Faculty Senate Faculty Administrator Roundtable on Community Engagement
April 21, 2017

Summary

The 2017 Mississippi State University (MSU) Robert Holland Faculty Senate Faculty-Administrator Roundtable focused on Community Engagement (CE) and was hosted at President Keenum's home on April 21, 2017. Sequential small-group and summation sessions addressed four overlapping topics: i) university-level incentivizes and rewards for faculty participating in CE; ii) departmental-level opportunities to prepare students for engaged citizenship; iii) educating MSU stakeholders on the depth and breadth of CE, and iv) the strengths and limitations of CE for MSU faculty (for methods see Appendix 1, page 6). **University-level responses** (Question 1, page 2) suggest that MSU should engage in a President and/or Provost led effort communicating the significance of CE; create programs to recognize exemplary CE personnel and projects; create systems to compensate faculty for CE; develop systems to inform, fund, and advance CE; and refine the "service" segment of faculty evaluations beyond a catch-all. **Department-level responses** (Question 2, page 3) suggest departments should improve attitudes, understanding, and culture related to CE; support student development by using CE; advance curricular and co-curricular participation in CE; be more engaged in K-12 educational partnerships; create sequential programs for students to participate in CE from recruitment through graduation; and use CE for career preparation. **To improve the understanding of CE** (Question 3, page 4), MSU should organize a CE educational campaign, provide explicit examples of CE excellence, create a system to recognize and value CE as scholarship and support promotion and tenure (P&T), recognize that CE is more complicated and develops more slowly than other forms of scholarship, engage alumni in CE, engage stakeholders in the entire range of CE activities, and think more strategically in building long-term "win-win" partnerships with communities that exist beyond the short-term or grant-funded interactions. The **strengths of CE** (Question 4, page 5) include: enhancing the reputation of MSU by providing relatable benefits to our external stakeholders and attracting external funding; improving student learning and development; engaging faculty in their strengths and passions; and increasing networks, partnerships, and availability of MSU resources to communities. The **limitations of CE** (Question 4, page 5) include: a lack of recognition in P&T with an increased risk to junior faculty; lack of understanding by faculty regarding CE framework, benefits, and opportunities for collaboration; increased risk to P&T at all levels due to the fact that CE partnerships/results tend to develop slower than other types of primary-investigator-led scholarship (due to the need for trust-building and learning phases); implementation of CE has additional bureaucratic and legal barriers that may result in a faculty member's reputational risk; and CE is often perceived by faculty to be complicated and expensive to implement (high cost- low benefit relationship).

Figure 1. Topics explored at 2017 Faculty Administrator Roundtable hosted by the MSU Faculty Senate.
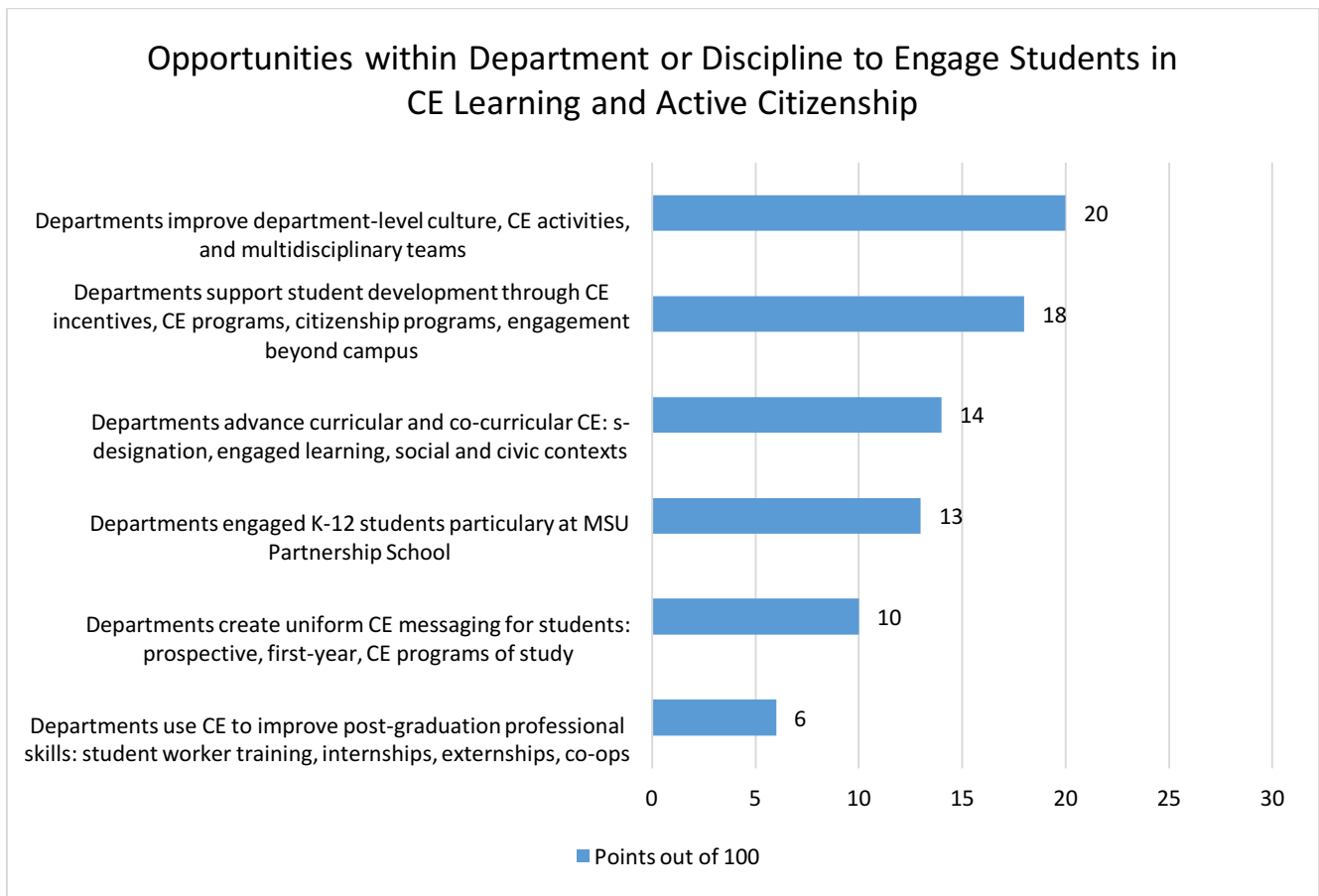
Question 1. How can Mississippi State University incentivize or reward faculty for community engagement involvement? How should community engagement activities be considered in a faculty member's annual evaluation or promotion and tenure packet? (Parentheses contains the percentage of total votes awarded. Responses awarded less than 5% points are not reported.)

