

# Kennesaw State University Application for the Carnegie Community Engagement Designation

Submitted: April 15, 2014

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# I. Foundational Indicators

## A. Institutional Identity and Culture

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

Yes, Kennesaw State University (KSU) celebrated its 50th anniversary this year; throughout its history, KSU's commitment to community engagement has not wavered. The anniversary provided opportunities to examine how our mission has informed KSU's past and shapes our future. Events showcased key roles the community has long played in the institution's success: for example, in the 1960s community leaders and residents were the driving force in establishing Kennesaw Junior College (KJC), assuming responsibility for the cost of the land and construction of the initial buildings, and a few years later, community leaders convinced a reluctant group of Regents to elevate KJC to a senior college.

KSU's relationship with the community is clearly articulated in our mission statement:

*“KSU educates students who become capable, visionary, and ethical leaders in their chosen professions and careers, and who are engaged citizens with global understanding and a love of learning. The university's research, scholarship, and creative activities expand knowledge, contribute significantly to economic development, and help improve the quality of life in the local community, Georgia, the nation, and the world. KSU students, faculty, and staff engage with local, state, regional, national, and international communities to improve those communities and the university...”*

KSU's mission statement suggests various responsibilities to the community. First, KSU provides access to knowledge and events to enrich the community. For example, during 2012-13, KSU sponsored over 3,000 events open to the public, and over 120,000 community members toured a KSU museum or visited the Rare Book Room.

Second, KSU not only educates for careers but also prepares students for engaged citizenship. As a symbol of this commitment, KSU placed the Thinking Rock at the center of campus to remind us of our responsibility to communities. The Thinking Rock was established as a visible, omnipresent symbol of KSU's mission to “help students produce lives of meaning and significance as engaged, ethically motivated citizens.” Noted at its dedication, this rock represents KSU's commitment to “lead students to a deeper understanding of the values of service, civic responsibility and diversity ... [and] encourage them to ask themselves what they can give back, rather than what they can be given.”

Third, KSU's mission articulates the University's commitment to active partnership with the community in addressing public issues (for which we were recognized in 2003 by the American Association of State Colleges and Universities, which named KSU "one of the nation's top three publicly engaged institutions"). In 2011, President Papp convened a group of faculty to expand support for community engagement. The committee, to become known as Engage KSU, was charged with "promoting collaboration between Kennesaw State and its larger communities ... for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

To further support the work initiated by Engage KSU, in spite of budget challenges President Papp created the Office of Community Engagement to support current and cultivate new community-campus partnerships. This Office provides leadership in strengthening the University's presence within the community and aligning engagement initiatives.

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

Yes, KSU recognizes faculty, staff, students, and community members who engage in meaningful community work and spotlights successes of the programs they lead. Annual ceremonies have become respected events for the communities they serve, and the recognitions bestowed have become sought-after accomplishments. These ceremonies highlight engagement in multiple forms.

1. The Department of Student Life's Golden O's Annual Activity Awards Ceremony recognizes students who are leaders in and outside the classroom and student organizations who enrich the lives of others through programs and activities that build community on and off campus. The following awards recognize KSU students and/or student organizations for significant work with the community:

- **Humanist and Humanitarian Jewel Awards:** These awards recognize one undergraduate or graduate student and two student organizations who display a commitment to community engagement and/or philanthropic initiatives within KSU and in the larger community.
- **Service Initiative of the Year Awards:** This award recognizes two student organizations for service initiatives that have significantly impacted the larger community.

2. The Volunteer Kennesaw State University's (VKSU) Recognition Luncheon honors students, faculty, staff, and community partners who dedicate their time to work with various groups to address local, regional, national, and/or global issues.

3. Kennesaw State University Foundation's Faculty Awards recognize outstanding achievement of KSU faculty in various areas, including those who engage in activities that significantly impact the community. The Foundation Distinguished Service Award provides recipients with \$5,000 in travel funds and a check of \$5,000.

4. KSU's All Boards Day honors community members serving on any of the University's 63 advisory board. These individuals provide countless hours of service to oversee programs, help build community-campus relations, and provide feedback to units across campus. This annual spring event includes the presentation of the Board Member of the Year and Advisory Board of the Year as well as a state of the university address by the President. In 2014, a new "Community Engagement" award will be presented to a community partner who has made a significant impact on KSU.

5. College of the Arts Flourish Awards honor individuals and organizations in the community who support, promote, or participate in the arts in Metropolitan Atlanta and Northwest Georgia.

6. The College of Continuing and Professional Education's Continuing Education Celebration is an annual event to honor both the instructors at the College of Continuing and Professional Education at KSU and various community and University supporters.

These are but a few examples of the range of ways KSU has recognize connections with the community; new awards are also emerging. In April 2014, the Institute for Global Initiatives (IGI) began awarding the Distinguished International Community Partner Award to recognize a local or international partner who has worked with KSU to establish a sustained project and demonstrated outstanding achievement in and commitment to international outreach and engagement. And beginning fall 2014, the Office of Community Engagement will administer the Outstanding Community Engagement Award, honoring a faculty member who demonstrates commitment to and leadership in advancing community engagement at KSU.

