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Meeting Minutes

Faculty Senate

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March 5, 2019

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Faculty Senate MINUTES – March 5, 2019

- **In Attendance:** Amal Dass, Beth Ann Fennelly, Brad Jones, Caecilia Parks, Cole Stevens, Corina Petrescu, Dennis Bunch, Evangeline W. Ivy, Jeff Pickerd, Jennifer Gifford, Jeremy Clark, John Schuesselin, KoFan Lee, Kyle Fritz, Marilyn Mendolia, Meagen Rosenthal, Nancy Wicker, Phillis George, Robert Van Ness, Simone Delerme, Tejas Pandya, Tess Lefmann, Thomas Peattie, Vivian Ibrahim, Kimberly Kaiser, Ana Velitchkova, Le'Trice Donaldson, Lei Cao, Laura Prior, Breese Quinn, Brice Noonan, Aileen Ajootian, Carolyn Higdon, Zachary Kagan Guthrie, Tamara Warhol, Andy Cheng, Stuart Haines, Brenda Prager, Chris Mullen, Byung Jang, Cristie Ellis, Stacey Lantagne, Fei Lan, Sumali Conlon, Roy Thurston, Susan Allen, Cong Feng
- **Substitutions:** Tina Harry (Kristin Rogers), Georgianna Mann (Mary Roseman), Tiffany Bensen (Brad Jones), Ashley Jones-Bodie (Stephen Monroe), Michael Barnett (René Pulliam)
- **Absent:** Kathleen Fuller, April Holm, John Berns, Chalet Tan, Matt Bondurant
- **Call Meeting to Order**
 - Called to order at 6:00
- **Approval of February 12 2019 Minutes**
 - Motion – Michael Barnett
 - Second – Stuart Haines
 - Discussion – none
 - Vote – all in favor
- **Dr. Cade Smith (Assistant Vice Chancellor for Community Engagement):** Dr. Smith will discuss the process of seeking classification from the Carnegie Foundation for Community Engagement.
 - Carnegie Classification (See attached handouts)
 - It is a partnership between UM faculty, staff, and students and communities
 - To be classified in this way it must be mutually beneficial and reciprocal
 - Community engagement is an activity that exists across teaching, service, and research missions of the institution
 - UM applied for the classification in 2010, but was not successful
 - We have made strides since that application

- The area that needs most improvement for this new application is tracking the community engagement across the campus
 - Everyone has received at least two emails about conducting a survey of their courses with community engagement (course inventory)
 - Questions:
 - Q: For dissertation projects that are sponsored by an industry partner, does that count?
 - A: I am going to assume that the industry partner is interacting and helping frame that project and both parties are going to benefit. That is absolutely community engaged.
 - 10-year plan for advancing community engagement at UM (handout not provided)
 - Submit application in seventh months
 - Hope to get a well-developed system that does a good job of recognizing and incentivizing faculty for this type of work
 - Question:
 - Q: If you misclassified a course incorrectly, can you fix it?
 - A: Just log in using the link you received in your email and you should be taken directly to the database.
- Call extraordinary meeting of the faculty senate Wednesday, March 6 @ 6:00.
 - Agenda will come out shortly, but the primary item will be the ASB resolution
 - Comment:
 - My department is concerned that this process is moving too quickly to have an adequate discussion, and that is problematic.
 - R: I understand that concern. The resolutions as written are not lengthy. I feel it is important to discuss this in a timely manner and not leave the students hanging on this item unnecessarily.
 - Question: If none of the senators can make the meeting can vote in absentia?
 - R: You can send an alternate to vote. Absentia votes are not allowed.
- **Committee Reports**
 - Academic Instructional Affairs (Corina Petrescu)
 - None
 - Academic Conduct (Vivian Ibrahim)
 - None
 - Finance & Benefits (Phillis George)

- No report, but will have something at the next meeting
 - Development & Planning (Mary Roseman)
 - None
 - Governance (April Holm)
 - None
 - Research & Creative Achievement (Thomas Peattie)
 - None
 - University Services (Brad Jones)
 - None
 - Executive Committee (Brice Noonan)
 - Update on on-campus childcare
 - The university has contracted Horizons Workforce Consulting to visit and investigate how child care could work on our campus.
- **Old Business**
 - **None**
- **New Business**
 - Discussion of relocation of statue.
 - The resolution is something that came out of ASB committee last Tuesday. It came to the Chair's attention the week before. The ASB committee that drafted this resolution has done so very quietly. The ASB has been planning this resolution for months, and it just happened to coincide with the marches. We met with the students last week to get a sense of what they were proposing and the timeline of events. The ASB expects the discussion about the resolution to go until 11:00 tonight. There is every expectation that it will be passed, they have garnered very broad support from a number of constituents that would not otherwise come together.

