Phone	
Institutional Partner	Center for Community Engagement
Purpose of this collaboration	USM does lead a university-wide campaign for United Way, but the institution also partners with UWSEMS on community impact initiatives. These are strategic initiatives that impact four focus areas - education, health, financial stability and support services.
Length of Partnership	4 years
Number of faculty involved	5
Number of staff involved	3
Number of students involved	60

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Grant funding, if relevant	
Impact on the institution	It is vital that a community-engaged institution is aware of community needs, and that it collaborates with other community organizations for collective impact. UWSEMS allows USM to do that. The director of CCE sits on the Community Impact committee to hear requests from community nonprofits and learn about their strategic initiatives. This information is helpful for plugging in university resources (student volunteers, events, service-learning faculty, outreach centers) with those organizations.
Impact on the community	For two years, UWSEMS and CCE co-chaired the USM Community Engagement Summit, a day-long conference for nonprofits, volunteers, and businesses interested in community engagement. The Summit morphed into Engage Hattiesburg, a grass-roots group that worked for two years on issues identified during the Summit as hindering community development. Engage Hattiesburg resulted in the development of a community resource directory and a nonprofit network group, dually supported by United Way and CCE.

Partner #9

Project/Collaboration Title	Service-Learning
Organization Name	Aldersgate Mission
Point of Contact	Rev. Linda Dixon
Email	lfrdixon3@yahoo.com
Phone	
Institutional Partner	Loren Saxon Coleman, Faculty in Mass Communications
Purpose of this collaboration	Rev. Dixon and Dr. Coleman have partnered for three years on various projects that are integrated into Dr. Coleman's classes. Dr. Coleman has taught several different classes in Mass Communication as well as the introductory course for Luckyday scholarship students. Regardless of the class, Dr. Coleman finds a way to integrate service and provide Aldersgate with volunteers for their afterschool program.
Length of Partnership	3 year
Number of faculty involved	1
Number of staff involved	
Number of students involved	60
Grant funding, if relevant	
Impact on the institution	Aldersgate provides a wonderful environment and learning experience for many students, and many continue to volunteer there even after they're required to.
Impact on the community	Aldersgate implements a computer literacy program in their computer lab - there is usually only one teacher in the lab with 20+ students. Volunteers allow more children to receive one-on-one assistance and further develop their reading skills.

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2.2

In comparing the “partnership grid” from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

Five of the partnerships included in our last partnership grid are still strong partners (so much so that they're included in this year's partnership grid). In 2009, those partnerships had been going on for 10-18 years, and now have lasted an impressive 20-28 years. Many aspects of those partnerships remain the same, although student involvement/volunteering has become less episodic and more consistent, due to a) the CCE's meaningful service campaign about consistent volunteering, b) the placement of work-study students, and c) the placement of AmeriCorps tutors.

The last classification's partnership grid contained information on several partnerships between academic units and community organizations, including quite a few that were state-wide. While these still exist, our closest partnerships are the ones listed here. When looking at the questions that would be presented to the community partners, it was clear that a specific type of partner was the one that should be listed on the partnership grid, and those are partners that we collaborate with in many different ways and who provide us with constant feedback. In terms of quality and impact, these are the partners that we really impact significantly and vice versa. In fact, it was difficult to narrow down our partnerships to one project, because we partner with them in so many different ways.

2.3

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

Since the last classification, community partnership became a much more significant part of the Service-Learning Faculty Fellows seminar. Participants in the seminar are required to meet with potential community partners (CPs) before they begin developing their syllabus or even finalizing their plans for the class they are adapting to include service-learning; participants are then required to devote the remainder of the semester to developing meaningful relationships with their CPs, in addition to the other seminar requirements. Seminar participants deliver weekly updates on the evolution of their relationship with their CPs, and the seminar facilitators help participants troubleshoot potential challenges, advising Faculty Fellows on best practices in the development of reciprocal partnerships. The Seminar facilitators encourage partnerships that can evolve instead of being one-time and/or transactional.

CCE added a "Community Resources" section to its website (<https://www.usm.edu/center-community-engagement/resources-community-partners>), which offers downloadable handouts that can be used with students and also provides some basic information on how campuses often engage with communities. One important change is the online form where community partners now can request volunteers. As mentioned previously, the USM service culture used to be such that volunteer opportunities were created by volunteers, as opposed to volunteers responding to requests from community organizations. CCE has now made it extremely easy for volunteers to meet the needs of the community partner rather than vice versa. CCE has a weekly newsletter, a constant stream of new opportunities on social media, a TV outside the office that runs volunteer opportunities, and one-on-one student consultations where students are connected directly to an organization.

