About the University of Mississippi Excellence in Community Engagement Award

The University of Mississippi is an accredited Carnegie Community Engaged Institution. UM's Excellence in Community Engagement Award recognizes outstanding accomplishments in community-engaged (CE) research, learning, and service, and engaged scholarship. One CE Finalist will be selected from each of the following project areas: CE Research, CE Learning, CE Service, and Engaged Scholarship. Each Finalist will receive a $1,000 award to further their community-engaged work. The UM Excellence in Community Engagement Award will recognize the most outstanding CE project and includes a $5,000 award to further community engagement. The Excellence in Community Engagement Award recognizes and rewards ongoing or recently completed CE research, learning, and service and engaged scholarship; therefore, applications should focus on accomplishments and existing CE projects and not propose future CE projects. Faculty, staff, and students from the Oxford, regional, and UMMC campuses are eligible for this award.

Community engagement describes collaboration between UM and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling UM's mission of scholarly learning, research, and service. Communities are broadly defined as groups of people in the public and private sectors who are affiliated by geographic proximity, special interests, or situational similarities at the local, regional/state, national, or global levels.

The UM CE Awards are sponsored by the Division of Diversity and Community Engagement.

Description of the University of Mississippi

Founded in 1848 to provide Mississippians a liberal arts education at home, the University of Mississippi (UM) is Mississippi's oldest public institution of higher learning. UM aspires to be a preeminent public international research university and a leading force for innovation and opportunity in Mississippi, the United States, and the world. As Mississippi's first comprehensive, public university and academic medical center, UM transforms lives, communities, and the world by providing opportunities for the people of Mississippi and beyond through excellence in learning, discovery, healthcare, and engagement.

Classified by the Carnegie Commission on Higher Education as a Doctoral University - Highest Research Activity, UM consists of the main campus in Oxford, the medical center in Jackson, and four community campuses associated with community colleges in Booneville, Grenada, Southaven, and Tupelo, MS. UM discovers, develops, and disseminates knowledge that ultimately changes learning, behaviors, and conditions for communities across Mississippi and around the globe. UM produces leaders in public service, academics, and business. Its 15 academic divisions include a major medical school, nationally recognized schools of accountancy, law, and pharmacy, and the Sally McDonnell Barksdale Honors College, renowned for a blend of academic rigor, experiential learning, and opportunities for community-engaged research, learning, and service.

UM commits itself to establishing the highest levels of academic excellence, to preparing great leaders for every profession, to increasing collaborative partnerships across Mississippi and around the world,

and to opening the doors of higher education to all students willing to do the work required by a leading university, whatever their race, nationality, background, or economic circumstance.

Understanding the Breadth of Community Engagement at the University of Mississippi

Community engagement is a big phrase that occurs in many different forms, but the essential feature of community engagement is easy to understand. Simply put, it is a partnership between UM scholars and non-higher education collaborators.

Community engagement occurs when UM faculty, staff, and/or students partner with non-higher education collaborators in the public or private sectors to accomplish a goal that benefits all parties. These partnerships evolve over time, and the types of partnership may include: outreach, consulting, involvement, shared leadership, and community-driven. No single type of partnership is better than the other types. Instead, the partnership type is shaped by the duration and shared goals of the relationship.

Communities are not limited to geographically defined areas. Communities also include individuals or groups connected by shared interests or practices, situational similarities, or even culture and beliefs.

Community engagement occurs within all facets of the University's research, learning, and service missions. Community engagement advances UM's mission while benefiting society through the discovery, development, and/or dissemination of knowledge that ultimately improves the learning, behavior, and conditions of individuals and communities.

Whenever a University of Mississippi student, staff, or faculty member collaborates with a community partner to accomplish a goal that benefits all parties - that is community engagement.

See UM's Model for Community Engagement, Community Engagement Definitions, Types of Community Engaged Partnerships, and Engaged Scholarship Model in Appendices 1 through 4.

Tips for Submitting a Quality Application

To submit a quality University of Mississippi Excellence in Community Engagement Award, first ensure that the community-engaged research, learning, or service project or example of engaged scholarship featured in the application is currently underway or completed within the previous academic year. The overwhelming majority of the application should be in the past and present tenses. References to the future implications or applications of the results should be in response to specific questions.