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

Yes. KSU has multiple access points for community members to give feedback, including a "comment box" on our website (complaints/suggestions are monitored and filtered by a President's Cabinet member and assigned appropriately for resolution) and an arrangement to have calls to the campus switchboard related to the community directed to the Office of Community Engagement (OCE).

We have a strong social media presence that connects the University to a continually growing audience; through outlets such as Facebook, YouTube, and Twitter, KSU interacts directly with community members to disburse information and gauge perceptions (via comments on

posts, shares of tweets, and “likes” of content). One example of the value of social media in helping KSU remain responsive to the community occurred last year. The men from MTV’s “The Buried Life” (which chronicles the efforts of men who check items off their bucket lists and then “pay it forward” by helping others) were scheduled to speak on campus, and a student tweeted using the KSU hashtag a request for their assistance in finding a kidney donor for his sister. The tweet trended and gained huge attention by the community. Because of the significant local interest in the event thus demonstrated, KSU moved the performance from the originally planned small facility to a location large enough to accommodate the 1,500 people who participated.

KSU maintains a community partnership affinity group called Corporate Partners. The Corporate Partners advise the institution on community perceptions and identify opportunities to expand connections with local Kennesaw and the larger community. This group was instrumental in coordinating community focus groups in 2012 and helped KSU define areas for improvement, including communication, volunteer resources, and promotion of existing activities.

KSU assigns employees to serve as liaisons to neighborhood associations, business networks, and chambers of commerce. Liaisons attend meetings of their assigned groups and share information about KSU; when community members raise issues, concerns, or questions about the University’s engagement, the liaison either addresses them or contacts appropriate colleagues. As one example, residents of the community adjacent to the university recently attended their neighborhood association meeting to voice complaints about the high volume of traffic (due to KSU students using this route rather than main roads to campus). Their liaison worked with them, and together we convinced the County to move the road (now further from homes and shielded by trees).

KSU seeks feedback regarding student performance during internships/coops. Supervisors complete surveys evaluating student performance at midterm and upon completion, providing feedback on students’ knowledge, abilities, and dispositions. In addition to serving as the basis for grading, these evaluations are aggregated and annually reviewed to identify improvement areas within the curriculum and the overall process.

KSU solicits information from academic units regarding community input opportunities. In a 2013 survey, 66.7% of colleges and 56.3% of departments responded that they “plan to” develop mechanisms to increase community “voice.” Several departments (e.g., Nursing, Foreign Language, Interdisciplinary Studies) have since approached OCE requesting support in doing so.

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3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

Yes. KSU dedicates a great deal of time and resources gathering community feedback that is used to inform decisions. Aggregated data is shared and results evaluated to determine

whether and how to make changes. Information gleaned from these reports shapes the perspectives of campus leaders as well as decisions related to program improvements, curriculum reforms, and policy revisions. Community perspective is included in all major decisions related to community engagement and is particularly evident in KSU's strategic planning process.

In the summer of 2011 KSU charged the Strategic Thinking and Planning Committee to design a survey to solicit opinions on matters related to KSU's current reputation and prospects for the future from students, alumni, community members, faculty, staff, and administrators. The online survey was the result of extensive discussion, literature review, and feedback from a cross-section of KSU's diverse constituencies. A number of questions asked about perspectives related to KSU's reputation in communities locally, regionally, nationally, and internationally; within each of these geographic categories questions asked respondents to identify specific areas in which the University excelled as well as areas that needed attention. Over 43,000 individuals were contacted, and of that number 25% communicated their perspectives on KSU's reputation and future opportunities. Data were aggregated and categorized according to the respondent's relationship with the University (students, alumni, community members, faculty, staff, or administrator). A report on the survey results published and circulated (including via a website), and this information became the basis of discussion to identify goals for the new strategic plan. It is worth noting that community members identified KSU's reputation for "Engagement with the local and global community" as one of the top four areas KSU is known for locally, regionally, nationally, and internationally.

As the strategic plan began to take shape, initial drafts were published on the website and distributed via email to various groups. Community members were asked to provide follow up feedback and suggestions for the plan's further development. In addition, these drafts were shared with the Corporate Partners group and with various groups throughout campus. Comments were submitted using an online suggestion box and information was reviewed by the President's Strategic Thinking and Planning team. This process continued until the final plan was adopted by the University.

Beyond the strategic planning process as a leading example of the aggregation and use of perspectives and other data related to community engagement, feedback is also obtained at least annually (sometimes more frequently, as need arises) from community partners through other institution-level processes, such as the President's Business Advisory Council and the Cobb Community Collaborative, in the form of focus groups and meetings. This feedback is compiled, organized, and disseminated to campus leaders through, for example, the President's Cabinet, the Provost's Cabinet, and the Dean's Council. Remedial actions and mid-course corrections are discussed and incorporated into KSU's subsequent interactions with communities.

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

Yes. As the website, print materials, and videos produced for our 50th anniversary noted, KSU has always had a significant engagement focus. That focus is clearly evident in admissions materials, university websites, externally focused publications, the new strategic plan, and other marketing materials.

