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History of USM Community Engagement

Center for Community Engagement

2009

**2010 Application for Carnegie Community Engagement
Classification**

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The Carnegie Elective Classification for Community Engagement

2010 Documentation Reporting Form

Introduction

This documentation framework is intended to gather information about your institution's commitments and activities regarding community engagement.

For application submission guidelines, [click here](#).

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.

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I. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes No

Quote the mission (vision):

The University of Southern Mississippi's vision: "Southern Miss will emerge as the premier research university of the Gulf South, engaging and empowering individuals to transform lives and communities." Four priorities, identified through a strategic planning process in 2007-08, provide a solid foundation for progress toward our vision. One of the priorities, Community Connection, reads, "We envision engaged citizens of Southern Miss (students, faculty, and staff) who genuinely invest in their university community and their host communities (locally, regionally, nationally and globally). We do this through hosting, serving, sharing, and discovering."

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

Yes No

Describe with examples:

Southern Miss formally promotes community engagement through campus-wide celebrations recognizing the contributions of students, faculty, and community partners to campus-community efforts:

Each year, participants in the Service-Learning Faculty Fellows Program create a poster presentation about the courses they have revised to include service-learning. These posters are hung in Southern Miss' central administrative building and participants make presentations to the Southern Miss president, cabinet members, deans, and other upper level administrators.

The Community Partner Appreciation Luncheon is held semi-annually for representatives of Southern Miss' Office of Community Service-Learning's partner agencies such as Big Brothers, Big Sisters of Mississippi, Salvation Army Boys and Girls Club, American Cancer Society, and South Mississippi Red Cross. During the appreciation luncheon, Office of Community Service-Learning (OCSL) staff lead a roundtable discussion, inviting community partners to describe their needs and how Southern Miss can best serve them. These meetings have opened the lines of communication between OCSL staff and community partners and provided assessment information used by OCSL.

The OCSL also hosts an annual Service Appreciation Banquet to recognize faculty, staff, students, and community partners who have shown dedication to service-learning: 1) Four students are annually awarded entry into the Southern Miss Service Hall of Fame; 2) One student group is recognized as the Student Group Most Dedicated to Service; 3) One faculty member who has made an outstanding contribution to service-learning is awarded the Faculty Innovation Award for Service-Learning; and 4) A Community Partner of the Year is recognized for outstanding partnership and collaboration with the university.

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes No

Describe the mechanisms:

The Office of Community Service-Learning (OCSL) in the Division of Student Affairs at Southern Miss has served as the volunteer and service-learning hub for all members of the university family since its founding in 1992. The OCSL coordinates student, faculty, and staff members' placement in service activities and provides technical assistance for students, student groups, faculty, and staff.

In 2002, the OCSL organized an Inter-Agency Council, made up of representatives of 64 community agency partners. The Inter-Agency Council met quarterly with OCSL staff to discuss community needs and how Southern Miss can best serve the community. Recently, in response to community partner feedback, the OCSL has replaced Inter-Agency Council meetings with semi-annual appreciation luncheons for community partners. At these appreciation lunches and regular meetings at partner agencies, OCSL staff members lead partner representatives in assessment of Southern Miss' service to the community and planning how the university can best serve those community partners.

b. Does the institution aggregate and use the assessment data?

Yes No

Describe how the data is used:

The OCSL recognizes Southern Miss' need to institutionalize assessment data from community partners in order to better respond to their needs. This is a recognized need that OCSL staff have begun to address. An example of using the data collected from community partners is the evolution of the Inter-Agency Council's quarterly meetings to talk about community needs and how Southern Miss can best serve the community to a semi-annual appreciation luncheon for community partners. Feedback from the Inter-Agency Council indicated that quarterly meetings were too frequent and time-consuming for community partners. In response, the OCSL changed the group's schedule to semi-annual appreciation luncheons. Community partners have responded well to the change from meetings with set agendas to a celebration/appreciation activity. Relationships with community partners and OCSL staff have improved as a result of this change. Also as a result of data collected from our partners, OCSL has discovered that Southern Miss has approached a maximum of need for student volunteer hours. Our community's needs are being met through the student volunteer hours currently provided. Because of this, OCSL focusing less on "accumulating hours" and more on projects, the quality of students' service experience, and providing more useful assistance for our community partners. The OCSL is starting to provide more training for volunteers and more civic reflection activities to help students conceptualize the meaning of services from this perspective. Also in response to the recognized need to further institutionalize community engagement assessment data, President Saunders, the OCSL staff, and the Service-Learning Faculty Liaison have formed a Public Service Collaborative, made up of faculty members with interests in service-learning and in a wide variety of other community connections, e.g., The Center for Black Studies; and the Center for Oral History and Cultural Heritage. The mission of the collaborative is to facilitate synergy and prompt resource sharing among such campus entities.

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes No

Describe the materials:

Southern Miss consistently states its commitment to community engagement in its marketing materials. Examples from three of the university's most widely disseminated materials include:

- 1) On the front page of its Web site, there are four main topics for "What's Happening at Southern Miss." Of those, three are devoted to community engagement: a) "University researchers respond to oil spill," describes the work of University faculty, staff, and students in regard to the Gulf oil spill (research, fund-raising, volunteer opportunities, etc.); b) "Need a hand neighbor?" describes Southern Miss' national recognition as a member of the 2009 President's Higher Education Community Service Honor Roll, the highest federal designation a college or university can receive for its commitment to volunteering, service-learning and civic engagement; and, c) "Ask the President," provides an opportunity for community members to send comments or questions to the Southern Miss president. Additionally on the front page of Southern Miss' Web site, "Community" is one of the main tabs for more information. This tab links to multiple pages of descriptions of Southern Miss' commitment to community outreach and community service-learning. In quantitative terms, a search of the Southern Miss Web site for "service-learning" results in 4,700 items, "community service" results in 3,507 items, and "community outreach" results in 1,052 items.
- 2) The 2010-2011 Undergraduate Bulletin reads, "The General Education Curriculum of The University of Southern Mississippi is designed to equip its graduates with a broad range of knowledge and skills and the wisdom to deploy them appropriately. In order to build lives of dignity and purpose, University graduates in the twenty-first century will need to ...engage their local, national and global communities as responsible citizens ...and collaborate with others to create a humane world."
- 3) The Southern Miss Student Activities Guide for new students contains a subset of some of the university's 11 service-oriented recognized student organizations.

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes No

Describe examples such as annual address, published editorial, campus publications, etc.

From the beginning of her presidency, Southern Miss President, Dr. Martha Saunders, has promoted community engagement as a priority. In her inaugural speech, Dr. Saunders discussed characteristics of Southern Miss that will bridge us from "...where we have been to where we will go." One of those characteristics was, "A balance between the collective good and the good of the individual as seen in our connections with the community and emphasis on giving back by sharing our gifts."