Secure a Word document that includes the **Excellence in Community Engagement Award Template**, and save your responses in Word while completing the entire application before you copy and paste your responses into the online application platform.

Project Abstract: Explain the purpose of the project. Who were the non-higher education collaborators? What were the goals of the project? What methods were used to accomplish the goals? What were projects results? What are the future implications or applications of the results? (500 words max)

Describe the mechanism(s) used for assessment and measurement of the outcomes and impacts of this community engaged project/activity and explain the outcomes and impacts of this CE project/activity on students, faculty/staff, community, and the University of Mississippi. (500 words max)

Provide the organizational name and individual contact name, email address, and phone number for community partners collaborating in the project.

Explain how the partnership(s) itself is assessed; what you learned through the assessment; and how the assessment data are shared. (250 words max)

Provide a summary narrative describing the evolution and trajectory of this partnership(s) over the life of the project, where has it been, where is it now, where is it strategically planning on going? What actions have you taken to deepen and improve partnership practices and relationships – in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with collaborators? (250 words max)

Select the single community partner who can best summarize the significance of the community partner's role in the project. The Division of Diversity and Community Engagement will contact this person via email for their response to a brief survey.

> The community partner you select to speak on the partnership should have access to a computer and be able to: i) describe the actions and strategies used by the leaders of this project to ensure mutuality (*refers to an interdependence or shared interest, purpose, or benefit between two or more collaborators*) and reciprocity (*a mutually beneficial exchange between UM and its community partners*) in partnerships and 2) provide any additional information that is important for understanding how the UM project/activity partnering with them has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

You will then indicate which of the following types of scholarly activities and communication outputs this project includes: discovery of knowledge, development of knowledge, dissemination of knowledge, change in learning, change in behavior, and/or change in conditions.

Explain the significance of the aforementioned scholarly practices and how they are mutually beneficial to humanity, the community partner, faculty/staff/students, and the University of Mississippi. (250 words max)

Report any other significant project outputs, outcomes, and impacts not reflected in other questions. (250 words max)

These prompts are contained in a savable Word-file "Excellence in Community Engagement Award Template".

Please review the following pages to better understand UM's definitions and models for Community Engagement, Partnerships, and Engaged Scholarship.

Appendix 1. Model of Community Engagement at the University of Mississippi.