Community engagement is prominently displayed in each 2012-2013 issue of the “Kennesaw State University Magazine,” our premier print publication that is disseminated quarterly to internal and external audiences. Highlighting this example of the positioning of community engagement in our marketing strategy:

- The Fall 2012 edition included feature articles on (a) Dr. Kim Loomis’ (professor of middle grades education in the Bagwell College of Education) collaborations with informal science education centers (zoos, aquariums, nature centers, museums) and area middle schools to enhance science education in the state; (b) the Confucius Institute’s language instruction exchange program, which involves Chinese students from Yangzhou University teaching Mandarin to public school students in Georgia’s Bibb, Cobb, and Hall counties; and (c) the results of an \$8.9 million grant-funded project to increase collaboration between the Bagwell College of Education and urban schools in the surrounding communities. The issue also highlighted community engagement in Paulding County via the university’s new satellite campus with the headline: “More than a Campus: Paulding County Instructional Site is a Valued Community Member.”
- The Winter 2013 issue highlighted the Wellstar College of Health and Human Services’ Academy for Inclusive Learning and Social Growth and its growing partnership with the Georgia Vocational Rehabilitation Agency. It also included an article on KSU’s leadership in developing Camp MAGIK, a program for bereaved children dealing with grief.
- The Spring 2013 issue prominently featured KSU’s partnership with the United Nations’ CIFAL Atlanta training center, which moved to campus earlier in the year; as the article noted, this is the “first-ever-partnership worldwide through which an academic institution hosts a CIFAL training center on its campus” (p. 10). The issue also included articles on the university’s nationally recognized first-year seminars, including the community-based KSU 1121 course.
- The Summer 2013 issue, which was predominantly dedicated to the 50th anniversary celebration, included an article on a collaborative project between KSU and both the U.S. Fish and Wildlife Service and the Savannah Coastal Refuges focused on sea turtle preservation.



In addition to print publications, KSU emphasizes community engagement in a variety of electronic communications. Both the Strategic Communications team and the Marketing team were instrumental in developing the Engage KSU website (an internal site that provides the KSU community with information related to the work of the Engage KSU committee.) They have also promoted the university's strategic focus on engagement on the KSU homepage by regularly featuring stories of students, faculty, and staff involved in activities and projects related to community engagement. For example, recently a story entitled "Making History" detailed the work of KSU's public historians and their partnerships with various groups within the community to chronicle the history of sites, events, and traditions in Atlanta.

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

Yes. In his fifth annual "State of the University" address on March 31, 2011, President Daniel S. Papp stated that "we have not spent enough time, nor devoted enough effort, to talk with folks in the broader community about what it is that we do." He went on to pledge that KSU would "re-double its efforts in every area to understand others," stating that, "We will become nationally-recognized, and we will be known in the local community, in Georgia, in the nation, and in the world as 'Kennesaw State: Georgia's Engaged University,' and that is the kind of recognition about which we can all be proud." President Papp's speech highlighted the important connection between KSU and the community surrounding it and identified community engagement as a priority for his administration.

In his 2012 "State of the University" address on March 28, 2012, President Papp outlined six undertakings he believed to be critical to KSU's future, with the sixth focused on community-campus engagement: "Last year, I...proposed that we become fully committed to engagement with our local community, state, nation, and world, even as we become a nationally-recognized university. We began this effort by launching Engage KSU, this university's most comprehensive community engagement initiative to date. Since then, faculty, staff, administrators, and students have been hard at work on five teams focused on different dimensions of engagement: teaching, research and scholarship, service, infrastructure, and partnerships."

During his "Opening of the University" address on August 15, 2012, President Papp outlined the five goals of KSU's Strategic Plan, which include the goal of "becom[ing] more engaged and prominent in the local community, Georgia, the nation and the world." He went on to explain the recent efforts of Engage KSU, including its progress and future directions. He reaffirmed his commitment to this cause, stating that "Both the team and I are fully convinced that the future of not only Kennesaw State, but public higher education in general, is deeply connected to being engaged, and being seen as engaged, with and by broader

publics and external communities.” To be sure, in a certain sense, Engage KSU is not new. KSU has always been deeply involved with the communities of which it is a part. This solid foundation of engagement is central to this institution’s history, and Engage KSU teams are building on this to make community engagement a strategic focus. The reciprocal partnerships that are the hallmark of community engagement will take KSU to new levels of achievement, recognition, and prominence. When it comes to community engagement, the “best is yet to come.”

Additionally, at each commencement, President Papp asks that all students who have been engaged in the broader community stand to be recognized. This is an opportunity for him to commend graduates for their engagement work and also portray to the community the university’s commitment to this priority.

## B. Institutional Commitment

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

Yes. In 2013 a new, centralized unit to support community engagement, The Office of Community Engagement (OCE), was created as an outgrowth of “Engage KSU.”