2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

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Each summer, approximately 150 community partners are surveyed for feedback on their experiences with USM over the past year. This survey is conducted by USM's Center for Community Engagement (CCE) via a survey tool on which respondents have the option to remain anonymous or self-identify. Questions include: What were some of the challenges you encountered in your collaboration(s) with USM? What was the most valuable aspect of your collaboration(s)? How can we improve your organization's experience(s) with USM volunteers?

One of the things seen on partner assessments year after year is a comment about how just important it can be to have additional bodies for everyday operations. I think sometimes we get caught up in really involved projects where students are producing a skilled deliverable; however, often our CPs most appreciate service that meets their basic needs. We've received comments like "Our student volunteers are Rock Stars. They do so much to help us do more with less. But, ultimately, having them here to answer the phones is the most valuable thing." Another partner, who collaborates extensively with USM, once said that the huge canned food drive student athletes hosted in the fall was the most valuable outcome of all of the different partnerships with the University.

We also learned from assessments that many of the ways USM partnered with the community before the last classification weren't always the most helpful-- quantity of service hours does not always mean quality. Partners mentioned very large groups of students wanting to work together on one site on the same day, for very limited hours. Because of this feedback, we realized that there was a big need for a culture change among student groups, and started the "meaningful service" campaign mentioned above, which is presented at every student organization orientation and is listed on all of our printed materials.

Assessment results are shared in "welcome back" emails at the beginning of the fall semester - one goes out to community partners and one goes out to service-learning faculty.

2.5

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus - where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

At the time of the last classification, partnerships were more transactional than they are now. At that time, the city of Hattiesburg was also more siloed than it is now, in terms of how community organizations partnered together. Since then, there seems to be nearly a community-wide recognition that the universities, the school districts, the community organizations, the City of Hattiesburg Mayor's office and employees, and residents must work together to enact real change. Once there was a realization that the quality of life in this community is everybody's business, partnerships became more transformational. This can be seen in the proposal for a 1% city tax increase which will renovate USM's basketball arena so that it can also be a community venue for large events. This can also be seen in the planning of the 2016 & 2017 USM Community Engagement Summit, at which USM affiliates, city officials, nonprofit organizations, interested citizens, and business leaders gathered together to discuss our city's biggest challenges and how to address them (<http://news.usm.edu/article/usm-community-engagement-summit-be-held-april-18>). It is also evident in the community dialogues organized by USM departments and professors to discuss public education and legislation that affect our community (<https://www.usm.edu/interdisciplinary-studies/interdisciplinary-investigations>). It's clear from the fact that the 2016-17 USM student body president is now a City Councilman, and a 2015 USM graduate was just elected as House Representative for our district. In fact, because our local government is made up of USM alums (<http://news.usm.edu/article/hub-city-mayor-councilmen-passionate-about-usm-connections>), the USM campus community is becoming an advocate for all of Hattiesburg. This passion extends to the state of Mississippi as well, with USM's many environmental/coastal outreach programs as well as its public health and nutrition initiatives. As we look

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toward the future, the aim is not just for the campus and community to work together on a common issue, but truly to lessen the distinction between our entities. Through activities such as the every-semester Volunteer Fair and the CCE Awards Banquet, we strive to provide as much campus access as possible to our community partners. Community members have begun participating in days of service organized by the University. The University has begun inviting community partners to campus as experts to lead student workshops. It is a work in progress, but the hope is that the community will increasingly see USM as a place where they are always welcome and appreciated.

Reflection and Additional Information

(Optional)

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

This application clearly indicated that we have work to do on ensuring that faculty scholarly work that involves community engagement is recognized in tenure and promotion. The materials received from the President's Office and the Office of Research Administration were quick to identify the many research initiatives at USM that benefit the community, so it seems appropriate that these efforts should be rewarded for the additional work it takes to engage with communities. It also suggests that these initiatives could be better tracked and supported by the Center for Community Engagement, given the right resources. It's likely that these initiatives could benefit from guidance on community partnership. The large quantity of federal grants with broader impacts was surprising.

Additionally, as explained in the application, many of our students do participate in community engagement during various curricular activities, and it seems that the University's mission and vision support the idea of requiring students to do service-learning or some sort of curricular engagement. This is a lofty goal, but worth considering.

(Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

--empty--

(Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

The Faculty Roles and Rewards part of the application was a bit difficult to understand. I'm still not sure if it was filled out correctly. It was also difficult to distinguish between what was "external" vs "internal" to the University (which is probably a good thing from a community engagement perspective).

GivePulse worked beautifully. The only issue I had is when filling out the partnership grid, when entering information on a partner, if I used the scroll bar to try and move the window down, the window I was entering information into would disappear and not be saved.

Request for Permission to use Application for Research:

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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 at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

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, neither I nor my community partner organization nor the campus I partner with will be disclosed.

--empty--

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.

Yes