Model of Community Engagement at the University of Mississippi

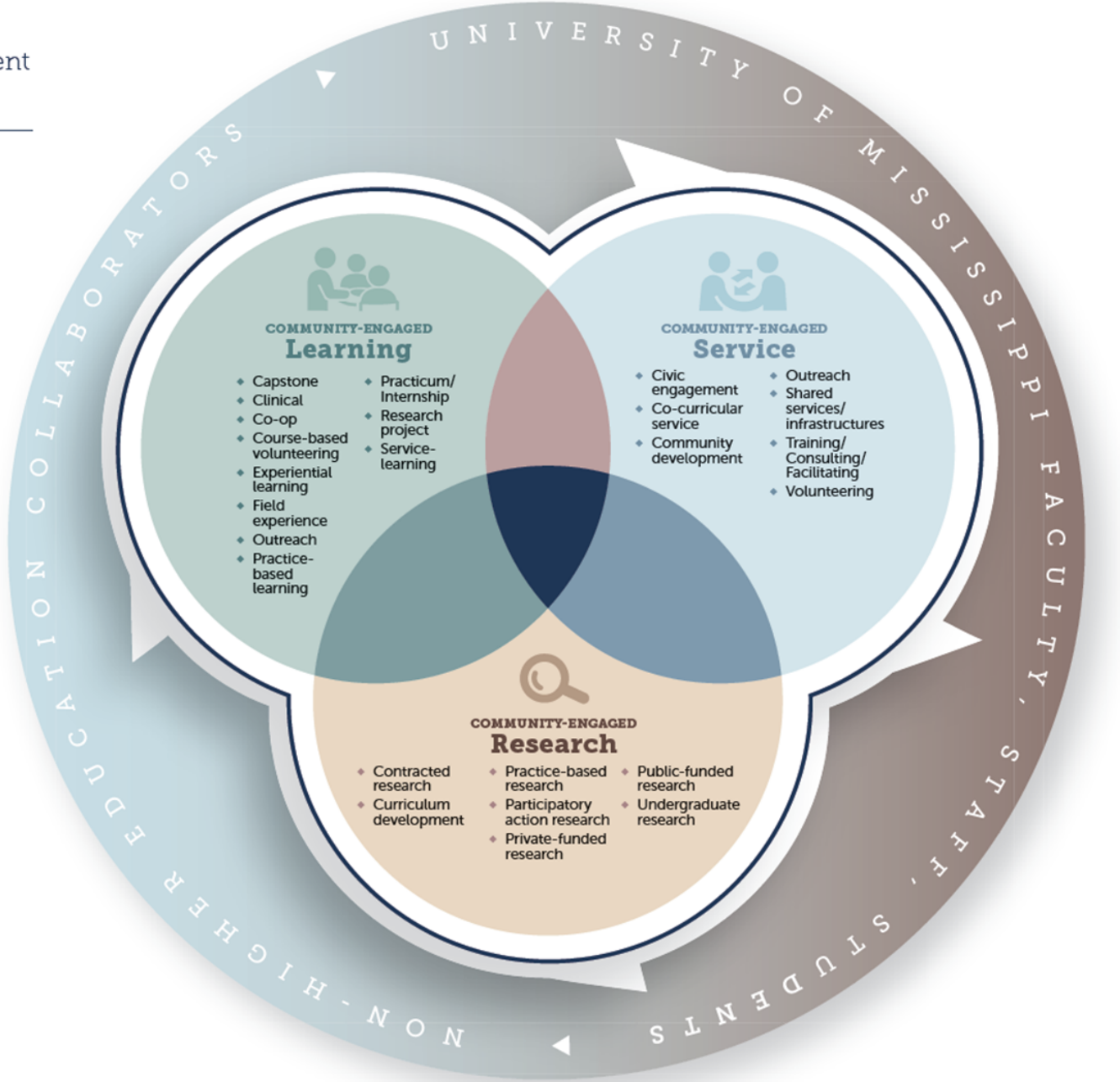
Community Engagement describes collaboration between UM and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling UM's mission of scholarly learning, research, and service.

Communities consist of groups of people in the public and private sectors who are affiliated by geographic proximity, special interests, or situational similarities at the local, regional/state, national, or global levels.

A few examples of communities affiliated by geographic proximity may include: neighborhoods, municipalities, and other geographically-defined units.

Communities within **special interests** may include: K–12 education systems, ethnic and cultural groups, business sectors, practitioner groups, hobbyist groups, and food service sectors.

Communities within **situational similarities** may include: emergency preparation, response, and recovery efforts; economically impacted populations; health and well-being defined populations; racial identity groups; and stakeholder groups served by an agency.



Adapted from The International Association of Public Participation. The National Institute of Health - Principles of Community Engagement, second edition. NIH Publication No. 11-7782, 2011. Bowen et al. When Suits Meet Roots, 2010.

Appendix 2. Community Engagement Council Proposed Definition of Terms Related to Community Engagement Approved September, 2018

Community Engagement describes collaboration between UM and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling UM's mission of scholarly learning, research, and service.

Communities consist of groups of people in the public and private sectors who are affiliated by geographic proximity, special interests, or situational similarities at the local, regional/state, national, or global levels.

Community-Engaged Learning denotes academically-based community engaged courses that may integrate a range of teaching and learning strategies, including, but not limited to: service-learning, Co-op, externship, internship, practicum, clinical, capstone, research project, public service, practice-based learning, experiential education, and experiential learning. Community-engaged learning uses a defined curriculum and can be formal (credit granting) or non-formal (non-credit granting).

Community-Engaged Research refers to a research partnership between UM and communities that is mutually beneficial and includes some degree of shared decision making and leadership between communities and UM.