As implementation of KSU’s 2012-2017 Strategic Plan began, senior leadership launched a campus-wide organizational development effort, “Engage KSU,” to institutionalize community engagement as part of Goal 3. Engage KSU served as the original infrastructure supporting community engagement. Five working teams – engaged teaching, engaged scholarship, engaged service, partnerships and networks, and structures and resources – were created to move Engage KSU forward. The teams (composed of faculty, staff, students, alumni, and community partners) met regularly for 18 months to plan and implement initiatives to highlight and support community engagement (e.g., revising tenure and promotion guidelines to explicitly promote engaged pedagogy, scholarship of engagement, and engaged service). The teaching team examined current community-engaged courses and drafted guidelines to designate them as such. The engaged scholarship team provided in-service training and developed videos to highlight current scholarship of engagement and assist faculty in launching new projects with community partners. The engaged service team determined barriers inhibiting staff and students from greater community engagement, with the long-term goal of reducing barriers. The partnerships and networks team conducted focus groups with current and potential community partners to learn about working more collaboratively. The structures and resources team studied aspirational models, developed the initial Engage KSU website, and proposed structures that would meet KSU’s goals within the university’s budget constraints.

The OCE was established in response to these recommendations in order to:

- identify the various ways KSU is already connected to the community
- recognize and celebrate existing partnerships, programs, and activities
- establish a support system to enhance current initiatives while establishing new methods for faculty, staff, administrators, students, alumni, and retirees to easily connect with the community in mutually beneficial partnerships

It is housed in the Division of Academic Affairs, reports directly to the Provost and Vice President for Academic Affairs, and is led by a tenured Executive Director. The Executive Director for Community Engagement meets regularly with the Provost and his Cabinet and with the President to ensure consistent communication while growing the infrastructure to support even greater levels of coordinated, significant engagement. The OCE is currently staffed by an administrative assistant with substantial community-university experience;

Faculty Fellows will be appointed Fall 2014, and as funding becomes available, additional staff and student leaders will be added.

The primary focus of the OCE is to provide a more coordinated, integrated approach to community engagement after years of decentralization. The OCE works with colleges and divisions to document and deepen current and future work and coordinates with units across campus (e.g., Economic Development Task Force, Volunteer KSU, Center for Student Leadership, Faculty Senate, Center for Excellence in Teaching and Learning, and University Relations).

In summary, OCE is (a) a catalyst for sparking ideas and synergies, (b) a bridge connecting KSU with communities, and (c) a support system that strengthens work in progress and generates new possibilities.

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2.a.1. Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes.

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2.a.2. Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used.

During a period characterized by budget cuts within the University System of Georgia, KSU has managed to maintain its level of support for community engagement and even expand support with the dedication of funds to establish the new Office of Community Engagement (OCE). While KSU does not have a means by which to identify all funds spent on institutional engagement at this point, budget numbers for this application were collected through a self-reporting process connected to a survey administered in 2012. In addition to the funds identified through the survey, budgets allocated to areas with a primary mission related to community engagement are included in the figures below.

**A. Institutional engagement funding by Division:**

1. Bagwell College of Education	\$2,891,000 <sup>1</sup>
2. Coles College of Business	\$149,500
3. College of Humanities and Social Science	\$6,938,750 <sup>2</sup>
4. College of Science and Mathematics	\$2,813,851 <sup>3</sup>

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<sup>1</sup> includes professional salaries, travel for site visits, and programs and trainings for professors and teachers involved with the Urban Education Option program

<sup>2</sup> includes personnel expenses, travel, and programming for the Kennesaw Mountain Writing Project

<sup>3</sup> includes support for water testing partnerships with, for example, the US Army Corps of Engineers working at Lake Allatoona and Paulding County Extension

5. College of the Arts	\$42,800
6. Wellstar College of Health & Human Services	\$345,00
7. President's Office	\$125,000
<b>B. Centers/Institutes with community engagement focus:</b>	<b>\$6,693,325</b>
<b>C. Other units with community engagement programming:</b>	
1. Center for Student Leadership (integrates community engagement with leadership development)	
• Overall budget:	\$464,018
2. Volunteer Kennesaw State University (provides opportunities for faculty, staff, and students to volunteer with the community)	
• Overall budget:	\$284,891
3. Center for Excellence in Teaching and Learning (CETL)	
• Faculty Fellows for Engagement:	\$40,000
4. Office of Community Engagement (charged with identifying, celebrating and further connecting the University with the community)	
• Overall budget:	\$205,000

Funding identified above is allocated from KSU's general budget. Unless otherwise identified funding supports personnel services and operational costs and provides support for programs and events.

In addition to the items reported above, the Division of Academic Affairs has reassigned Engagement Fellows from CETL and dedicated an additional \$28,000 to the OCE's 2014-2015 year's budget to fund the development of a Community Engagement Faculty Fellows program. The OCE will identify one faculty member from each of the academic colleges; Fellows will receive a course release and a budget of \$1,000 to support current and new community engagement initiatives within their college.

The OCE and Business and Finance have identified a process for assigning a marker to each community engagement expenditure made by any KSU unit starting in fall 2014, making it possible to produce a report listing all such expenditures. We plan to use this information in several ways, including as metric for community engagement awards, as data to inform strategic planning, and in marketing KSU's commitment to community engagement.