1. President and/or Provost should lead a top-down messaging campaign with the intent of influencing a cultural change with the intended outcomes: a) Community Engagement (CE) enhances the national reputation of MSU and our faculty and b) CE is appropriately valued in Promotion and Tenure (P&T) and annual review. (25%)
2. MSU should create university, departmental, or alumni awards and recognition programs for CE in teaching-learning, research-scholarship, and service. (22%)
3. MSU should consider providing a CE stipend, supplement, or course release (load credit) to faculty engaged in CE work as a financial incentive. (17%)
4. MSU should create systems and structures (e.g. rubrics, matrix, departmental definitions and examples, frameworks to link CE to trifold mission) so that faculty understand if what they are doing fits within the umbrella of CE. (8%)
5. MSU should develop internal recognition and grant funding to seed and advance CE work. (7%)
6. MSU should develop internal + external multidisciplinary CE teams focused in primary areas that leverage public, private, and industry funding. (6%)
7. MSU should focus on developing CE understanding, strategic planning, and recognition at the department level. (6%)
8. MSU should increase the value of the "Service" segment of P&T by formally recognizing the value of CE. Service is currently a catch-all (i.e. if it doesn't fit anywhere else, put it in service). (5%)

Incentivizing and Rewarding Faculty for CE Activities
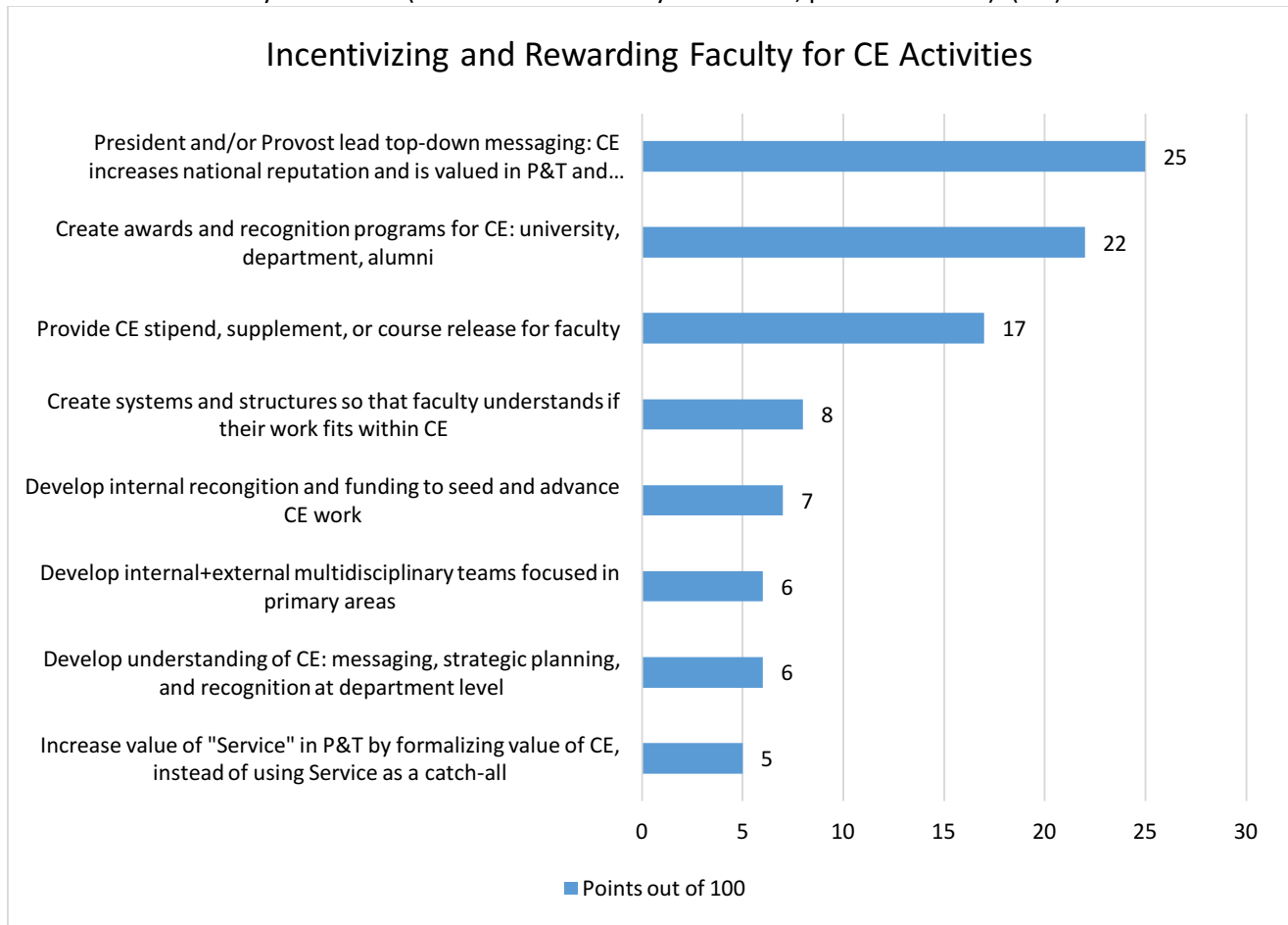
Question 2. What opportunities in your department or discipline currently exist or could be developed to prepare students to be better educated and engaged citizens? Is the opportunity interdisciplinary or limited to your students? (Parentheses contains the percentage of total votes awarded. Responses awarded less than 5% points are not reported.)

1. Departments need to create or improve department-level culture, CE activities, and multidisciplinary teams to advance CE. (20%)
2. Departments need to support student development by fostering student CE through learning incentives, guiding students to CE programs, creating department-level citizenship programs, and empowering students to make a difference beyond the university. (18%)