At the meeting last week, we (Noonan, Lantagne, Rosenthal) meet with representatives from ASB, GSC, and Staff Counsel. The original plan changed somewhat with GSC passing a resolution last night to recommend relocating the statue. This change is part of the reason to call the extraordinary meeting tomorrow night, but this should not be taken as a push to pass anything that this body is not comfortable doing.

- Question: What are we hoping to accomplish with these meetings?
 - R: That's a good question, we hope to tackle the differentiating aspects of each of the resolutions in an effort to create one of our own.
- Question: Are we supporting the creation of our own resolution, or supporting the students?
 - R: I had anticipated that the senate would create its own.
- Question: Are the GSC and ASB claiming they are the governing body that makes this request, or are they requesting the governing body to move the statue?
 - R: They are not claiming individually to be the governing body, but that together (Faculty senate, Staff Counsel, GSC, and ASB) we are...
 - F/U: So they are requesting that the university acts as the governing body to make this decision.
- Comment: I emailed this resolution to my faculty, and one person replied stating that they are in support of moving the statue, but they took issue with the equating of the statue with white supremacy in the GSC
- Question: Did they say where they were moving it?
 - R: They propose moving the statue to the confederate cemetery.
- I (Noonan) will be going to the ASB meeting after our meeting tonight and will be sending out their approved resolution along with a draft resolution that this body could consider at tomorrow's meeting.
- Question: I heard back from my faculty and I got a split vote. Will there be new information to provide to faculty?
 - R: I will send the final version of ASB document, as well as the MS statute and the AG opinion that describe the law regarding relocation with the ASB draft and GSC resolution.
- Comment: The student initiative is bi-partisan and includes people who care deeply about confederate history. Also remember that the contextualization committee has a contingency plan for moving the statue and that was also a bi-partisan committee.
- Comment: I just want to reiterate an issue with the speed of this process. Our department does not generally discuss these issues...I think that the reasoning not to leave the student hanging is weak, given that the students didn't let us know that this was coming down the pike. I don't think this obligates us to act quickly.
 - F/U: I (Noonan) don't think that the students expect us to act quickly. I do.

- F/U: I think that your department is being ridiculous given the events that have taken place over the last few weeks.
 - F/U: I think that is insulting, I will let my department know that you said that.
 - F/U: I think you are conflating two different issues, one is about people's feelings about moving the statue, but also the language of the resolution represents this body and we want to make that we are satisfied with that language.
 - Comment: Why tomorrow night for the meeting, why not Thursday?
 - R: That is a valid comment, I will speak with the executive committee and get their sense of moving the meeting to Thursday.
 - The vast majority of the language of these resolutions is the same. There was a thought that we might simply endorse the language of these resolutions, by paralleling their language.
 - Comment: I think that polling the faculty should be relatively straight forward, but I also understand that the wordsmithing could take some time. But the rest of the faculty don't need to be here for that discussion.
- **Adjournment**
 - Motion – Michael Barnett
 - Second – Susan Allen
 - Voting – All in favor

Mississippi Code Title 55. Parks and Recreation § 55-15-81. Relocation, removal, or other alteration of specified items and areas prohibited; exemptions

(1) None of the following items, structures or areas may be relocated, removed, disturbed, altered, renamed or rededicated: Any Revolutionary War, War of 1812, Mexican-American War, War Between the States, Spanish-American War, World War I, World War II, Korean War, Vietnam War, Persian Gulf War, War in Iraq or Native American War's statues, monuments, memorials or nameplates (plaques), which have been erected on public property of the state or any of its political subdivisions, such as local, municipal or county owned public areas, and any statues, monuments, memorials, nameplates (plaques), schools, streets, bridges, buildings, parks preserves, reserves or other public items, structure or areas of the state or any of its political subdivisions, such as, local, municipal or county owned public areas, which have been dedicated in memory of, or named for, any historical military figure, historical military event, military organization or military unit.

(2) No person may prevent the public body responsible for maintaining any of the items, structures or areas described above from taking proper measures and exercising proper means for the protection, preservation, care, repair or restoration of those items, structures or areas. The governing body may move the memorial to a more suitable location if it is determined that the location is more appropriate to displaying the monument.

(3) This section shall not apply to items, structures or areas located on property owned or acquired by the Mississippi Transportation Commission which may interfere with the construction, maintenance or operation of public transportation facilities.

Office of the Attorney General
State of Mississippi
*1 Opinion No. 2017-00288
*1 October 13, 2017

Re: Clarification of Miss. Code Ann. Section 55-15-81

*1 Thomas McKenzie
*1 City Council Selectman-At-Large
*1 City of McComb
*1 P.O. Box 667
*1 McComb, MS 39649-0667

Dear Mr. McKenzie:

*1 Attorney General Hood is in receipt of your request for an official opinion, and it has been assigned to me for research and reply.