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

Yes. The Office of Research supports externally funded research, service, and creative activity at KSU. Examples of grants dedicated to supporting institutional engagement with the community that KSU was awarded during 2012-13 include the following:

- \$100,000 from the Marcus Foundation to be used for “Holocaust Outreach”
- \$2,000 from the Target Foundation for “Empowering K-3 Students Through Tablet Reading in After School Programs”
- \$19,002 from the National Park Service and Kennesaw Mountain National Battlefield for “Cooperative Agreement: KSU Center for the Study of the Civil War Era and Kennesaw Mountain National Battlefield”
- \$20,000 from the National Writing Project for “Professional Development in a High-Needs School with Kennesaw Mountain Writing Project”
- \$437,640 from the Georgia Department of Education for the “Northwest Georgia Math-Science Partnership” and \$472,252.00 for the “Northwest Georgia Science Education Partnership”
- \$21,714 from the National Science Foundation for the “CI-TEAM Implementation Project: Native American Regional IT Industry Workforce Development Project”
- \$5,000 from the Columbus Consolidated Government for the “Proposal to deliver in-service training workshop services for community schools program personnel in Columbus, Georgia”
- \$24,984 from the Georgia Department of Community Affairs for the 2013 “DCA Homeless Count”
- \$15,000 from the Cobb County CDBG Program for the “Caring for the Underserved and Unserved in Our Community” project with the KSU Community Clinic at MUST Ministries
- \$50,000 approved by the Georgia General Assembly for the 2012-13 budget to be used in support of inclusive post-secondary education for students with developmental disabilities through KSU’s Academy for Inclusive Learning & Social Growth, which is housed in the University’s WellStar College of Health and Human Services
- \$10,000 from Kaiser Permanente to fund a patient education program focused on obesity, asthma, and breast health at the KSU Community Clinic
- \$100,000 from the Harnisch Family Philanthropies to be used to help the Center for Sustainable Journalism at KSU continue its growth as a national source for news and developments in the youth services field
- \$1,000 gift in kind from the Arlington Memorial Park to the Watershed Assessment and Analysis courses (via the Department of Geography and Anthropology)

Additionally, the KSU Foundation provides over \$100,000 to support students participating in the Center for Student Leadership’s leadership programs, through a donor-supported scholarship program. These student leadership development programs emphasize civic

responsibility through community-engaged learning modules. At least 75% percent of the funds allocated to the CSL provide KSU leadership students international community engagement experiences.

As evidenced by the preceding list of external funding allocations, funds for community-engaged learning and scholarship are distributed throughout the university and support a broad array of initiatives.

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2.c. Is fundraising directed to community engagement?

Yes. The Office of Development is working to create expanded support for community engagement initiatives. Because of its positioning as Goal 3 in our Strategic Plan, community engagement has been identified as a priority for KSU's next capital campaign, which will begin in fall 2015.

Currently, each college and division is assigned a development associate to outline a fundraising plan. Funds to support community-based learning initiatives are included in these plans. For example, the College of Continuing and Professional Education organizes an annual event in conjunction with its advisory board to raise funds to support scholarships for community members to participate in workforce training initiatives and programs connected to economic development. As another example, in the Division of Student Success the Center for Young Adult Addiction and Recovery Advisory Board sponsors an annual Fun Run to raise funds to support scholarships for students in recovery so that they may complete their degrees.

Currently the Office of Community Engagement (OCE) is working with the Office of Development to develop a comprehensive funding request. An initial document outlining funding needs and potential opportunities for support of specific activities has been created; it includes such items as a speakers series bringing experts in the area of community engagement to KSU, a scholarship program to support students engaged in community engagement activities, and funding to expand support for service-learning courses. This document will serve as one piece of an overall plan for soliciting both restricted and unrestricted gifts to support the work of the OCE. Alumni, current staff and faculty, and community members who have worked with the university will be the primary target audiences for unrestricted funding support. To inform development of a restrictive funding strategy, staff in the Development Office are reviewing a program developed by SponsorChange.org that provides students volunteering with non-profit agencies scholarships to offset tuition and other fees.

KSU's student organizations, fraternities/sororities, and certain courses regularly raise money to support non-profits both locally and throughout the world. Annual events such as Dance Marathon and Relay-for-Life have become campus traditions. When KSU's first-year reader

was “Three Cups of Tea,” students in multiple courses worked together and raised over \$25,000 to support the construction of a school in Central Asia. These are but a few examples of the fundraising initiatives led and supported by KSU students. The Department of Student Life estimate that over \$70,000 was raised by various student groups and donated directly to non-profits in 2012-13.

In order to expand recognition and maintain records of student’s fundraising efforts, the OCE, the Office of Greek Life, and the Department of Student Life have collaboratively developed a process for groups to report their fundraising results. This data will become a standard item included in the groups’ regular semester reports, which detail all fundraising initiatives and include a ledger recording all amounts collected. This information will serve as one of the metrics used in evaluating candidates for various student organization awards.