In a keynote speech at the 15th anniversary of the OCSL, Dr. Saunders said, "Universities have a social responsibility to create a culture of serving among their faculty, staff and students." And, in each of her "State of the University" speeches given at an annual university convocation, Dr. Saunders has addressed community engagement. For example, in 2009, she stated, "I see that student volunteer hours have jumped dramatically--from 35,000 to 42,000 last year. According to Department of Labor figures, that translates into approximately \$875,700 in equivalent contributions to our community."

Through her own actions and recognition of the actions of others, President Saunders promotes community engagement. President Saunders continues Southern Miss' 15-year membership in the national Campus Compact, a national coalition of more than 1,100 college and university presidents-- representing some six million students--dedicated to promoting community service, civic engagement, and service-learning in higher education. In a 2007 speech, she said, "The University of Southern Mississippi strongly supports the mission of Campus Compact." Dr. Saunders is also a member of the Mississippi Campus Compact, a state affiliate chapter of Campus Compact. Dr. Saunders has further promoted community engagement as a priority by providing space and financial support to house the staff of the Mississippi Campus Compact on the Southern Miss main campus in Hattiesburg, Mississippi.

B. Institutional Commitment

Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes No

Describe with purposes, staffing:

Since its founding in 1992, the Office of Community Service-Learning (OCSL) in the division of Student Affairs at Southern Miss has served as the volunteer and service-learning hub for all members of the university family. Over the ensuing 18 years, other service entities have gathered and developed around the OCSL: student volunteer initiatives; the Faculty Seminar in Service-Learning; academic service-learning; and the Public Service Collaborative. The OCSL coordinates students, faculty, and staff members' placement in service activities and provides technical assistance for students, student groups, faculty, and staff. Additionally, in its own right, the OCSL has developed into a resource center for academic service-learning and volunteer service for local K-12 school districts and social service agencies in the entire Hattiesburg, Mississippi area.

The OCSL is staffed by a full-time director, assistant director, and two graduate assistants. The staff is advised by a Service-Learning Advisory Council, made up of Service-Learning Faculty Fellows alumni, that provides vision for service-learning initiatives at Southern Miss. The council meets twice a year plus ad hoc meetings for selecting service award winners, Faculty Service-Learning Seminar recipients, and related matters.

Annually, the OCSL documents over 40,000 hours of volunteer community service by Southern Miss students, devoted to over 60 community partners such as the Salvation Army, the American and Red Cross.

The OCSL Service-Learning Faculty Fellows Program is led by a Faculty Liaison for Service-Learning who is a tenured, full professor. To date, 74 faculty members have completed the semester-long seminar, whose aim is to train faculty members in the theory and practice of service-learning and prepare them to develop courses that incorporate service-learning pedagogies. Academic service-learning among the faculty is largely a result of the Seminar in Service-Learning. The OCSL assists faculty in pairing their students with appropriate agencies and projects and provides record keeping such as hours logged, partners served, courses taught and instructors using service-learning. Approximately one quarter of the over 40,000 service hours annually logged by USM students in recent years has come from those students enrolled in classes that employ service-learning.

Based on intensive planning commencing in 2007, in the Fall of 2009, President Saunders formed the Public Service Collaborative, made up of faculty members who are regular practitioners of academic service-learning and with interests representing a wide variety of other community connections, e.g., The Center for Black Studies; the Center for Oral History and Cultural Heritage; and the Trent Lott National Center of Economic Development. The mission of the collaborative is to facilitate synergy and prompt resource sharing among such campus entities.

2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes No

Describe source (percentage or dollar amount), whether it is permanent, and how it is used.

As part of its annual budget, the Office of the Vice President of Student Affairs provides OCSL's budget of \$98,679 with an additional \$22,000 for the Service-Learning Faculty Fellows Program. Additionally, Campus Compact staff salaries of \$35,925.48 were paid on a one-time basis by the Vice President for Research during the last 12 months.

- b. Is there external funding dedicated to supporting institutional engagement with community?

Yes No

Describe specific funding:

There are numerous examples of external funding dedicated to community engagement: 1) The Mississippi chapter of Campus Compact, a national coalition committed to fulfilling the civic purposes of higher education, is housed on the Southern Miss campus. The Mississippi Campus Compact runs several externally funded projects awarded to Southern Miss that promote volunteerism and service-learning: a) Learn and Serve America through the Corporation for National and Community Service; b) Help America Vote Act – College Poll Worker Program for 2010, in which training in service-learning as well as mini-grants of \$2,500 are available to faculty to use service-learning as an electoral process teaching technique; c) a Foster Grandparent Program; d) Reading is Fundamental, Inc.; and 2) The OCSL has supplemented its operating budget by at least 15% during each of the last two years through grant funding. The OCSL has received funding from the Mississippi Commission for Volunteer Service, Mississippi Campus Compact, and the North Carolina Campus Compact. The OCSL has recently received two grants: a) from the Illinois Humanities Council to facilitate their "Meaning of Service Program;" and b) from the Mississippi Campus Compact to support faculty service-learning projects in science, technology, engineering, and mathematics (STEM) disciplines. See other examples in Section III. Wrap-Up.

c. Is there fundraising directed to community engagement?

Yes No

Describe fundraising activities:

The Southern Miss Foundation actively seeks and directs funds to community engagement causes in nine categories of accounts. They include 1) public lectures across a variety of disciplines (e.g., Fairchild Lectures on Religion and Public Life); 2) disability services (e.g., The DuBard School for Language Disorders); 3) outreach in the performing and visual arts (e.g., the Southern Miss Symphony and the Southern Miss Art Museum); 4) civic education (e.g., the LuckyDay Citizenship Scholar Program); 5) economic development (e.g., The Garden, the University's business incubator and center for technology transfer); 6) public service centers (e.g., Center for Oral History and Cultural Heritage and the Katrina Research Center); 7) study abroad programs; 8) The International Children's Book Festival; 9) retirement outreach (e.g., Osher Lifelong Learning Institute).

3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes No

Describe:

Two primary mechanisms enable the University to document its engagement initiatives, the Areas of Strategic Focus that resulted from the strategic plan process and the Office of Community Service-Learning. In Southern Miss' most recent strategic planning effort, the strengths of the university and the aspirations of its people were identified in 11 campus and community dialogues in fall 2007. These dialogues engaged diverse groups of stakeholders in conversation that identified dominant themes and were organized around four significant areas for strategic focus. The priority most closely identified with community engagement, "Community Connection," reads, "We envision engaged citizens of Southern Miss (students, faculty and staff) who genuinely invest in their university community and their host communities (locally, regionally, nationally and globally). Our engaged citizens internationally build community through learning and working together inside and outside the university in order to create and sustain a culture of respect and civility. We do this through hosting, serving, sharing, and discovering." Supporting measures selected to document this priority include: Student volunteer hours; square footage of sharing space; attendance at university-sponsored events; peer-reviewed publications and presentations; external research funding; total endowed portfolio; alumni giving. Reports of these measures are made to the Southern Miss president and cabinet on an annual basis by the various service areas.