Background

*1 Your request states that you are seeking clarification of Miss. Code Ann. Section 55-15-81, which states, in part:

*1 (1) None of the following items, structures or areas may be relocated, removed, disturbed, altered, renamed or rededicated: Any Revolutionary War, War of 1812, Mexican-American War, War Between the States, Spanish-American War, World War I, World War II, Korean War, Vietnam War, Persian Gulf War, War in Iraq or Native American War's statues, monuments, memorials or nameplates (plaques), which have been erected on public property of the state or any of its political subdivisions, such as local, municipal or county owned public areas, and any statues, monuments, memorials, nameplates (plaques), schools, streets, bridges, buildings, parks preserves, reserves or other public items, structure or areas of the state or any of its political subdivisions, such as, local, municipal or county owned public areas, which have been dedicated in memory of, or named for, any historical military figure, historical military event, military organization or military unit.

*1 (2) No person may prevent the public body responsible for maintaining any of the items, structures or areas described above from taking proper measures and exercising proper means for the protection, preservation, care, repair or restoration of those items, structures or areas. The governing body may move the memorial to a

more suitable location if it is determined that the location is more appropriate to displaying the monument.

* * *

***1** Your questions read as follows:

***1 Clarification Request 1:** “may move the memorial” Would any such move be required to stay within the municipality which it is currently on display? Such a move outside an existing municipality can be surely viewed as “removing” instead of “moving” since it would no longer be visible anywhere in that community and conflict with Section 1: “relocate, remove”.

***1 Clarification Request 2:** “suitable” Is suitable restricted to equal visibility of the current location? There is concern of relocating some monument to “storage” which would conflict with Section 1: “relocate, remove”.

Analysis and Conclusion

***1** The Mississippi Military Memorial Protection Act, Laws, 2004, Ch. 463, codified at Section 55-15-81, addresses the relocation of certain memorials and monuments.

***1** The questions presented require this office to examine the intent of the language found in Section 55-15-81. Rules of statutory construction are invoked when a statute is ambiguous, has conflicting provisions within it, or conflicts with another statute. *Mississippi Gaming Comm'n v. Imperial Palace of Mississippi, Inc.*, 751 So.2d 1025 (Miss.1999). In construing a statute, the courts must seek to ascertain the legislative intent of the statute in question as a whole taking into consideration each provision of the statute. *McCaffrey's Food Market, Inc. v. Mississippi Milk Commission*, 227 So.2d 459 (Miss. 1969). Further, all parts of a statute are to be given effect, if possible. *Mississippi Public Service Commission v. City of Jackson* , 328 So.2d 656 (Miss.1976).

***2** Regarding the relocation of a county-owned monument under Section 55-15-81, this office recently stated:

***2** Reading the entire statute as a whole and giving effect to all of its provisions, it is our opinion that a monument may be “moved” pursuant to its second subsection only to the extent that such movement does not amount to a prohibited “removal” or “relocation”

under the first subsection. In the case of the county, for example, a monument may be “moved” within the county jurisdictional limits to some other more suitable location on county property; this may be done upon a finding by the board of supervisors that such location is more appropriate for displaying the monument. A monument may not be “removed” from the county or from public property. Applying the statute in this manner gives effect to all of its provisions without negating any of them.

*2 MS AG Op., *O'Donnell* (October 2, 2017).

*2 In response to your questions, we are of the opinion that upon a proper finding by the governing authority that a location is more appropriate for displaying the monument, a monument may be moved to a more suitable location within the jurisdictional limits of the municipality. The suitability of the new location is a factual determination which can only be made by the municipal governing authority; however, we are of the opinion that Section 55-15-81 requires a monument to remain on public property for display and that it may not be removed from the municipality.

*2 We also point out that any alteration of the monument in question requires authorization by the Board of Trustees of the Mississippi Department of Archives and History pursuant to the Mississippi Antiquities Law, Miss. Code Ann. Section 39-7-1, *et seq.* MS AG Op., *O'Donnell* (October 2, 2017). See also MS AG Op., *Smith* (October 2, 2017).

*2 Please let us know if this office can be of further assistance.

Sincerely,

*2 Jim Hood

*2 Attorney General

*2 By: Elizabeth S. Bolin

*2 Special Assistant Attorney General

Senate Resolution 19-4

Senator Katie Dames, Student Governance
Senator Jarvis Benson, Student Governance, Black Student Union President
Senator Charlotte Armistead, Panhellenic
Senator Arielle Hudson, At-Large Black Student Union Vice President
Leah Davis, Director of Inclusion and Cross-Cultural Engagement, Black Student Union Chief of Staff
Tyler Yarborough, Director of ASB First Year Experience
John Chappell, College Democrats President
Senator Dalton Hull, Political, College Republicans President
Committee on Inclusion and Cross Cultural Engagement

A RESOLUTION OF THE ASSOCIATED STUDENT BODY SENATE TO CALL FOR THE RELOCATION OF THE CONFEDERATE STATUE IN THE LYCEUM-CIRCLE HISTORIC DISTRICT TO THE CONFEDERATE CEMETERY.