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2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

Yes. KSU invests in programs and services that support community engagement. Supporting KSU students who partner with the community, housing non-profit organizations, and staffing and facilitating a health clinic are but a few examples of the way in which KSU invests in community development.

Through the Office of Volunteer KSU (VKSU), drawing on both general budget (e.g., for salaries) and student fees (e.g., for programming), the university invests resources in supporting quality student service, including providing students with training on what they may encounter in their volunteer experiences and what the expectations of them as representatives of the university are. Also, VKSU provides transportation to service sites for groups projects they organize. This support ensures that students who volunteer are ready to contribute actively to the experience and can participate effectively.

KSU also invests resources by providing office space, furniture, and technology to various non-profits serving the community. As one example, we house the EDGE Connection, a fully independent, non-profit 501 (c) (3) organization whose mission is to promote economic self-sufficiency and self-determination through comprehensive entrepreneurial training targeting low-to moderate-income women, minorities, veterans, and persons with disabilities. The Edge Connection was created in 1997 through a partnership between KSU and the United Way. KSU has continued its investment in this partnership and the work of this organization by providing office space and all technology support. Although KSU funds are not directly contributed to this group, KSU provides in-kind contributions in the form of facilities and supplies for this non-profit. As a second example, we also provide space, furniture, and technology as our investment in a partnership with the United Nations Institute for Training and Research (UNITAR); in the first and only partnership of its kind worldwide,



UNITAR's training center, the Center for Government Authorities and Leaders (CIFAL), is housed on Kennesaw's campus.

For the past 15 years, the university has supported an integrated medical care facility that provides services to individuals who do not have the financial means to pay for them. The KSU Community Health Clinic at MUST Ministries provides medical care through physician assistants and behavioral health care through social workers. The clinic includes a waiting room, six treatment rooms, a doctor's office, and two counseling rooms; it provides office visits, phone consultations, and prescription refills to the under-insured and uninsured. According to WellStar College of Health and Human Services Dean Richard Sowell, it costs about \$200,000 a year to operate the clinic; these costs are covered by using university endowment funds, writing grants, and soliciting donations. The clinic provides community-engaged scholarship opportunities for students and faculty who serve in various capacities at the clinic.

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

Yes. KSU maintains a variety of methods to track and document volunteer hours, faculty involvement, and community engagement events. While not an exact science, these current tracking programs provide valuable insight into KSU's work with the community.

Volunteer Kennesaw State University (VKSU) utilizes a tracking system that records student volunteer service hours called VOSIS. Once a volunteer application is completed, a record is created with a specific number unique to the individual student; each time that individual volunteers with an agency the time is documented by the agency and entered into the VKSU database. VOSIS records the time dedicated to volunteering as well as the agency. The VOSIS system records information for all events connected to VKSU. This system records the number of volunteer service/outreach projects completed each year, the total number of hours members of the university devoted to community engagement projects, and the self-reported impact of the experience on student participants. The VOSIS system is supported by KSU Connect, a university system that tracks the number of students/staff/faculty who visit the volunteer office to sign up or find out about volunteer resources and service opportunities.

The Division of Student Success recently purchased two Campus Labs platforms (Collegiate Link and Baseline), which provide mechanisms to record and track student engagement. We use these programs to centralize, organize, and increase student involvement opportunities. They give us the ability to monitor student engagement through tracking service hours, to document learning goals associated with activities, and to record evaluations of student performance. A range of data can be readily retrieved and aggregated.

Agency surveys are also utilized as a measure of tracking. When student volunteers perform service for one of the over three hundred agencies in our database, they receive a service verification form, which includes an evaluation for the agency. This evaluation includes a section for the community partner to assess the volunteer's performance and contributions. This mechanism also provides impact information from the perspective of the organization.

Ongoing data collection efforts to track faculty members' engagement are a bit more cumbersome. Faculty data are currently collected through Digital Measures. Beginning in the fall of 2013, faculty were required to enter annual review reports through the Digital Measures system. The system has been configured to allow faculty to indicate any activity that qualifies as a community engagement project. Therefore, the university will retain an ongoing record of faculty who are involved in community engaged activities.

While these current programs provide valuable information related to the engagement work of KSU faculty, staff, and students, the Office of Community Engagement (OCE) is continuing to explore new technologies to determine how to make this process more uniform and user friendly. KSU is currently considering being a beta tester for the Collaboratory developed at the University of North Carolina-Greensboro (which will be offered through Nobel Hour); this program provides an expanded web interface for community use, which is a desired function for the OCE.

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

Yes. Volunteer Kennesaw State University (VKSU) uses its documentation tools for various purposes and has established measures that can be used for comparison and forecasting. These mechanisms are used for shaping and preparing the annual department report, forecasting for future budgets, establishing department strategic goals, evaluating current processes in support of engagement, and recognizing opportunities for future growth. These reports allow the office to measure volunteer service to include in annual recognition events. The VKSU office regularly analyzes the data obtained through these mechanisms to better understand the specific needs of the community and how we might prepare students to be of service.