3. Departments should advance curricular and co-curricular community-engaged learning: S-designation classes, use CE to provide learning that is relevant and hands-on, challenge students to connect their learning with real life experiences within social and civic contexts. (14%)
4. Departments should consider engaging K-12 students at critical junctions, particularly with the Partnership School. MSU faculty could lead K-12 engagement and produce scholarship as an output. (13%)
5. Departments should consider creating uniform messaging that frames CE to prospective students, orients incoming freshmen and upperclassmen: freshman orientation, CE electives, and CE courses within program of study. (10%)
6. Departments should use CE to improve post-graduation professional skills via student worker training, internships, externships, co-ops. (6%)

Opportunities within Department or Discipline to Engage Students in CE Learning and Active Citizenship

| Category	Points out of 100
Departments improve department-level culture, CE activities, and multidisciplinary teams	20
Departments support student development through CE incentives, CE programs, citizenship programs, engagement beyond campus	18
Departments advance curricular and co-curricular CE: s-designation, engaged learning, social and civic contexts	14
Departments engaged K-12 students particulary at MSU Partnership School	13
Departments create uniform CE messaging for students: prospective, first-year, CE programs of study	10
Departments use CE to improve post-graduation professional skills: student worker training, internships, externships, co-ops	6

Question 3. When MSU personnel initially consider "community engagement", they frequently assume that it is limited to free services or volunteering delivered to a geographically defined area. How can we overcome these limiting assumptions so that MSU stakeholders understand the breadth of both "communities" and "community engagement" in research and scholarship, teaching, and service so they may accurately classify existing and future activities as community engagement? (Parentheses contains the percentage of total votes awarded. Responses awarded less than 5% points are not reported.)