WHEREAS Confederate ideology directly violates the tenets of the University Creed that support fairness, civility, and respect for the dignity of each person;

WHEREAS the University of Mississippi has a complex history in regards to slavery, injustice, and race that negatively impacts current students;

WHEREAS the current placement of the Confederate monument undermines our mission to maintain an inclusive and safe environment;

WHEREAS 2013 Mississippi Code 55-15-81 stipulates that the governing body can decide the relocation of the monument on campus;

WHEREAS the Associated Student Body government acts as part of the university's shared governance model, AND;

WHEREAS 2013 Mississippi Code 55-15-81 stipulates the governing body may move the memorial to an appropriate alternative location, AND;

WHEREAS the confederate cemetery would offer a contextually-appropriate location to house the statue that acknowledges historical characters while not inhibiting the livelihoods of current students.

THEREFORE, BE IT RESOLVED THAT THE ASSOCIATED STUDENT BODY SENATE CALLS FOR THE RELOCATION OF THE CONFEDERATE STATUE IN THE LYCEUM-CIRCLE HISTORIC DISTRICT TO THE CONFEDERATE CEMETERY

Committee

Committee Chair

Date

Date of Introduction
Initials

Action of Student Senate

Clerk

Acknowledgement of Student Body Elected Vice President:

Walker Abel

Date

ASB Vice President Approval of Associated Student Body Elected

President:

Elam Miller
ASB President

Date

Acknowledgement of Campus Administration:

Melinda J. Sutton, Ph.D.
Dean of Students
Affairs

Brandi Hephner LaBanc, Ed.D.
Vice Chancellor of Student

Larry Sparks, C.P.A.
Interim Chancellor

RESOLUTION: 2019-02

Senator Thomas Porter, History
Senator D. Hooper Schultz, Southern Studies
Senator Mary Berman, English
OUTGrads Executive Committee

A RESOLUTION OF THE GRADUATE STUDENT COUNCIL TO CALL FOR THE
RELOCATION OF THE CONFEDERATE STATUE IN THE LYCEUM-CIRCLE HISTORIC
DISTRICT TO THE CONFEDERATE CEMETERY

WHEREAS Confederate ideology directly violates the tenets of the University Creed that supports fairness, civility, and respect for the dignity of each person;

WHEREAS the University of Mississippi has a complex history in regards to slavery, injustice, and race that negatively impacts current student;

WHEREAS we disavow white supremacy and stand in solidarity with UM student groups to foster inclusivity on our campus;

WHEREAS the current placement of the Confederate monument undermines our mission to maintain an inclusive and safe environment;

WHEREAS 2013 Mississippi Code 55-15-81 stipulates that the governing body can decide the relocation of the monument on campus to an appropriate alternative location; AND

WHEREAS the 2017 State of Mississippi Attorney General Opinion No. 2017-00288 asserts that the statue can be moved to "more suitable location;"

WHEREAS the Graduate Student Council acts as part of the university's shared governance model; AND

WHEREAS the Confederate cemetery would offer a contextually-appropriate location to house the statue that acknowledges historical characters while not inhibiting the livelihoods of current students;

THEREFORE, BE IT RESOLVED THAT THE GRADUATE STUDENT COUNCIL CALLS FOR THE RELOCATION OF THE CONFEDERATE STATUE IN THE LYCEUM-CIRCLE HISTORIC DISTRICT TO THE CONFEDERATE CEMETERY.

Carnegie Community Engagement Classification Application
Faculty Senate
209 Bryant Hall
05 March 2019 @ 6:00 PM

1. **Attachment 1. 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.
 - a. Essential identifying feature is **mutually beneficial and reciprocal partnership** between UM scholars and collaborators beyond higher education
 - b. Occurs in UM's research, learning, and service missions (**Attachment 1, pages 2, 3, 4**)
 - c. **Communities** include groups defined by shared interest, practice, situational similarity, or geography at the local, regional, national, or global level.

2. Applying for Carnegie Community Engagement Classification: Deadline Mid-April

3. Great story to tell about UM's progress in community engagement since 2010.

4. Weakest components: supporting, tracking, assessing, and rewarding community engagement.

5. Need your help collecting information at the vice chancellor, dean, chair, and director levels

6. **Attachment 2. Community-Engaged Learning Course Inventory** to every instructor of record for Fall 2017 through Summer 2018 Academic Year – Required for application. Aided by academic chairs and directors
 - a. Each course/section combination instructors asked to respond "Yes" or "No" – (**Attachment 2, page 2**)
 - b. The defining feature of a CEL course is when students directly or indirectly engage with any non-course partner(s) to achieve course objectives, enhance learning, and mutually benefit students and partner(s).
 - c. CEL courses may integrate a range of teaching and learning strategies, including, but not limited to: Co-op, externship, internship, practicum, clinical, capstone, research project, public service, practice-based learning, experiential education, service-learning, and experiential learning.
 - d. CEL may include in face-to-face, online, directed individual study, and thesis/dissertation courses, so this inventory includes all course/section combinations that you taught during the 2017 – 2018 year.