The Office of Community Service-Learning also plays a significant part in documenting the University's community engagement. It not only tracks student service hours, it also documents the courses using service-learning methods and their instructors, their departments, and colleges. Another of OCSL's coordinating functions involves the Public Service Collaborative, one of whose main functions is to gather and record community engagement projects from all across the University. Based on intensive planning commencing in 2007, in the fall 2009, President Saunders formed the Public Service Collaborative, made up of faculty members who are regular practitioners of service-learning as well as others who also engage with communities through such entities as The Center for Black Studies, The Center for Oral History and Cultural Heritage; and the Trent Lott Center for Excellence in Economic Development. The mission of the Collaborative is to facilitate synergy and prompt resource sharing among those campus entities. The Collaborative has created and started using a tracking form that includes the agency or population served, the activity performed, the purposes of the initiative and outcomes. The OCSL is responsible for reporting student volunteer hours, which are collected via an in-house Web-based tool.

b. If yes, does the institution use the data from those mechanisms?

Yes No

Describe:

The data resulting from the supporting measures tied to the strategic focus of Community Connection are reported annually to the University President and used as a basis for policy decisions. For example, such information informs the Cabinet of the extent of service-learning use by faculty members, and the proportion of Southern Miss Foundation gifts and external grants that are being dedicated to community engagement purposes.

In addition, functions of the Office of Community Service-Learning provide data that are used in decision making. For example, the OCSL staff's close contact with community partners led to the change to an appreciation model for partner interaction and has yielded more useful information than before. In addition, OCSL's tracking of service-learning hours, courses, faculty and departments has led to its abandoning open attendance workshops as a means of introducing new faculty to service-learning and experimenting with several other models, including a mid-day luncheon with an outside speaker. Finally, each year, National Survey of Student Engagement data are reported to the Vice-President for Student Affairs, and these are the kind of data the Public Service Collaborative will need for ongoing assessment of its work (see p. 12).

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes No

d. If yes, indicate the focus of those mechanisms:

Impact on students

Describe one key finding:

For six years, Southern Miss has participated in the National Survey of Student Engagement. One question on this survey is particularly relevant for tracking the impact of community engagement on 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? The question was answered on a four interval scale where 1 = never and 4 = very often.

In 2009, both USM first year students and seniors scored higher than students in their comparison group schools. First year Southern Miss students' mean response was 1.70, which was significantly greater ($p < .01$) than the scores of the three comparison groups. The responses of USM seniors in 2009 averaged 1.72, which was also greater (though not significantly) than the three comparison groups' scores.

A comparison of the scores of first year students over time shows a significant increase in the experience of Southern Miss students with service-learning. In response to the same question (above), Southern Miss first year students in 2005 scored 1.38 (less than all three comparison groups), but Southern Miss first year students in 2009 scored 1.70, significantly greater ($p < .01$) than scores of the three comparison groups.

Impact on faculty

Describe one key finding:

The most important indicator of faculty impact at Southern Miss in our present stage of development is the number of faculty members who have participated in the Faculty Seminar on Service-Learning. That number is 74 over nine years. Faculty mobility plus retirements have left 40 of that number currently employed at the University. The University Seminar is a full semester course that meets two hours per week. Faculty selected to participate are granted one course reassigned time for the course on the theory and practice of service-learning. The course is taught as a graduate seminar would be, with books and articles to read and discuss, a service-learning project to engage in, and a syllabus to revise incorporating service-learning pedagogies. The penetration of service-learning methods into course offerings has been steady. Twenty-eight courses were taught by 22 different faculty members across 15 departments last academic year and enrolled 944 students. So, we can conclude that the Seminar is changing the culture of teaching and learning among the faculty at Southern Miss.

Impact on community

Describe one key finding:

With funding from the National Cancer Institute and in partnership with the University of Alabama at Birmingham, Southern Miss has built the Deep South Network for Cancer Control (DSNCC) in an effort to eliminate the disparity in cancer death rates between blacks and whites in the Deep South. The program targets both rural and urban areas in Mississippi and Alabama. Since 1999, the DSNCC has worked to: 1) provide cancer awareness activities; 2) support minority enrollment in clinical trials; and 3) promote the development of minority junior medical researchers. Key to the DSNCC are the 900+ Community Health Advisors (CHAs, or lay community health leaders) who have been trained to provide outreach, health education, and health promotion activities in their own community. As community "insiders," the CHAs are able to connect with residents who are often described as "hard to reach." As a result, both African-Americans and whites have shown an increase in breast and cervical cancer screening utilization in both states. In Mississippi, the proportion that might be attributable to the DSNCC intervention was 23% of the increase in pap smears and 117% of the increase in mammograms. The DSNCC has been effective in raising cancer awareness, improving both education and outreach to its target populations, and increasing the use of cancer screening services.

Impact on institution

Describe one key finding:

Through the years, in the background has stood University strategic plans that emphasize the application of knowledge for the public good, and in the foreground has stood the OCSL as a listening post and engine of creativity that has allowed the University to discern the clear call to service that is our public responsibility. The University's long-standing commitment to community engagement, formally since 1992, has brought recognition in this arena. Examples include: 1995--Became a member of Campus Compact ; 1996, 1998--J.C. Penny Golden Rule Award; 2007--President's Honor Roll for Civic Engagement, administered by the Corporation for Community and National Service, the Honor Roll recognizes colleges and universities for their work 1) on pressing social issues such as poverty, homelessness, and environmental justice; and, 2) where students and faculty members have joined together to develop innovative programs to meet local needs using skills gained in their classrooms; 2008--Best Practices Award from the Board of Trustees of Institutions of Higher Learning of the State of Mississippi, Student Affairs Division, for the Faculty Seminar in Service-Learning. This award carried with it a \$10,000 cash award that has been used to expand service-learning faculty training on the Southern Miss Gulf Coast campus; 2009--President's Honor Roll for Civic Engagement.

e. Does the institution use the data from the assessment mechanisms?

Yes No

Describe:

The University has used the data in a number of ways. The experience of a succession of directors of the Office of Community Service-Learning, beginning in 1997, demonstrated that Southern Miss had a large number of outreach initiatives and an increasing number of partnerships but no comprehensive way to document and monitor them and their influence on the citizens of the state of Mississippi. Therefore, beginning in earnest in 2006, a group of faculty members led by the Faculty Liaison for Service-Learning began planning for a means of meeting this need. That work eventuated in the establishment, by Southern Miss President Martha Saunders in 2009, of the Public Service Collaborative, which has begun to do that essential work.