Through the use of the Campus Labs platforms, Collegiate Link and Baseline, the university will have the ability to utilize data gleaned from the students participation in service activities. The primary reasoning behind the purchase of these programs was to ensure that the experiences of the students are tracked and understood, but most importantly, that the data is used to enact change where needed.

The Activity Insight module in Digital Measures is where all KSU faculty across the colleges individually record and store their professional and service activities on a regular basis. This

data is subsequently used in annual performance reviews and in tenure and promotion processes. Appended to each uploaded bit of information is a question requesting the faculty member to indicate whether (in their judgment) that activity could be classified as a “Community Engaged Activity.” Thus, there is a mechanism being instituted to enable systematic campus-wide tracking and documentation of community engagement; it can also be used by Administration to track community engagement activities on a campus-wide basis and plan for future improvements and initiatives.

As we move forward, the Office of Community Engagement (OCE) will take the lead with the development of yearly reports detailing the contributions made by KSU faculty, staff, and students in community engagement activities. The OCE will utilize this information to recognize individuals, departments, and colleges; this information will also support and guide decisions to further support and strengthen engagement work.

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

No.

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4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Students:

Measuring the impact of institutional engagement on students has been difficult. Although the National Survey of Student Engagement (NSSE) survey is not a direct measure of impact, we are assessing student perceptions of community engaged learning through this nationally standardized instrument. The NSSE survey (administered to first year students and graduating seniors every three years) documents the extent to which students engage in educational practices associated with high levels of learning and development. The last cycle of administration of the survey at KSU occurred in Spring 2011 and included responses from 2,162 students (out of a total of 10,101 potential participants).

Students reported that they were engaged with the community at a high level relative to our peer institutions on many items (e.g., for participation in service learning courses, scale of 1 = never to 4 = very often, seniors reported at 1.79 vs 1.72 at peer institutions and first year students at 1.72 vs 1.54 at peer institutions). On a scale of 1 = very little to 4 = very much, seniors reported that their experience at KSU had “contributed to their knowledge, skills, and personal development in the area of contributing to the welfare of their community” seniors at the same level as at peer institutions (2.37) while first year students reported at 2.54 (vs. 2.37 at peer institutions). While first year students reported that their experience at KSU had “contributed to their knowledge, skills, and personal development in the area of voting in

local, state, or national elections” at 2.15 (vs. 2.05 at peer institutions), seniors only reported at 1.96 (vs. 2.07 at peer institutions).

Other student surveys are utilized by Volunteer KSU (VKSU) as a form of measurement and to document the qualities of the particular experiences students have when volunteering within the community during various projects and events. The Volunteer Service Evaluation, for example, serves as an additional source of information for VKSU to determine the meaning and impact of engagement for the student. It asks students to rate their level of agreement on such impact-related statements as:

1. This volunteer experience has been valuable to me.
2. Through this experience I developed a greater commitment to volunteer service and volunteerism.

The survey also allows students to offer suggestions of ways the projects could be improved. Results from this survey have informed whether particular projects should be repeated, enhanced, redirected, etc. VKSU staff members monitor patterns in the data collected and make decisions based on the information provided. Generally, the responses are positive. However, in some cases, students have indicated on their surveys that they did not feel welcomed at a particular service site due to various factors such as language barriers. As a result, VKSU has decided in the past to remove certain volunteer locations from their database.

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4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Faculty:

The faculty members of KSU are extremely active in a variety of community engagement projects, although at this time we are not systematically assessing impacts of this work on the faculty themselves. A recent survey of faculty, however, provides important information about their community engagement activities.

As part of Engage KSU (see question B1 above for more information), all faculty and staff were surveyed about their level of community engagement during the fall 2012 semester. The 29-item survey was distributed to 1416 faculty members; full-time (n = 461) and part-time (n = 108) faculty completed the survey, yielding approximately a 41% (n = 569) response rate. Response rates for each of the academic colleges ranged from 30% (College of the Arts) to 43% (Coles College of Business).

Faculty reported 556 projects; full-time faculty who completed the survey reported 502 projects, while part-time faculty who completed it reported 54 total projects. These projects constitute a significant contribution of time, with a total of 51,145 service hours reported for the academic year 2011-2012. Full-time faculty reported a total of 46,173 hours per semester spent on community engagement activities; part-time faculty spent a total of 4,972 hours per

semester on their community engagement projects during the 2011-2012 academic year. When asked whether their community engagement activities were in the context of ongoing partnerships, 40% indicated that they were; for others, the process of community engagement is continuous, but the organizations with whom they partner vary from year to year.

Faculty members were asked to classify their community engagement activities in the broad categories of scholarship, teaching, or service. Most of the projects were categorized as service activities (47%), followed by research and creativity (30%), and teaching (19%). For full-time faculty the majority of projects (71%) were classified as service, followed by research and creative activity (53%) and teaching (45.6%); part-time faculty classified their projects as service (52%), followed by teaching (35%), and research and creative activity (28%).