7. **Attachment 3. Academic and Non-academic Administrators Survey of Institutional Support for Community Engagement** at the university, division, college/school, department, center/institute levels. Report on community input, staffing, funding, tracking/documentation/assessment mechanism, professional development, hiring, promotion, and tenure. Required by application.

8. **Attachment 4. 10-Year Working Plan: Community-Engaged Research, Learning, and Service and Engaged Scholarship at the University of Mississippi**

Attachment 1. 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 conditions¹.

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 communicated²" 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.

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 Hougum, L. (1998). Scholarship unbound for the 21st Century. *Journal of Extension*, 36(4). Retrieved from <https://www.joe.org/joe/1998august/a1.php>

Model of Community Engagement at the University of Mississippi

Community Engagement

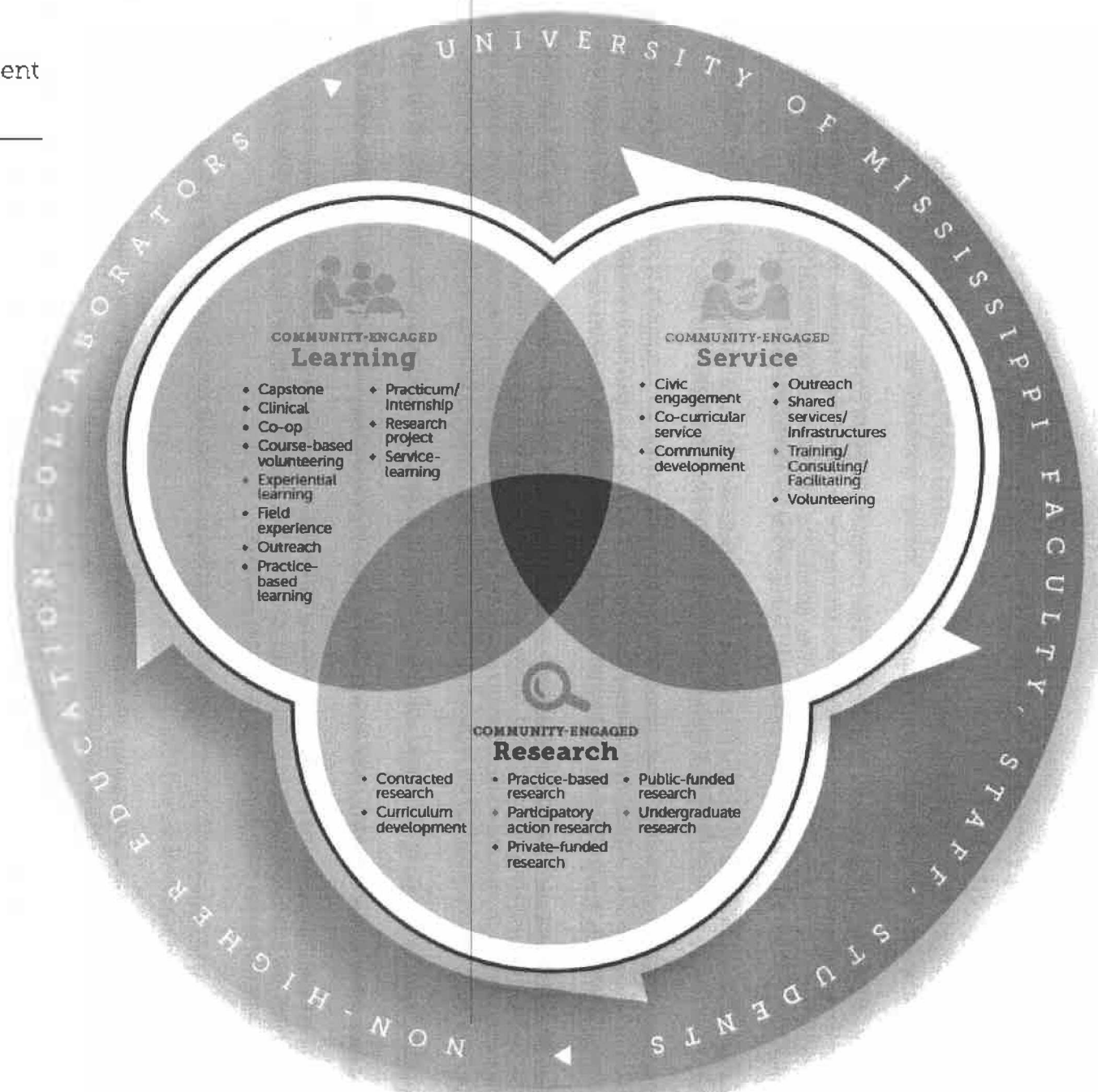
describes collaboration between UM and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity while fulfilling UM's mission of scholarly learning, research, and service.