1. MSU needs to develop an institution-led educational effort to correct the misunderstanding of faculty, staff, students, and community partners regarding what community engagement is and appropriately defines and frames community engagement so that stakeholders understand correctly. (11%)
2. MSU needs to increase the awareness of community engagement accomplishments and successes of existing efforts and explicitly identify these as community engagement. (11%)
3. MSU needs to create a system that formally recognizes and values community engagement as scholarship and supports faculty's promotion and tenure. (9%)
4. MSU needs to create a system that objectively measures the value of community engagement and recognizes that community engagement develops more slowly than traditional forms of scholarship. Initially, community engagement requires relationship and trust building, followed by capacity building. Later in the community engaged process, the mutually beneficial outcomes are achieved. Frequently, these outcomes are followed by publications and other more easily recognizable forms of scholarship. CE does not fit as neatly into the 3rd year review followed by 5th year tenure application process. (9%)
5. MSU needs to engage alumni in community engagement partnership processes from conceptualization through outputs and outcomes. (9%)
6. MSU needs to effectively communicate the range of mechanisms for participation in community engagement to faculty, staff, students, and community partners. (7%)
7. MSU needs to think long-term in building mutually beneficial partnerships that are "win-win". Too frequently, MSU's community engagement efforts are one-directional, grant-driven, and short-lived. (5%)

Increasing Stakeholder Understanding of CE
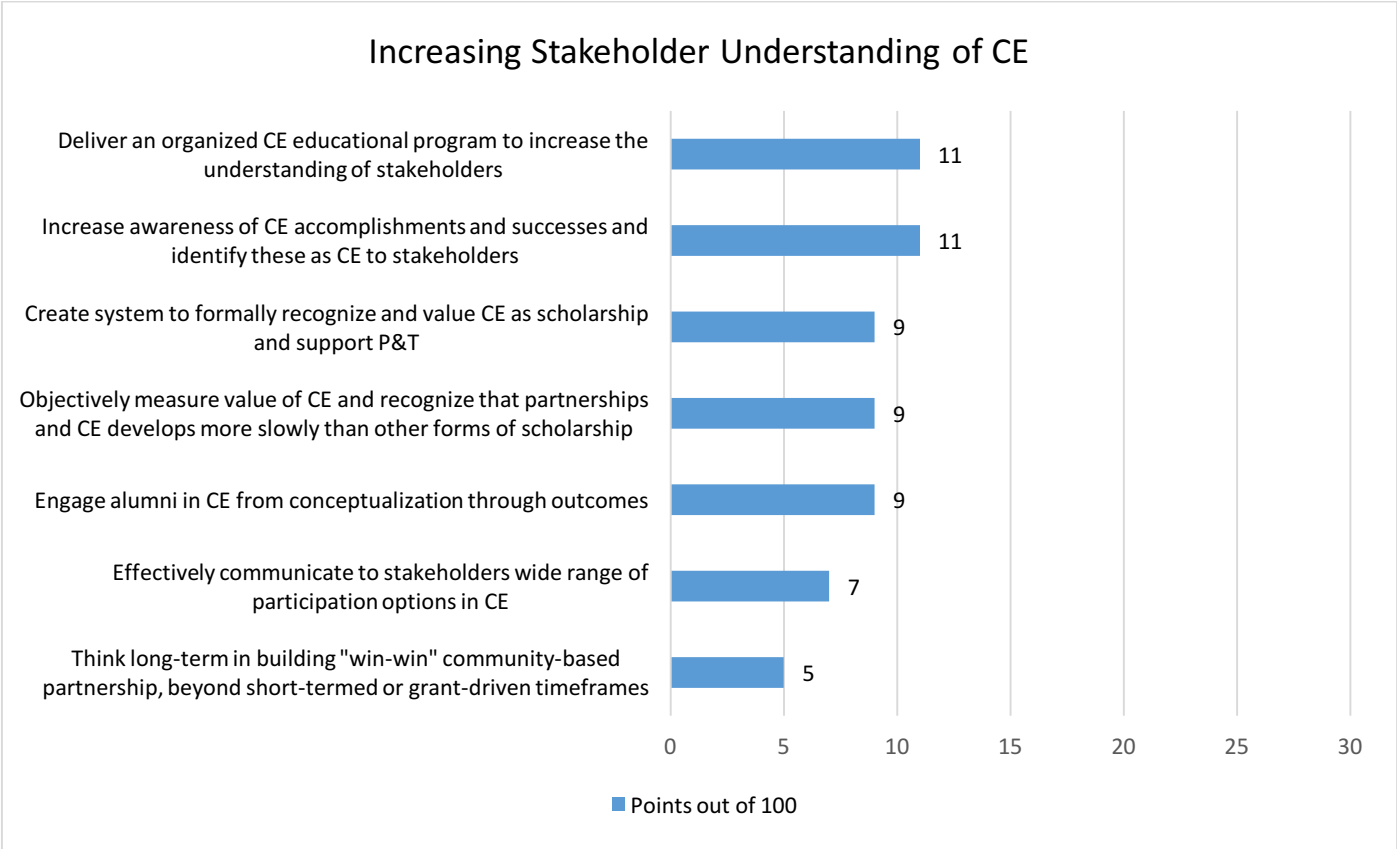
Question 4. What strengths or limitations does involvement in community engagement activities provide to a Mississippi State University faculty member? (Parentheses contains the percentage of total votes awarded. Responses awarded less than 5% points are not reported.)