Prior to the Public Service Collaborative, supporting measures connected to strategic plans, in various iterations over the years, drove collection and use of data. For example, data from the National Survey of Student Engagement and OCSL tracking student service hours supported the continuation of the service-learning initiatives that started in 2000; the close communication with community partners over the years led to the move from an Inter-Agency Council model to a semi-annual recognition luncheon; tracking student service hours led to OCSL moving toward a project-based service model that emphasized quality of student learning experience and quality service rendered to agencies; and data from successive administrations received on state budget allocations led to the University's economic development initiatives.

4. Is community engagement defined and planned for in the strategic plans of the institution?

Yes No

Describe and quote:

Southern Miss' most recent strategic planning effort began with Campus and Community Dialogue sessions in fall 2007. Eleven sessions in Hattiesburg and across the Gulf Coast with more than 350 participants that included students, faculty, staff, alumni, and community leaders, the Southern Miss community, in a pre-strategic planning organization development process, identified the strengths of the university and the aspirations of its people. Participants were encouraged to turn their focus to their hopes and dreams for the immediate future. Dominant themes quickly emerged and were organized around four significant areas for strategic focus: 1) Image Development; 2) Connection to the Community; 3) Top Flight Education Experiences; and, 4) Culture of Healthy Minds and Bodies. The Strategic Planning Committee and the Strategic Enrollment Planning Council worked to build metrics and timelines to share with the university family beginning at the fall convocation in September 2008. One of the priorities, "Community Connection," reads, "We envision engaged citizens of Southern Miss (students, faculty and staff) who genuinely invest in their university community and their host community through learning and working together inside and outside the university in order to create and sustain a culture of respect and civility. We do this through hosting, serving, sharing, and discovering."

5. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes No

Describe:

The OCSL Service-Learning Faculty Fellows Program provides training to faculty in service-learning pedagogy. The Faculty Fellows program began in 2000 when Southern Miss became one of six universities selected to partner with Eastern Michigan University to provide professional development for university faculty through academic service-learning fellowships. Through a grant from the Fund for Improvement of Postsecondary Education, funding was provided for faculty reassigned time for the fellowship and for a faculty member to teach a service-learning seminar every year. The departments of Seminar participants receive a \$2,000 stipend to partially compensate for their reassigned time. Since the completion of the grant period at the end of the 2002-2003 academic year, Southern Miss has continued to fund the Service-Learning Faculty Fellows Program. Collaboration between the Divisions of Student Affairs and Academic Affairs has provided funding each year for the Seminar's line in the University's budget. This support has allowed the Service-Learning Faculty Fellows Program to continue expanding service-learning on the Southern Miss campus. The Service-Learning Faculty Fellows Program is led by Dr. Richard Conville, a tenured, full professor who serves as the Service-Learning Faculty Liaison. Faculty submit applications to the program in the fall semester of each academic year. Alumni of the Service-Learning Faculty Fellows program serving on the OCSL Advisory Council select six new faculty members to participate in the Service-Learning Faculty Fellows Program seminar and become trained in service-learning. The Service-Learning Faculty Fellows seminar is held each spring semester. The Service-Learning Faculty Fellows Program was recognized in 2008 with a first place Best Practices Award in the Student Affairs category by the Mississippi Board of Trustees of State Institutions of Higher Learning. To date, 74 faculty members have completed the seminar. As a result, the number of service-learning courses being taught by trained faculty has grown steadily.

6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes No

Describe:

The OCSL staff is charged with maintaining the relationships between the university and social service agencies in the community. Through those relationships, the OCSL is constantly seeking the community's voice for input into institutional community engagement services. Community partner representatives are regularly asked about their needs in informal focus groups and discussions led by OCSL staff. Annually during the appreciation luncheon for representatives of the University's partner agencies, the Office of Community Service-Learning hosts a roundtable discussion for partners to state their needs and how Southern Miss can best serve them. Individual faculty members practicing service-learning often invite community partners into their classes to share their needs with students and faculty. Other opportunities exist for community influence on institutional and departmental planning for community engagement. Examples include the College of Health Dean's Advisory Council, a group of local, regional, and national stakeholders, described by the dean in his blog as having "...a sound grasp of the importance of a sustainable, mutually advantageous college-community partnership..." Other examples of community input into planning for community engagement at Southern Miss include several externally-funded community-based participatory projects. By definition, CBPR is research that is conducted by an equal partnership between traditionally trained "experts" and members of a community. In CBPR projects, the community participates fully in all aspects of the research process, including planning, implementation, and evaluation. Two examples of CBPR projects involving Southern Miss faculty include a walking intervention to reduce blood pressure among African Americans in Hattiesburg, Mississippi, which is led by a community advisory committee; and a project to increase cancer awareness among African Americans in both rural and urban areas of Mississippi and Alabama, which is led by Community Action Plans developed by the populations being served.

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 6 on pages 1-17 and determine whether Community Engagement is "institutionalized"--that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2015.

Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes No

Describe:

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

Yes No

Describe:

While there are no explicit policies for promotion and tenure that reward the scholarship of community engagement, faculty members' community service and research related to service-learning play valuable roles in assessing performance. Promotion and tenure procedures are based on evidence of Southern Miss faculty members' performance in teaching, research, and service. Documentation of this performance is submitted for review to the Departmental Personnel Committee of the academic departments in which the faculty member serves. Documentation includes teaching evaluations, scholarly and creative activities of all kinds, as well as evidence of service activities, such as service agreements, public service, and University service.

Faculty members include documentation of their participation in the Service-Learning Faculty Fellows Program; service-learning course development; community service; and community-based research, as well as publications and presentations related to their community engagement.

A growing number of faculty trained in the Service-Learning Faculty Fellows Program seminar are incorporating service-learning into their research. Examples of faculty scholarship associated with their curricular engagement achievements are listed on pages 30 and 35 of this application. This scholarship is considered along with other published works and research results.

The scholarship of community engagement is treated no differently than other scholarly work in one's discipline. It is rewarded, but is provided no special category.

b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:

Community-engaged scholarship is considered along with other scholarly published works and presentations.

b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

Yes No

Describe:

3. Do students have a leadership role in community engagement of decisions do they influence (planning, implementation, or other)?

Yes No

Examples:

VISION (Volunteers Impacting Society through Individual Outreach Now) is a student group that has been affiliated with OCSL since 1996. VISION is one of many service-oriented student groups at Southern Miss. There are 11 recognized student organizations that are directly service-related who use OCSL for technical assistance in planning and implementing community projects. These include, e.g., Habitat for Humanity, Roots and Shoots, Red Cross Student Council and Volunteers Impacting Society through Individual Outreach Now (V.I.S.I.O. N.), among others.

OCSL recently partnered with the United Way of Southeast Mississippi to form a Student United Way chapter which is one of only eight chapters nationwide. The president of the Student United Way serves on the board for the Southeast Mississippi United Way.