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.



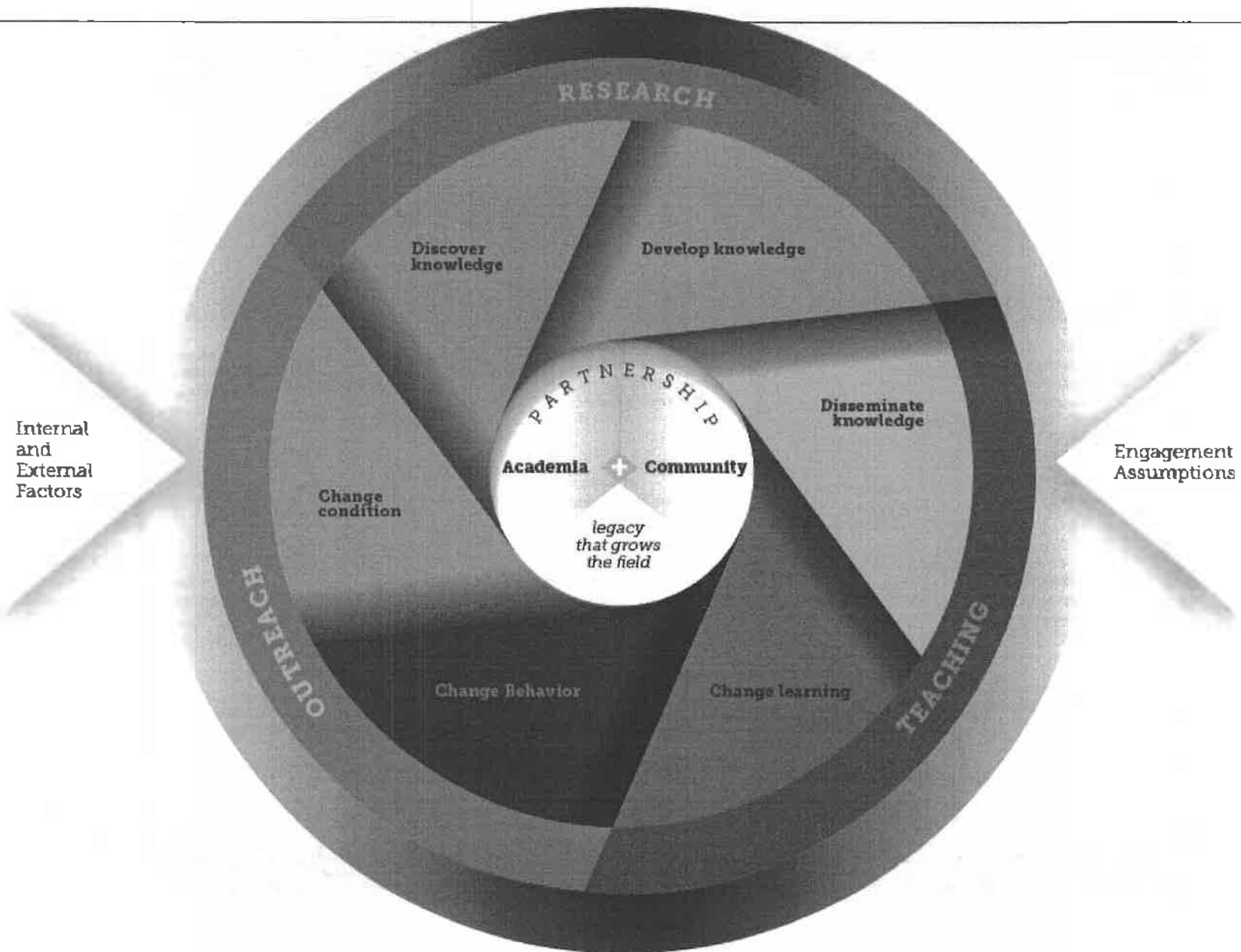
Types of Community-Engaged Partnerships at the University of Mississippi

	Outreach	Consult	Involve	Shared Leadership	Community-Driven
Leadership and involvement	UM led; some community involvement	More community involvement	Good community involvement	Leadership is equally shared	Strong community leadership
Direction of Information and Decision Making	Information from UM to community to inform or share	Feedback from community to help inform UM's efforts	Communication is bidirectional between UM and community	Decision making is equally shared; communication is bidirectional	Final decision making is at the community level
Initiation and Exchange	UM sends community information	UM and community share information and feedback	More communication and participation between community and UM on issues	UM and community in strong partnership from conceptualization to output	Communities may consult with UM to assist with technical questions
Cooperation	UM and community coexist	UM and community coexist	UM and community cooperate	UM and community mutually understand and collaborate	Community engages UM as needed
Outcomes	Connections established for communication and outreach	Connections developed; information and feedback obtained from community	Visibility of partnership established; increased cooperation	Partnership and trust	Community leads; learning, research, and service reflect the needs and desires of the community