Community-Engaged Service defines collaboration between members of UM and a community or community-based group that results in beneficial services. Community-engaged service may, or may not, be related to an academic program and can be performed by students, faculty, and staff. Community-engaged service includes co-curricular service and civic engagement.

Scholarship of Engagement or Engaged Scholarship is scholarship resulting from the collaborative and mutually beneficial partnership between university member(s) (i.e. faculty, staff, and/or student) and external non-higher education partner(s). Engaged scholarship is typically created and communicated through any of the following activities: discovery of new knowledge, development of new knowledge, dissemination of new knowledge, change in learning, change in behavior and/or change in conditions[1].

Community Partner includes any non-higher education individuals, groups, and organizations from the public and private sectors.

Partnership - an association between community partner(s) and UM to undertake a shared, mutually beneficial action or endeavor.

Outreach - activities that serve UM and the community by facilitating and providing learning experiences that engage minds, transform lives, and serve others while inspiring change and growth by building relationships and working collaboratively with University students, faculty, staff, alumni, and community partners.

Civic Engagement is a type of community-engaged service that fosters citizenship through engagement in issues of public interest and/or participation in governance activities.

Co-curricular Service is a type of community-engaged service performed by faculty, staff, and/or students that is not formally linked to an academic curriculum, but fosters student learning.

Service-learning is a teaching and learning strategy that uses reflection to link community service with academic course objectives to enrich the educational experience of students, teach civic responsibility, and meet the needs of a community.

Scholarship "is creative intellectual work that is validated by peers and communicated[2]" to the larger world. Scholarship includes, but is not limited to, obtaining grants, conducting research, writing scholarly publications, delivering presentations, creating curricula, creating art, and producing artistic performances.

Mutuality refers to an interdependence or shared interest, purpose, or benefit between two or more collaborators.

Reciprocity refers to a mutually beneficial exchange between UM and its community partners.

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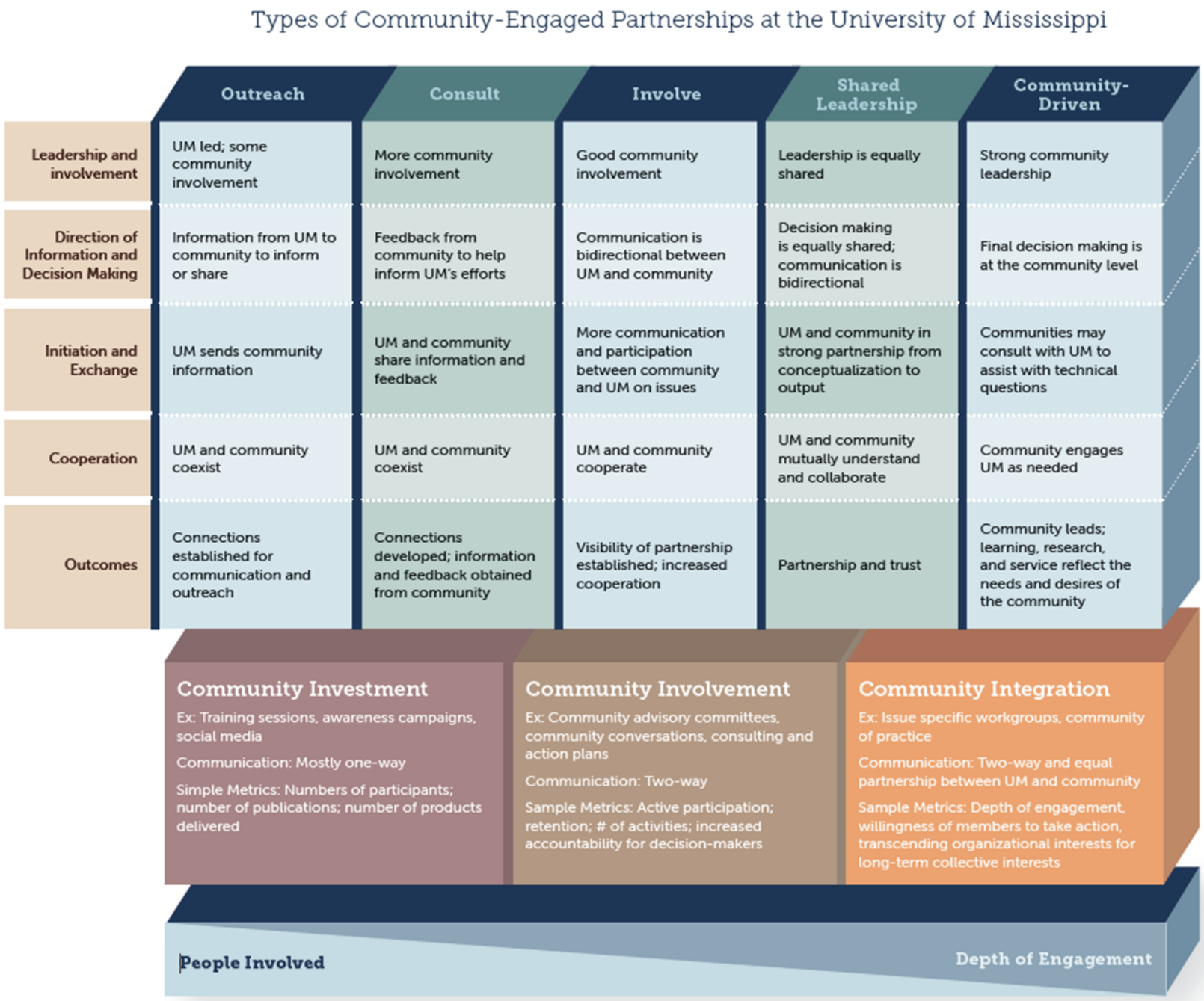
[1] Franz, N. (2009). A holistic model of engaged scholarship: Telling the story across higher education's missions. *Journal of Higher Education Outreach and Engagement*, 13(4), 31-49.