1. (-) Community engagement lacks recognition in promotion and tenure process and is overly risky for faculty's P&T. It is not wise for junior faculty to spend time and energy in CE. (18%)
2. (+) Community engagement enhances the reputation of MSU, provides outputs and outcomes that are valued by public, and creates opportunity for enhanced funding. (14%)
3. (-) Faculty do not understand CE and there needs to be a well conceptualized framework and explanation of CE so that faculty understand the benefits of CE and are therefore, more likely to engage in collaboration and sharing. It is recognized that such a shift will require a change of the current culture. (12%)
4. (+) CE improves student learning, especially through community-engaged learning. (9%)
5. (+) CE creates opportunities for faculty to engage their strengths in areas that they are passionate about. (8%)
6. (+) CE increases networking partnerships and the availability of MSU's resources in a manner that advances MSU's mission and benefits communities and other constituencies. (9%)
7. (-) Communities may not recognize the expedited timeline often necessary to benefit faculty and MSU needs; therefore, capacity building may develop more slowly creating greater risk to the faculty. (8%)
8. (-) CE has additional bureaucratic levels, legal barriers and reputational risks when MSU is working in partnership with external collaborators in communities. (6%)
9. (-) CE is too complicated to secure funding and too expensive to engage in CE work. (5%)

Strengths and Limitations of CE for MSU Faculty
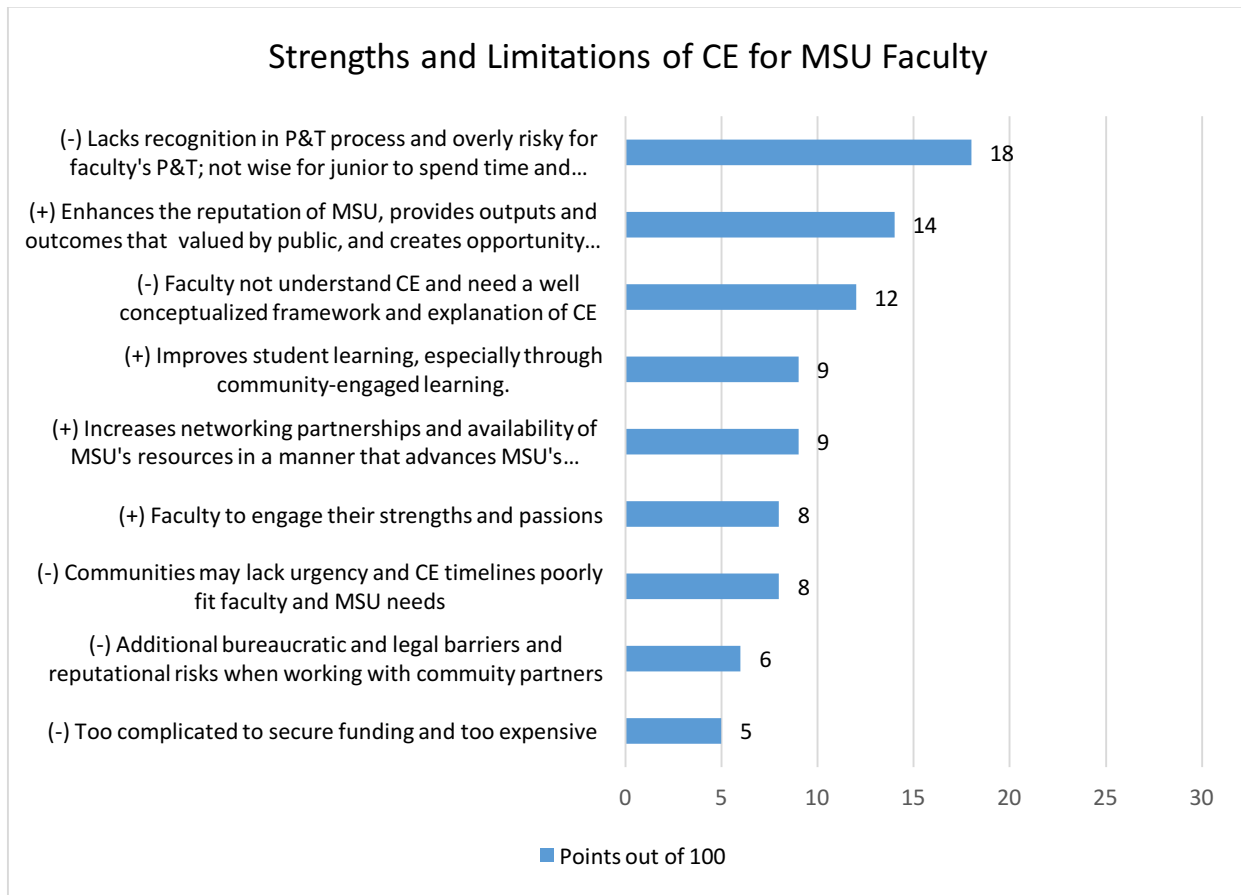
Appendix 1. Method used for Roundtable Discussion and Scoring.