Community Investment	Community Involvement	Community Integration
<p>Ex: Training sessions, awareness campaigns, social media</p> <p>Communication: Mostly one-way</p> <p>Simple Metrics: Numbers of participants, number of publications, number of products delivered</p>	<p>Ex: Community advisory committees, community conversations, consulting and action plans</p> <p>Communication: Two-way</p> <p>Sample Metrics: Active participation, retention, # of activities, increased accountability for decision-makers</p>	<p>Ex: Issue specific workgroups, community of practice</p> <p>Communication: Two-way and equal partnership between UM and community</p> <p>Sample Metrics: Depth of engagement, willingness of members to take action transcending organizational interests for long-term collective interests</p>

People Involved	Depth of Engagement

Franz Engaged Scholarship Model



Attachment 2. Community-Engaged Learning Course Inventory

Email from Provost

Dear Colleagues,

The University of Mississippi is completing a comprehensive community-engaged learning (CEL) course inventory as required by the Carnegie Community Engagement designation application. Your participation is vitally important. Please take about two minutes of your time to complete the course inventory for classes you taught during the 2017-2018 academic year.

The defining feature of a CEL course is when students directly or indirectly engage with any non-course partner(s) to achieve course objectives, enhance learning, and mutually benefit students and partner(s).

CEL courses may integrate a range of teaching and learning strategies, including, but not limited to: Co-op, externship, internship, practicum, clinical, capstone, research project, public service, practice-based learning, experiential education, service-learning, and experiential learning.

CEL may include in face-to-face, online, directed individual study, and thesis/dissertation courses, so this inventory includes all course/section combinations that you taught during the 2017 – 2018 year.

To complete your course inventory, please visit [LINK]. After clicking the link, enter your WebID and UM password so your personalized listing of courses taught in 2017-2018 can fill the screen. Then, click “Yes” or “No” for each course/section combination. Your responses are saved automatically.

If you have questions about the inventory or your responses, please contact Dr. Cade Smith, assistant vice chancellor for community engagement at cade@olemiss.edu.

Thank you for your help in this worthwhile endeavor.

Regards,
Noel Wilkin

(See screenshot of inventory interface on page 2)

Attachment 2. Community-Engaged Learning Course Inventory

(Screenshot of Inventory Interface)

THE UNIVERSITY OF MISSISSIPPI

Community Engaged Learning - Course Schedule

The defining feature of a CEL course is when students engage with any non-course partner(s) to achieve course objectives, enhance learning, and mutually benefit students and partner(s). CEL courses 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.

X You have 1 courses remaining. Scrolling may be required to see your entire list.

● Your responses will be stored automatically upon selecting Yes or No in the provided table.

[Toggle Columns](#)
[Download Excel](#)
[Download CSV](#)
[View as User](#)
[View All Courses](#)
[Return to myOleMiss](#)

		Search <input type="text"/>				
Community Engaged Learning	Saved Status	Term Text	Course	Course Title		
<input type="radio"/> Yes <input checked="" type="radio"/> No	No	Fall Semester	AH 201	History of Art I		
<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes	Fall Semester	AH 201	History of Art I		
<input type="radio"/> Yes <input checked="" type="radio"/> No	No	Fall Semester	AH 201	History of Art I		
<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes	Spring Semester	AH 201	History of Art I		
<input type="radio"/> Yes <input checked="" type="radio"/> No	No	Spring Semester	AH 201	History of Art I		
<input type="radio"/> Yes <input type="radio"/> No		Full Summer Session	AH 201	History of Art I		

Showing 1 to 6 of 8 entries

Attachment 3. Academic Deans Survey

Feb. 7, 2019

Message from Provost (Get Guidance from IREP on if initial message will be from Provost's email or a Qualtric's generated message with a unique like so application is savable)

Subject: Request for Important Information for Carnegie CE Application

Dear Academic Deans,

The University of Mississippi is applying for the Carnegie Foundation's Community Engagement Classification this Spring Semester. To earn this important designation, UM must provide descriptions and examples of institutionalized practices of community engagement demonstrating alignment among mission, culture, leadership, resources, and practices. Communicating systematic tracking and assessment of community engagement activities is essential in our application.

Collaborative partnerships are the central identifying feature in community engaged research, learning, and service. Undoubtedly, many UM college and schools participate in, track, and assess collaborative partnerships with public and private individuals and organizations beyond the realm of higher education. We need your help documenting how community engagement is tracked and assessed in your college or school office for our Carnegie application.

Please read the information below and ask the most appropriate person in your college or school office to complete the survey. Please do NOT forward this email to departments in your college or school. We are sending a separate survey to academic chairs.