[2] Weiser, C. J. and Houglum, L. (1998). Scholarship unbound for the 21st Century. Journal of Extension, 36(4). Retrieved from https://www.joe.org/joe/1998august/a1.php

Appendix 3. Types of Community-Engaged Partnerships at the University of Mississippi.

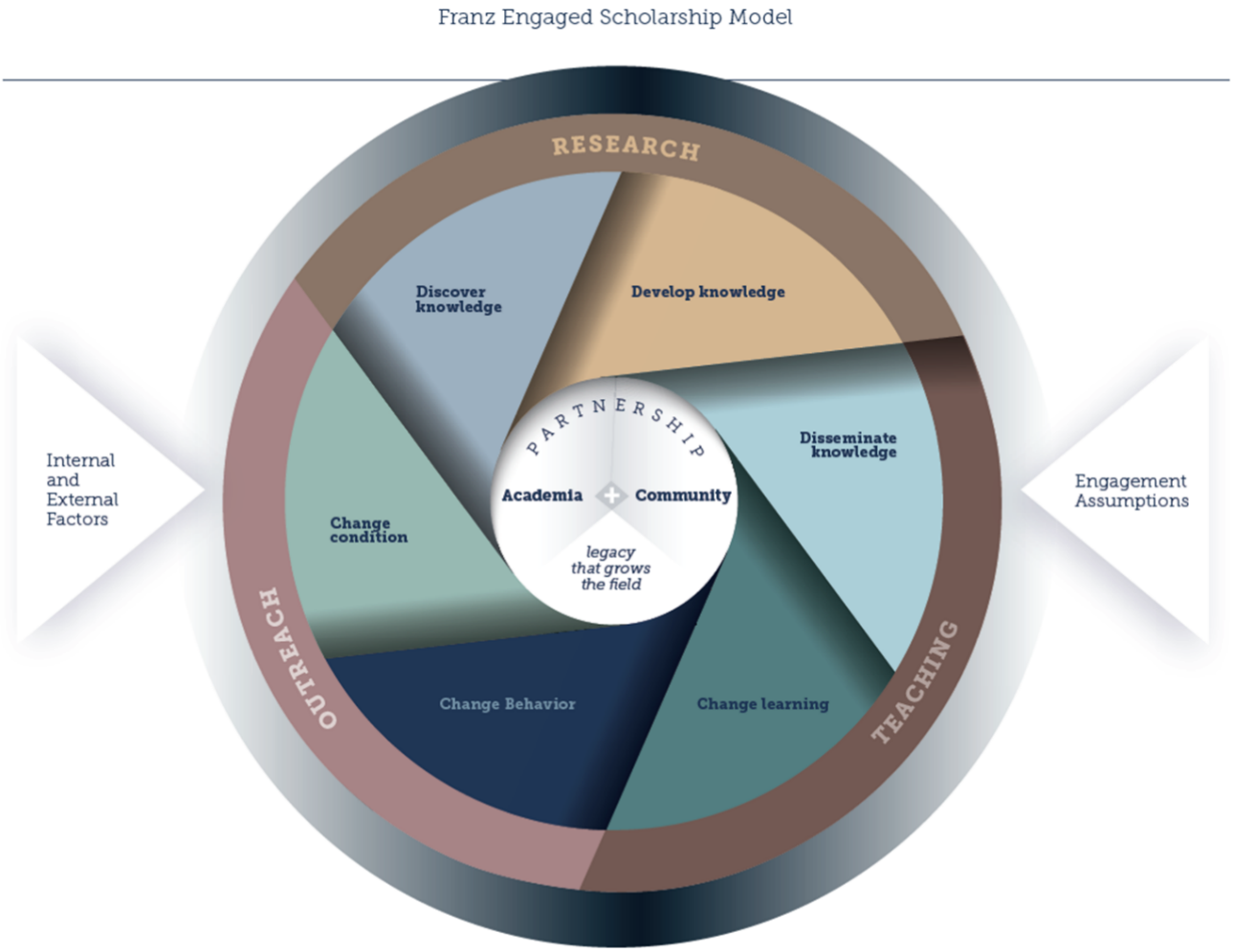


Adapted from Community-Campus Partnerships for Health. Linking Scholarship and Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions, 2005.

Appendix 4. Franz Engaged Scholarship Model.

In Franz's Engaged Scholarship Model[3], all layers of community engagement are equal in importance. The two-way collaboration between UM scholars and community partners are central in the model, emphasizing its significance as the identifying feature of engaged scholarship. The purpose of the two-way partnership is to produce a legacy that grows the discipline while benefiting communities.

Engaged scholars use some or all of the six entry points in the next layer to produce and communicate creative work that grows the discipline and benefits communities through the discovery, development, or dissemination knowledge that may change learning, behavior, and conditions within communities.



Adapted from Franz. A Holistic Model of Engaged Scholarship: Telling the Story across Higher Education's Mission, 2009.

The third layer represents UM's scholarly missions of research, teaching, and service which informs the engaged scholar's activities from the institutional perspective.

Research relates to the discovery and development of knowledge, while teaching corresponds to the dissemination of knowledge and changing learning. Outreach connects with changing behaviors and conditions.

[3] Franz, N. (2009). A holistic model of engaged scholarship: Telling the story across higher education's missions. *Journal of Higher Education Outreach and Engagement*, 13(4), 31-49.

Appendix 4. Franz Engaged Scholarship Model.

Within either the six entry points for engaged activity and the three missions of institutions, the specific type of activities inform one another in an additive manner. Therefore, taking a comprehensive approach of using teaching, research, and outreach to understand and address complex issues is a better approach than conducting engaged scholarship in only one or two mission areas.

The outer circle illustrates three types of factors that affect the success of engaged scholarship, including: i) assumptions about engaged scholarship, ii) external factors, and iii) internal factors. Assumptions about engaged scholarship include how the institution and individuals define scholarship, recognize the essential elements of scholarship, value community collaboration as a scholarly method, and reward engagement in annual review and promotion and tenure. External factors relate primarily to community partnerships and the corresponding commitment, communication, trust, conflict resolution, political environment, and community context influencing those partnerships.

Internal factors include how engaged scholarship is understood within the faculty promotion and tenure system, the departments' and colleagues' attitudes toward internal and external collaboration, institutional silos, institutional history, available funding, mentoring, administrative support, and institutional leadership.