Welcome and Orientation: President Mark Keenum welcomed participants, and Dr. Brent Fountain (vice president Faculty Senate) overviewed the Faculty Roundtable process (Appendix 2). Dr. Cade Smith (chair of the MSU Community Engagement Committee) provided handouts and explained MSU's Definition of Terms Related to Community Engagement (Appendix 3), MSU's Model for Community Engagement (Appendix 4), and MSU's Types of Community Engagement Partnerships (Appendix 5).

Facilitation, Responding, and Voting: Participants were separated into two teams. After considering the question, individual participants within a team orally responded to the prompt. The facilitator wrote out a summary of each response on flipchart paper. After every participant responded within a group, participants voted on the most meaningful items. The two groups combined, reported out, and discussed the major points of interest for each question.

Analysis: Each response was awarded one point for being mentioned and one additional point for each sticker-vote. Voting across groups was normalized as a percentage of points within that specific group. Similar responses were combined within and across groups. The percentages of votes for each item was then totaled. Items scoring less than 5% were not reported in the summary.

Team 1
Brent Fountain (facilitator) .... Associate Ext Professor, Food Science, Nutrition and Health Promotion
Judy Bonner .... Provost and Executive Vice President
Leslie Strawderman .... Associate Professor, Industrial & Systems Engineering
Cade Smith .... Asst. Dean and Director, Student Leadership and Community Engagement
Kenneth Anthony .... Assistant Professor, Curriculum, Instruction, and Special Education
Sharon Oswald .... Dean, College of Business
Mary Ann Jones .... Associate Professor, Library
Greg Bohach .... Vice President for Agriculture, Forestry and Veterinary Medicine
Noel Addy .... Associate Professor, School of Accountancy
Kevin Williams .... Associate Professor, Communication
Jessica Tegt .... Assistant Extension Professor, FWRC
Jason Ward .... Associate Professor, History
Gary Packwood .... Associate Professor & Director of Choral Activities

Team 2
Cody Coyne (facilitator) .... Professor, Basic Science, College of Veterinary Medicine
Regina Hyatt .... Vice President for Student Affairs
Patty Lathan .... Associate Professor, CVM, Clinical Science
George Hopper .... Dean, College of Ag and Life Sciences, Dean, CFR
Reuben Burch .... Assistant Professor, Industrial & Systems Engineering
Dipangkar Dutta .... Professor, Physics & Astronomy
Cory Gallo .... Associate Professor, Landscape Architecture
Teresa Gammill .... Assistant Vice President Research
Sid Salter .... Chief Communications Officer
Joel Collier .... Associate Professor, Marketing/Qualitative Analysis/Bus. Law
Alexis Gregory .... Associate Professor, School of Architecture

Faculty Senate Spring Roundtable
Mississippi State University-Strengthening Community Engagement
April 21, 2017

Welcome and Overview
Team Brainstorming Session #1 .... 1:15
Discussion of Results and joint report 2:00
Break 2:30
Team Brainstorming Session #2 .... 3:00
Discussion of results and joint report 3:45
Impressions/Summary 4:15
Reception and Social time 4:30

Key Definitions

Communities-consist of groups of people affiliated by geographic proximity, special interests, or situational similarities at the local, regional/state, national, or global levels.

Community engagement-describes collaboration between Mississippi State University and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Session 1. Discussion Topics

- When MSU personnel initially consider "community engagement", they frequently assume that it is limited to free services or volunteering delivered to a geographically defined area. How can we overcome these limiting assumptions so that MSU stakeholders understand the breadth of both "communities" and "community engagement" in research and scholarship, teaching, and service so they may accurately classify existing and future activities as community engagement?

- What strengths or limitations does involvement in community engagement activities provide to a Mississippi State University faculty member?

Session 2. Discussion Topics

- What opportunities in your department or discipline currently exist or could be developed to prepare students to be better educated and engaged citizens?
    - Is the opportunity interdisciplinary or limited to your students?

- How can Mississippi State University incentivize or reward faculty for community engagement involvement?

- How should community engagement activities be considered in a faculty member's annual evaluation or promotion and tenure packet?

Team Brainstorming Process

1. Participants share ideas to each of two questions and responses are recorded.
2. Duplicates and overlaps are identified and consolidated.
3. Participants single or multi--vote on answers or responses.
4. Results are then discussed and shared across groups.

Brainstorming Rules and Guidelines

- Bad ideas do not exist.
- A single idea is offered one at a time.
- Participants may pass when they do not have an idea to offer.
- Ideas are not judged during brainstorming period.
- Open discussion with expectations of confidentiality, e.g. "Las Vegas rules".
- Aim for constructive, creative sharing.