Understanding Community Engagement. Collaborative partnerships are the central defining feature of community engagement. Partnerships are frequently formed through activities like practicum and internships, capstone projects, service learning, undergraduate research, community-based research, contract research, curriculum development, outreach, civic engagement, shared resources and infrastructure, and community service. Commonly, academic units and programs at UM document these activities for accreditation, annual reporting, self-assessment, and program evaluation.

We need your help documenting how community engagement is tracked and assessed in your college or school for our Carnegie application. Please consider typical practices that have occurred within the previous five years.

Please read the following information to better understand the breadth of community engagement and then answer the following questions regarding the tracking and assessment of community engagement within your college or school.

Community engagement is an expansive activity at UM and occurs whenever UM students, staff, and/or faculty collaborate with a non-higher education partner to accomplish a goal that benefits all parties. **Communities** include not only neighbors and towns, but also include groups of people in the public and private sectors affiliated by special interests or situational similarities at the local, regional/state, national, or global levels. For more information, follow this link to UM's [Common Definitions](#) and [Guiding Frameworks](#) for community engagement, partnerships, and engaged scholarship.

Community Engagement occurs in each facet of UM's research, teaching/learning, and service mission.

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- **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 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 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.

This survey will go to Academic Deans

Name of Respondent:

Title:

Email:

Reporting Unit:

Division:

College / School:

Please read and consider the following definitions and respond appropriately.

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. Frequently, these collaborative partnerships are formed and sustained through community engaged activities like practicum and internships, capstone projects, service learning, undergraduate research, community-based research, contract research, curriculum development, outreach, civic engagement, shared resources and infrastructure, and community service.

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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.

- My college/school participates in community engagement activities.
- My college/school does not participate in any community engagement activities.

1. Does the community have a “voice” or role for input into college/school-wide planning for community engagement?

No Yes

1.1. If Yes: Briefly describe how the community’s voice is integrated into college/school-wide planning for community engagement:

2. In your college/school office (does not include departments that report directly to or ultimately through your college/school) are there personnel with responsibility for supporting community engagement?

No Yes

2.1. If Yes:

Administrative Staff FTE:

Professional Staff FTE:

Support Staff FTE:

3. In your college/school office (does not include departments that report directly to or ultimately through your college/school) are internal budgetary allocations dedicated to supporting community engagement? This includes all university funding for personnel and operations.

No Yes

3.1. If Yes: Briefly describe the source these allocations, whether this source is permanent, and how it is used:

3.2. Estimated internal budgetary annual dollar amount for personnel and operations: \$

4. In your college/school office (does not include departments that report directly to or ultimately through your college/school), is external funding dedicated to supporting institutional engagement with community?

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No Yes

4.1. If Yes: Briefly describe specific external funding and how it is used:

4.2. Estimated external funding amount for personnel and operations: \$

5. Does your college/school office (does not include departments that report directly to or ultimately through your college/school) maintain systematic tracking or documentation mechanisms to record and/or track engagement with the community?

No Yes

5.1. If Yes: Briefly describe systematic tracking or documentation mechanisms:

6. If Yes: Does your college/school office use the data from those mechanisms?

No Yes

6.1. If Yes: Briefly describe how the college/school uses the data from those mechanisms:

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

No Yes

7.1. If Yes: Briefly describe the definition and mechanisms for determining quality of the community engagement.

8. Are there systematic assessment mechanisms to measure the outcomes and impact of your college/school's engagement? Remember: Commonly, commonly colleges and schools at UM document these activities for accreditation, annual reporting, self-assessment, and program evaluation.

No Yes

4.1. If Yes: Indicate the focus of these systematic assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

4.2. If Yes: Indicate the focus of these systematic assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts:

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

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4.4. If Yes: Indicate the focus of these systematic assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

9. Does your college/school office use the data from these assessment mechanisms?

No Yes

5.1. If Yes: Briefly describe how your unit uses the data from the assessment mechanisms:

10. In the past 5 years, has your college/school undertaken any college/school-wide assessment of community engagement aimed at advancing community engagement?

No Yes

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

G. Faculty and Staff

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

No Yes

1.1. If Yes: Briefly describe professional development support for faculty in any employment status and/or staff engaged with community:

2. In the context of your college/school'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.

	tenured/tenure track	full-time non-tenure track	part time	professional staff
Professional development programs				
Facilitation of partnerships				
Student teaching assistants				
Planning/design stipends				
Support for student transportation				
Eligibility for institutional awards				
Inclusion for community engagement in evaluation criteria				
Program grants				

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Participation on campus councils or committees related to community engagement				
Research, conference, or travel support				
Other				

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

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

No Yes

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

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

No Yes

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

5. Is community engagement rewarded as one form of teaching and learning? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments. 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).

No Yes

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

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

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apply to these appointments. 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. 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.

No Yes

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

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

No Yes

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

8. Is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

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