In addition to direct service organizations, approximately 30 other student organizations participate in at least one community service activity each semester, including the Southern Miss Activities Council, Pan-Hellenic Council, and Sierra Club. OCSL staff was instrumental in assisting students in the Student Government Association to begin the "Lighting the Way" project. The "Lighting the Way" project is a holiday project implemented by students, faculty, and staff. Decorating and lighting 30 Christmas trees at the entrance of the Southern Miss campus has become a community-wide event. Funds raised from campus organizations that sponsor the trees benefit local agencies such as the Family Network Partnership, Habitat for Humanity, and the Oseola McCarty Youth Development Center. OCSL also partners regularly with Freshman Year Experience, Greek Life, Residence Life, the Office of Sustainability, the Leadership Scholars Program, the Center for Black Studies, the Center for Human Rights, Athletics, Student Activities, and the Institute for Disability Studies in providing assistance to their student-led service projects.

In each of these examples, students influence decisions related to planning, implementation, assessment and evaluation.

4. Is community engagement noted on student transcripts?

Yes No

Describe:

Community engagement is not currently noted on student transcripts at Southern Miss. However, OCSL staff do validate and verify community engagement by students when requested via a letter confirming the extent of the student's service to the community.

5. Is there a faculty governance committee with responsibilities for community engagement?

Yes No

Describe:

The OCSL Service-Learning Advisory Council is a group of faculty members actively involved in service-learning. The Council is responsible for selecting participants for the Faculty Seminar in Service-Learning. The Advisory Council members also serve as a resource to assist faculty in service-learning practice and application. In Fall 2009, the Service-Learning Advisory Council planned and provided a Faculty Service-Learning Brown Bag Discussion Series. The Series featured faculty who presented information about their service-learning course and experiences. Four Brown Bag Discussions were held in 2009. In conjunction with OCSL the Advisory Council is currently planning a Fall Service-Learning mini-conference to introduce interested faculty to the service-learning community. Under the direction of the Vice President for the Southern Miss Gulf Coast campus, a Service-Learning Advisory Council was formed to foster development of service-learning and other community engagement activities on that Southern Miss campus.

II. 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.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

Yes No

Describe requirements:

At this time, service-learning courses at Southern Miss are self-designated by faculty members. Most of these courses have been developed through participation in the Faculty Seminar in Service-Learning. In the Seminar, participants examine many different definitions of service-learning. Those definition have in common: meeting a genuine community need, explicit integration with course objectives, and sustained reflection on the connections between the service experience and the course content.

While not an institutional definition, academic service-learning is generally defined at Southern Miss as a pedagogy that provides experiential opportunities for students for learning by engaging the students in structured, service activities. Academic service-learning benefits both the student and the community. It benefits the student because the service activity is designed so that it connects directly to the course objectives, thus becoming a hands-on learning experience. Academic service-learning benefits the community by providing service which addresses a genuine community need. Of course, the entire university community benefits from the opportunity to strengthen its relationship with the surrounding community.

- b. How many formal for-credit Service Learning courses were offered in the most recent academic year? ²⁸ _____

What percentage of total courses? ^{N/A} _____

- c. How many departments are represented by those courses? ¹⁵ _____

What percentage of total departments? ^{33%} _____

d. How many faculty taught Service Learning courses in the most recent academic year? 22

What percentage of faculty? 4.5%

e. How many students participated in Service Learning courses in the most recent academic year? 944

What percentage of students? 7%

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes No

Provide specific learning outcome examples:

The 2010-2011 Undergraduate Bulletin reads, "The General Education Curriculum of The University of Southern Mississippi is designed to equip its graduates with a broad range of knowledge and skills and the wisdom to deploy them appropriately. In order to build lives of dignity and purpose, University graduates in the twenty-first century will need to ...engage their local, national and global communities as responsible citizens ...and collaborate with others to create a humane world." The General Education Curriculum is structured for students to attain specific learning outcomes organized around five broad principles: Essential Skills; Acquisition and Integration of Knowledge; Aesthetic Understanding; Development of Logical and Critical Thinking; and, Responsibility, Self and Society. Specific learning outcomes for the last category include: "Students will demonstrate an understanding of at least one historical and one contemporary theory of human behavior and their application to "real world" problems; Students will demonstrate an understanding of at least two theories of morality or moral development, and their application to "real world" situations; Students will explain implications of diversity among individuals; Students will be able to explain the implications of familial, sexual or religious diversity among individuals and within or among social systems."

b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community?

Yes No

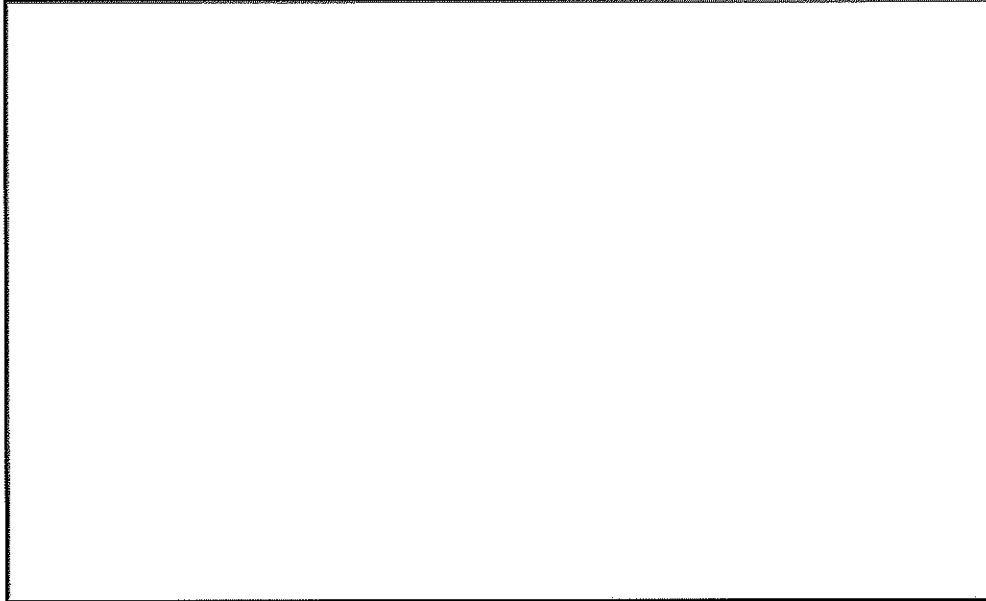
Provide specific learning outcome examples:

At this time, learning outcomes for students' curricular engagement with community are at the individual course level.

c. Are those outcomes systematically assessed?