Maroon Team
Brent Fountain, Associate Ext Professor, Food Science, Nutrition and Health Promo

Judy Bonner,	Provost and Executive Vice President
Leslie Strawderman,	Associate Professor, Industrial & Systems Engineering
Cade Smith,	Asst. Dean and Director, Student Leadership
Kenneth Anthony,	Assistant Professor, Curriculum, Instruction, and Special Edu.
Sharon Oswald,	Dean, College of Business
Mary Ann Jones,	Associate Professor, Library
Greg Bohach,	Vice President for Agriculture, Forestry and Veterinary Medicine
Noel Addy,	Associate Professor, School of Accountancy
Kevin Williams,	Associate Professor, Communication
Jessica Tegt,	Assistant Extension Professor, FWRC
Jason Ward,	Associate Professor, History
Gary Packwood,	Associate Professor & Director of Choral Activities

White Team
Cody Coyne, Professor, Basic Science, College of Veterinary Medicine

Stephanie Bennett,	Assistant Professor, Curriculum, Instruction, and Special Edu.
Regina Hyatt,	Vice President for Student Affairs
Patty Lathan,	Associate Professor, CVM, Clinical Science
George Hopper,	Dean, College of Ag and Life Sciences, Dean, CFR
Reuben Burch,	Assistant Professor, Industrial & Systems Engineering
Stacy Haynes,	Associate Professor, Sociology
Dipangkar Dutta,	Professor, Physics & Astronomy
Cory Gallo,	Associate Professor, Landscape Architecture
Teresa Gammill,	Assistant Vice President Research
Sid Salter,	Chief Communications Officer
Joel Collier,	Associate Professor, Marketing/Qualitative Analysis/Bus. Law
Alexis Gregory,	Associate Professor, School of Architecture

Appendix 3. MSU's Definition of Terms Related to Community Engagement.

Community Engagement Committee Definition of Terms Related to Community Engagement
Revised April 20, 2017

Communities consist of groups of people affiliated by geographic proximity, special interests, or situational similarities at the local, regional/state, national, or global levels.

Community Engagement describes collaboration between MSU and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

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

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

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.

Scholarship of Engagement refers to academic scholarship that focusing on the improvement of the practice of community engagement and/or to academic scholarship resulting from the practice of community engagement, sometimes called **Engaged Scholarship**.

Community Partner includes any community-based individuals and organizations external to MSU.

Partnership – is an association between communities and MSU to undertake a shared, mutually beneficial action or endeavor.

Extension provides MSU's research-based information, educational programs, and technology transfer focused on issues and needs of the people of Mississippi, enabling them to make informed decisions about their economic, social, and cultural well-being.

Civic Engagement is a type of community 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 service performed by 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 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 MSU and its community partners.

Appendix 4. MSU's Model for Community Engagement.

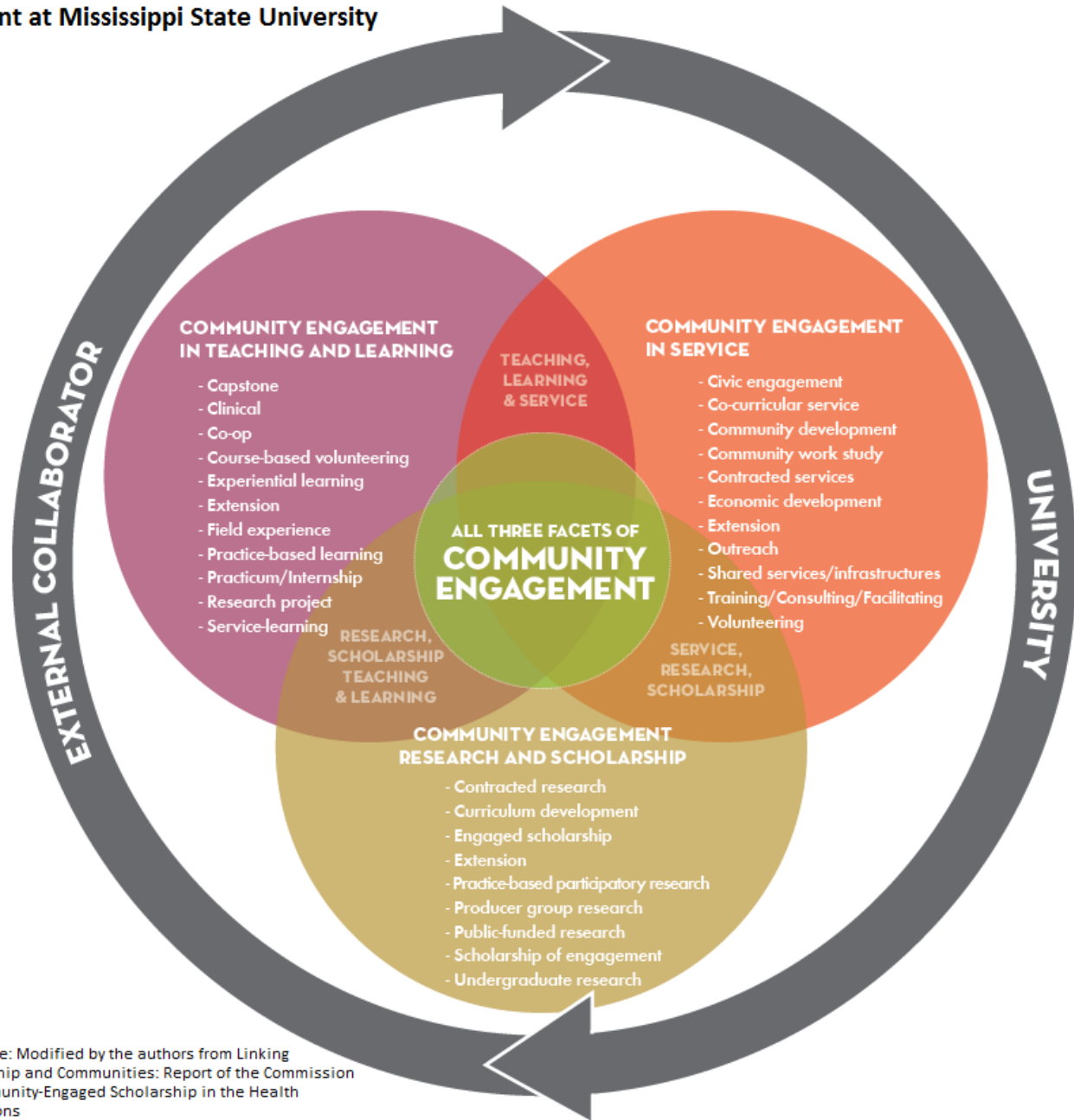# Model of Community Engagement at Mississippi State University