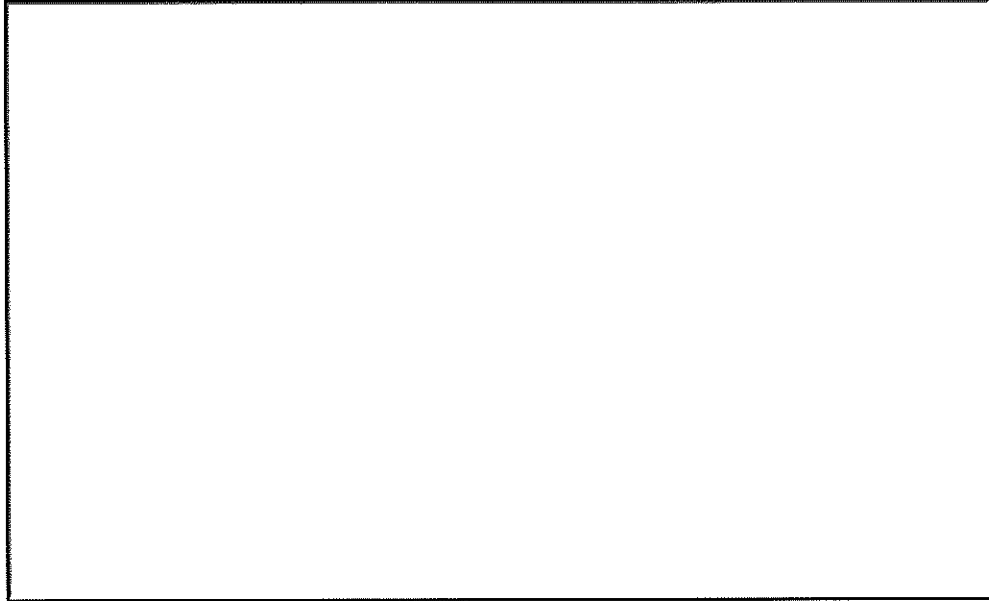
Yes No

Describe:



d. If yes, how is the assessment data used?

Describe:

A large, empty rectangular box with a black border, intended for the user to describe how assessment data is used. The box is currently blank.

3. a. Is community engagement integrated into the following curricular activities?

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

Describe with examples:

An example of community engagement integrated into student leadership is The Luckyday Citizenship Scholar Program. The Frank Day Foundation funds scholarships for high school seniors who demonstrate leadership skills, who are exemplary students, who have been involved in community service, and who need financial assistance to pursue a higher education at Southern Miss. With nearly 500 student participants presently enrolled, the program requires Scholars to complete a community service project and introduces these students to servant leadership and civic engagement in its first semester Luckyday Citizenship seminar. After the seminar, 20 hours per week of community service is required for the remainder of the Scholar's college careers. Luckyday Scholars are also provided support to help assure their academic success through a mentoring program, learning strategies and job seeking courses, and designated housing to encourage a living/learning community. An example of community engagement integrated into study abroad programs is the OCSL Service Route programs. Service Route is an OCSL "Alternative Spring Break" program that provides students with the opportunity to spend their spring break or other times during the academic year being immersed in a different environment, providing community service to those in need. International Service Route trips include academic credit. Recent Service Route experiences included travel to Guelph and Toronto, Canada to learn about homelessness issues and the Canadian health care system. Participants worked on service projects related to these topics alongside students from the University of Guelph. An example of community engagement integrated into internships is the College of Health's requirement of a community-based internship in all its degree programs. For the 2009-10 Academic Year, 202 social work students had field placements in 173 agencies in Hattiesburg, across south Mississippi, and across the South from Georgia to Texas, where they logged over 50,500 hours of service.

b. Has community engagement been integrated with curriculum on an institution-wide level?

Yes No

If yes, indicate where the integration exists:

- Core Courses Graduate Studies
 First Year Sequence Capstone (Senior level project)
 In the Majors General Education

Describe with examples:

Thirty-four (34) departments, spanning all five colleges, have faculty members that have been trained in the pedagogy of Service-Learning through the Faculty Seminar in Service-Learning. These Service-Learning Fellows have incorporated service-learning into over 74 courses including core courses English 101, Political Science 101, and Communication Studies 305. Many capstone courses include community-based learning. Additionally, the College of Business incorporates a service event into one core course so that every College of Business student is engaged in the community from the start of their curriculum.

The OCSL is a part of Golden Eagle Welcome Week, which is an orientation program for Southern Miss freshmen. All students that participate in Golden Eagle Welcome Week attend a workshop where staff discuss the meaning of service and service opportunities in the area.

The Luckyday Citizenship Scholar Program, with nearly 500 student participants presently enrolled, requires a community service project and introduces its students to servant leadership and civic engagement in its first semester course and after that, 20 hours per week of community service for the remainder of their college careers.

OCSL recently worked with the new Inter-Disciplinary Studies Program to create a for-credit service-learning course, IDS 492, which is an immersion course into Mississippi culture and service.

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes No

Provide a minimum of five examples from different disciplines:

A number of faculty trained in the Service-Learning Faculty Fellows Program seminar are incorporating service-learning into their research. For example: 1) Mathematics: Linda McDowell, Instructor of Mathematics, is the author of a chapter in the book *Mathematics in Service to the Community: Concepts and Models for Service-Learning in Mathematical Sciences*, ed. Charles Hadlock (The Mathematical Association of America, 2005). 2) Anthropology: Dr. Jeffrey Kaufmann, Assistant Professor, Anthropology and Sociology, supervised the research, transcription, and presentation of student original research, compiled into "Remembering Hercules: Oral Histories of Life with Hercules Power Company (Hercules Hattiesburg Plant) in the Mobile-Bouie Street Neighborhood of Hattiesburg, Mississippi." 3) Communication Studies: Dr. Richard Conville, OCSL faculty liaison, has edited a 2001 special issue of *The Southern Communication Journal*, 66(3), devoted to service-learning entitled *Service-Learning in Communication Studies*. 4) Library and Information Sciences: Carracelas-Juncal, C., Bossaller, J., Yaoyuneyong, G. (2009). *Integrating Service-Learning Pedagogy: A Faculty Reflective Process*. *InSight: A Journal of Scholarly Teaching*, 4. Retrieved from www.insightjournal.net/Volume4/InSightVol4-2009.pdf 5) Education and Communication Studies: Sparkman, L., Conville, R., Duplantis, J., Cox, S. (2009, March). "A Freshman's Journey through Servant Leadership," at the GulfSouth Summit on Service-Learning in 2009. Paper presented at the GulfSouth Summit on Service-Learning, Baton Rouge, Louisiana. 6) Sociology: Kinnell, A. M. (2008). *Structural Elements of Service Learning: Common Ground for Faculty, Students, and Community Partners* (with Richard L. Conville). Paper presented at the Eighth International Research Conference on Service-Learning and Community Engagement, New Orleans, LA.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources to the community. The latter focuses on the use of community resources for the mutual benefit of the institution and the community. The latter focuses on interactions with community and related scholarship for the mutually beneficial exploration, and application of knowledge, information, and resources (research building, economic development, etc).

1. Indicate which outreach programs are developed for community:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (specify) Economic Development

Describe with examples:

One of Southern Miss' learning centers is The Children's Center for Communication and Development, which provides an interdisciplinary team approach to the assessment and treatment of communicatively- and developmentally-delayed children [birth - 5 years]. Services are either home-based or center-based, depending on a child's needs. R.E.A.C.H. (Reading, English and Arithmetic to Change Hattiesburg) is an OCSL program that hires Southern Miss students eligible for designated work study funds and places them in community agencies to tutor K-6 students in reading, English, and math. In FY 2009-2010, the Southern Miss Office of Professional Development and Educational Outreach conducted 152 programs that served 11,165 citizens of the state and region. Examples include The DuBard Symposium on Dyslexia and Related Disorders, which drew over 150 parents, teachers, reading specialists and speech-language pathologists from the southeast U.S. and focused on topics such as multisensory strategies, how to read with your child, and language development; and The New South Economic Development Course, an annual conference which attracted over 40 registrants from the Southeast and included representatives of higher education institutions as well as professionals in economic and community development. Facilitating the hands-on sessions were members of the Southern Miss Department of Economic Development and Workforce Training and the Trent Lott National Center for Excellence in Economic Development. The Center for Research, Evaluation, Assessment and Training Services matches Southern Miss faculty with community partners needing their program evaluation, training services, and grant proposal development expertise. Known as The Garden, Southern Miss' 521-acre innovation and commercialization park is where the university's cutting-edge research is transformed into valued products and services for the marketplace. The Garden also has incubator laboratory space, scale-up assistance, and product commercialization that is available to community ventures.

2. Which institutional resources are provided as outreach to the community?

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

Describe with examples:

Co-curricular service-learning is one of the four primary initiatives coordinated by the OCSL. In recent years, Southern Miss students have annually logged over 40,000 hours of volunteer service devoted to projects ranging from sorority/fraternity charities supporting Big Brothers, Big Sisters or St. Jude's Children's Hospital; to local efforts of national campaigns for cancer research (Relay for Life) to weekly commitments to a soup kitchen (Christian Services Center) or youth programs (Boy Scouts/Girl Scouts). There are more focused programs as well: the LuckyDay Citizenship Scholar Program, with nearly 500 student participants presently enrolled, requires a community service project and introduces its students to servant leadership and civic engagement in its first semester course and after that, 20 hours per week of community service for the remainder of their college careers; the College of Business sponsors an Honor House for students selected on the basis of their superior academic record and leadership ability. Their curriculum is enriched by weekly faculty-led seminars, book discussions, lectures by business executives and service-learning projects. Southern Miss athletics events often sell out its 33,000-person capacity football stadium; 8,095-person capacity sports coliseum; and 3,678-person capacity baseball facility. Southern Miss' cultural offerings include 350 events per year. Its symphony of 80 musicians begins its 91st season this year. Students from across the Western hemisphere compete for symphony scholarships. Aside from their own performances, the symphony has brought to south Mississippi and performed with opera great Placido Domingo, violinist Itzhak Perlman, and cellist Yo-Yo Ma. R.E.A.C.H. (Reading, English and Arithmetic to Change Hattiesburg) is an OCSL program that hires Southern Miss students eligible for designated work study funds and places them in community agencies to tutor K-6 students in reading, English, and math. NCS4 faculty consults nationally on the implementation of security plans at large sports venues.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.

4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

Yes No

Describe the strategies:

Reciprocity is a key concept of service-learning. Delve, Mintz and Stewart (1990) said, "reciprocal learning results when the server (student) is educated and develops a deeper sense of civic responsibility and the served (community) is empowered" (p. 21). The Office of Community Service-Learning regularly communicates with community partners to assure programs are beneficial for them as well as the institution. This is done by OCSL staff being in constant contact with agency directors. There is also a link on the OCSL Web page that provides a feedback form for partners to communicate success or areas of their partnership with the university that need improvement.

Due to its importance, the topic of reciprocity is given considerable time and attention in the Service-Learning Faculty Fellows Program Seminar. Great emphasis is placed in discussions with seminar participants on the need to to promote mutuality and reciprocity with partners.

Reciprocity in the community-based participatory research projects at Southern Miss is ensured through involvement of the community in every step of the research process--from preparing the grant proposal, to assessing community needs, to planning interventions, implementing the intervention, evaluating its effects, and disseminating results. By its very nature, community-based participatory research projects are characterized by an equal, reciprocal partnership between the community and the institutional researchers.

b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

Yes No

Describe the mechanisms:

Feedback and assessment data are provided by OCSL staff to community partners at the semi-annual Community Partner Appreciation Luncheon. During the luncheon, Office of Community Service-Learning staff lead a roundtable discussion and focus groups, inviting community partners to describe their needs and how Southern Miss can best serve them. These meetings have helped to open the lines of communication between OCSL staff and community partners.

In addition to the feedback received from community partners at the Community Partner Appreciation Luncheon, OCSL staff members hold regular meetings with individual community partners to provide feedback and listen to needs and suggestions for improvement from partner representatives. There is also a live link on the OCSL Web site for purposes of soliciting feedback from community partners.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Yes No

Provide a minimum of five examples from varied disciplines:

From Department of Community Health Sciences:
Lisovicz N, Johnson RE, Higginbotham J, Downey JA, Hardy CM, Fouad MN, Hinton AW, Partridge EE. The Deep South Network for cancer control. Building a community infrastructure to reduce cancer health disparities. *Cancer*. 2006 Oct 15;107(8 Suppl):1971-9. [DSNCC Partnership]

From Department of English:
Allen L. (2008). Facilitating Positive Trauma in Both Service-Learning and Traditional Classroom Contact Zones." *Modern Language Studies*, 37(2) 77 – 87. [Community Literacy Outreach Initiative]

From Nutrition and Food Systems:
Zoellner J, Connell C, Bounds W, Crook L; Yadrick K, Nutrition Literacy Status and Preferred Nutrition Communication Channels Among Adults in the Lower Mississippi Delta. *Preventing Chronic Disease* Volume 6: No. 4, October 2009 [DSNCC Partnership]

From interdisciplinary efforts of Departments of Fashion Merchandising, Library Science, and Foreign Languages:
Carracelas-Juncal, C., Bossaller, J., & Yaoyuneyong, G. (2009). Integrating service-learning pedagogy: A faculty reflective process. *Insight: A Journal of Scholarly Teaching*, 4, 28-44.

From Department of Anthropology and Sociology:
Dr. Jeffrey Kaufmann, supervised the research, transcription, and publication of student original research, compiled into "Remembering Hercules: Oral Histories of Life with Hercules Power Company (Hercules Hattiesburg Plant) in the Mobile-Bouie Street Neighborhood of Hattiesburg, Mississippi."

From Communication Studies:
Conville, R. L. & Kinnell, A. M. (2010). Relational dimensions of service-learning: Common ground for faculty, students and community partners. *Journal of Civic Engagement and Scholarship*, 3, 27-39.