COMMUNITY ENGAGEMENT

Community Engagement describes collaboration between MSU and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

COMMUNITY

Communities consist of groups of people 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** include: specific neighborhoods, municipalities, and other geographically-defined units.

Communities within **SPECIAL INTERESTS** may include, but are not limited to, K-12 educational systems, commodity or 'operator' groups, business sectors, practitioner groups, hobbyist groups, food service sectors, or landowners.

Communities defined within **SITUATIONAL SIMILARITIES** may include: emergency preparation, response, and/or recovery efforts; impoverished, disadvantaged, or otherwise marginalized populations; populations affected by a disease or disorder; or any stakeholder group served by an agency.

EXTERNAL COLLABORATOR

UNIVERSITY

COMMUNITY ENGAGEMENT IN TEACHING AND LEARNING

- Capstone
- Clinical
- Co-op
- Course-based volunteering
- Experiential learning
- Extension
- Field experience
- Practice-based learning
- Practicum/Internship
- Research project
- Service-learning

TEACHING, LEARNING & SERVICE

COMMUNITY ENGAGEMENT IN SERVICE

- Civic engagement
- Co-curricular service
- Community development
- Community work study
- Contracted services
- Economic development
- Extension
- Outreach
- Shared services/infrastructures
- Training/Consulting/Facilitating
- Volunteering

ALL THREE FACETS OF COMMUNITY ENGAGEMENT

RESEARCH, SCHOLARSHIP TEACHING & LEARNING

SERVICE, RESEARCH, SCHOLARSHIP

COMMUNITY ENGAGEMENT RESEARCH AND SCHOLARSHIP

- Contracted research
- Curriculum development
- Engaged scholarship
- Extension
- Practice-based participatory research
- Producer group research
- Public-funded research
- Scholarship of engagement
- Undergraduate research

Reference: Modified by the authors from Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions

Appendix 5. MSU's Types of Community Engagement Partnerships.

Types of Community Engagement Partnerships at Mississippi State University

	OUTREACH	CONSULT	INVOLVE	SHARED LEADERSHIP	COMMUNITY-DRIVEN
Leadership and Involvement	MSU 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 MSU to community to inform or share	Information feedback from community to help inform MSU's efforts	Communication is bidirectional between MSU and community	Decision making is equally shared; communication is bidirectional	Final decision making is at the community level
Initiation and Exchange	MSU sends community information	MSU and community share information and feedback	More communication and participation between community and MSU on issues	MSU and community in strong partnership from conceptualization to output	Communities may consult with MSU to assist with technical questions
Cooperation	MSU and community coexists	MSU and community coexists	MSU and community cooperate	MSU and community mutually understand and collaborate	Community engages MSU as needed
Outcomes	Connections established connections for communication and outreach	Connections developed and 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

Ex: Training sessions, awareness campaigns, social media

Communication: Mostly one-way

Sample Metrics: Number of participants; number of publication; number of products delivered

COMMUNITY INVOLVEMENT

Ex: Community advisory committees, Community conversations, Consulting and action plans

Communication: Two-way

Sample Metrics: Active participation; retention; # of activities; increased accountability for decision-makers

COMMUNITY INTEGRATION

Ex: Issue specific workgroups, Commodity groups, Community of practice

Communication: Two-way and equal partnership between MSU and community

Sample Metrics: Depth of engagement, willingness of members to take action; transcending organizational interests for long-term collective interests

PEOPLE INVOLVED   DEPTH OF ENGAGEMENT

Reference: Modified from Principles of Community Engagement, second edition. NIH Publication No. 11-7782