III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

I.B.1. Does the institution have a campus-wide coordinating infrastructure...? It is significant to understand the development of that coordinating infrastructure whose functions reside principally in the Office of Community Service-Learning. It has been, and is now, a creature of principle, run by staff and faculty who believe and act on the principle that Southern Miss has a responsibility to serve its constituents by enhancing the quality of their lives—making available to its communities the knowledge, experience, and energy of its faculty, students, and staff. Neither fads nor bandwagons have driven or pulled the OCSL along its course. The OCSL has grown organically from simple beginnings as a Volunteer Center managed by one graduate student, to today's two professional staff members and 3 graduate students plus greatly increased space. The growth has been gradual over the last 18 years. As resources were made available from the Division of Student Affairs, personnel and programs were added. Building from the bottom up, there have been no benefactors bearing large gifts, and no administrators dictating its development. Rather, staff, students, and faculty, committed to community engagement in its many forms, have given the extra effort in creative thinking and physical work to build today's OCSL. In 1995, Southern Miss joined Campus Compact and was recognized by USA Today for its Make A Difference Day activities. In 1996, the OCSL acquired its first AmeriCorps students to tutor elementary school students. In 1997, OCSL created its first Agency Guide, to enhance its ability to match volunteers with social service agencies, and a senior faculty member began his role as Faculty Liaison for Service-Learning. In 2000, Southern Miss was selected as a subgrantee by Eastern Michigan University to initiate a Faculty Seminar in Service-Learning, and between 2000 and 2002, Southern Miss doubled its student service hours to 27,562. In 2002, two faculty members received Cohen Research Awards through the American Humanics program. In 2005, the OCSL initiated a partnership with the University of Quelp, Toronto, for alternative spring breaks. In 2007, the Faculty Seminar opened its doors to community college faculty. In 2009, Southern Miss was the lead institution in the state's establishment of the Mississippi Campus Compact. That same year, Southern Miss achieved the President's Honor Roll for Civic Engagement, an award by the Corporation for Community and National Service (a repeat of 2007) and topped 44,000 hours of documented student community service. Finally, in 2010, Southern Miss partnered with United Way of Southeast MS to form a Student United Way chapter, one of only 8 nationwide. And over the years, OCSL has been awarded approximately \$418,000 in grants to fund community projects. So, that infrastructure, the OCSL, was built patiently, over time, while creating a culture of service at Southern Miss.

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

The University of Southern Mississippi has not only developed a robust culture of community engagement within its walls, it has been a leader within the state of Mississippi and a major player in the region. Southern Miss was a founding partner in establishing the Gulf-South Summit on Service-Learning in 2003, a conference that has become the premier practitioners' meeting in the nation. The current Faculty Liaison for Service-Learning serves on the Executive Board of the Summit, and the 10th anniversary conference will be hosted by Southern Miss on its Gulf Coast campus in 2012. The current director of the Office of Community Service-Learning has conducted training workshops on service-learning at Nichols State University and Mississippi Gulf Coast Community College, and the current Faculty Liaison has done the same at Louisiana State University-Shreveport and Grambling State University. Finally, Southern Miss has served as the lead institution in developing the newly inaugurated Mississippi Campus Compact, with our President, Dr. Martha Saunders, serving as the president of those Compact members in the state. In short, Southern Miss has been a good steward of the vision and knowledge of university community engagement that began to take root here 18 years ago.

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

Limit to 2960 characters (approx. 400 words)

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

Yes No

Thank you! Please remember to save and print this application for your records.

Print Form

	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
4	3 at Southern Miss	varies, 4 usually at Southern Miss	yes, National Cancer Institute	Served as first of several community-based participatory research projects in the College of Health; created a two-state network of trained volunteers that have been utilized in numerous other research projects to help gather data from underserved areas; was the first National Institutes of Health grant received in the College of Health	Increased cancer awareness; increased rates of screenings that would detect cancer at its earliest, most treatable stage; increased mammography and Pap test rates, specifically
5	7	5	yes, National Institutes of Health	Allowed Southern Miss to compete for and receive additional NIH monies only available to awardees; two additional awards were made to fund related but different projects; junior faculty have been involved in NIH research and mentored by senior researchers	Walking and other exercise groups have been formed, and weight loss and blood pressure reduction have been achieved in some participants

	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	varies, 1 to 3 each term	40-50 each term	no	Students get a service-learning placement; faculty collaborate with director and staff	Students, grades 1-10, have a safe place to go after school and get help with homework and tutoring
2	3 at Southern Miss	To be determined; Students from Southern Miss' American Government and Introduction to Political Science classes can participate in the program to meet course requirements to participate in a civic engagement project	yes, Election Assistance Commission	Students get a service-learning placement; faculty collaborate with community members and strengthen those ties, faculty collaborate with faculty members from other institutions of higher learning and strengthen those ties	Local election commissions will be assisted with duties leading up to the Nov 2 election by college poll workers
3	8	13	yes, Army Corps of Engineers	Fosters faculty and student experience with applied technology; and creates synergy with other programs	Enables better monitoring of coastal erosion and serves as the basis for coastal rehabilitation

	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
6	TBA	TBA	no	This new partnership is being formed to spur collaborative research opportunities between Southern Miss faculty and Panamanian faculty and to provide enriching academic experiences through exchange and other programs between the universities	The anticipated impact is enhanced economic development for South Mississippi particularly as it relates to the newly expanded port of Gulfport, MS and the newly expanded capacity of the Panama Canal
7	20-30, varies by year	5,000+	A United Way Venture Grant started OCSL	With an annual six figure campaign (approx \$110,000), Southern Miss is constantly a pace setter for an annual United Way campaign that averages \$1.5 million. This improves community perception of university faculty/staff and students.	\$110,000 are given by Southern Miss employees to United Way that distributes the funding to 21 local partner agencies and United Way's own programs in Forrest, Lamar and Perry counties. These United Way agencies make a difference in the areas of education, financial stability, health and support services.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership
10	Community Literacy Outreach Initiative (C.L.O.I.)	Hattiesburg Public Schools, Hawkins Elementary School	Southern Miss English Department	Improve literacy rates among 2nd, 3rd, and 4th grade students	4 years

	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
8	7	Varies, 100-200	No	The Boys and Girls Club at the Salvation Army Complex has been an excellent partner for USM for both student volunteers and Service-Learning classes. Staff at the Salvation Army are committed to assisting Southern Miss in developing our students through service.	The children of the boys and girls club have come to expect Southern Miss student volunteers at the club. The children benefit from mentoring and tutoring services provided by the students.
9	5	150	yes, Martin Luther King Day 2009 - \$1,000; MLK Day 2010 - \$1,000	Over 150 students each in the past two years have assisted in implementing Martin Luther King Day of Service Grants	The Center serves over 800 families per month. The garden project has enabled those families to receive fresh, healthy produce in addition to their allotment of non-perishable food items available through the center.