Responses to this survey provided information on the impact of their community engagement work on faculty members' ability to report successful solicitation of external funding in their faculty activity reports and dossiers. Almost 20% of the faculty ( $n = 96$ ) reported that they were involved with projects that received external funding; data regarding external funding from the Office of Grants and Sponsored Programs for fiscal year 2012 indicate the amount of \$10,088,078. The College of Science and Mathematics accounted for more than half of the funding, with grants and contracts in excess of five million dollars.

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4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Community:

We use regular focus group sessions to learn from community partners about how we might improve our community engagement efforts. Recently we conducted sessions with our Partnerships and Networks Team, comprised of community leaders who are interested in working with the university; the most significant finding from the focus groups was that we need to provide a more accessible mechanism for community partners to connect with the campus.

Volunteer KSU (VKSU) utilizes agency surveys to understand outcomes of student activities. When volunteers perform service for one of the over 300 agencies in VKSU's database, they receive a service verification form, which includes an evaluation for the agency to complete (including assessing the volunteer's performance and contributions). This mechanism provides an opportunity to collect impact information from the perspective of the organization. These surveys reveal the quality and effectiveness of KSU student volunteers, as perceived by the community.

In terms of concretely assessing impact on the communities with whom we partner, the following examples demonstrate the wide range of engagement programs and associated impacts KSU seeks to produce with our partners:

- A. Short term projects such as Homeless Awareness Week (one week each October, as a product of a multi-sector partnership that KSU has been part of for six years) produce immediate and tangible results. For example, during the 2012 event, 10 bags of clothing and 200 cans of food were collected; a thrift store set up on campus for the week collected 477 pairs of blue jeans, 180 jackets and coats, 300 pairs of new gloves, and eight large boxes of canned food items; 40 scarves were made; and 150 comforters were donated--all donated to groups of homeless women and others served through the Salvation Army, MUST Ministries, and similar organizations.
- B. Such direct impacts are also achieved through ongoing, larger scale partnerships, such as KSU's collaboration with MUST Ministries to run a local health clinic. Last year, a total of 1017 unduplicated clients were served, including screenings and patient education that help reduce the incidence of and/or ameliorate a range of health problems.
- C. Systems-level impacts are achieved through such partnerships as the Homeschool Alliance, in which KSU partners with the Georgia Home Education Association to increase matriculation of homeschooled students in higher education. Processes and procedures to effectively evaluate homeschool student applications were adopted by the University System of Georgia, resulting in more than doubling of the number of homeschooled students enrolled at KSU and enhanced access to universities across Georgia for this student population.
- D. Similarly, collaborations such as the Center for Elections (a partnership between KSU, state government, and elections officials in counties statewide) have resulted in significant systems change. As one outcome of this partnership, the State of Georgia had conducted over 5000 successful elections using new online voting technology (as a result of new software and security procedures, training of election board members, and election-day support and troubleshooting, which raises confidence among officials and voters alike in the voting process).

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4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on the Institution:

From the 2011-2012 Engage KSU Survey (see question 4c), we found that faculty, staff, and institution-wide initiatives were present in almost every area of the institution. However, it was clear that the university lacked the infrastructure to sustain these individual efforts.

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4.f. Does the institution use the data from the assessment mechanisms?

Yes. In response to feedback from the Partnership and Networks Team (see question 4d) and the Engage KSU Survey (see question 4c), KSU took several steps.

- (a) We created the Office of Community Engagement (OCE) to facilitate the community engagement efforts of faculty, staff, and students and generally provide leadership to Strategic Plan Goal 3 (see question 5 below)
- (b) We developed an online portal that allows the community to request contact with the university in any topical area
- (c) We are retraining the central call center personnel to direct callers to the OCE when requests are unclear or are related to community engagement.
- (d) We are strengthening our ongoing assessment efforts through the Office of Accreditation and through the annual review of faculty. We are collecting annual data regarding the ongoing community engagement activities of faculty.
- (e) Faculty revised tenure and promotion (T&P) criteria. Community engagement activities are now recognized for T&P in the areas of teaching, service, and scholarship.

In fall 2014, KSU will have, for the first time, a Community Engagement Council (CEC). The CEC (comprised of faculty, staff, students, and community members) will assist with defining the strategic direction of the Office of Community Engagement (OCE) at KSU. Each spring semester the team will use data collected from many different areas to make decisions and establish priorities for each subsequent year. The OCE has been working to build these assessment mechanisms so that information will be readily available for this group. Currently, processes are in place (or will be by Fall 2014) to collect information on annual expenditures and community based learning course offerings, as well as other community surveys and feedback mechanisms.

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

Yes.

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5.b. Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans.

KSU's current Strategic Plan highlights community engagement by emphasizing it in two of the five goals.

Goal 1 of the Strategic Plan includes an objective to “promote the scholarship of discovery, teaching, learning and engagement.”

Goal 3 is to “Become more engaged in the local community, Georgia, the nation, and the world.” Two of the objectives of Goal 3 are:

- “Develop and implement a community engagement framework that creates synergies among engagement initiatives”
- “Recognize and reward engagement in KSU’s local, state, national, and international communities”

Not only is community engagement an important part of the KSU institution-level Strategic Plan, but it is also interwoven into individual college and division strategic plans. A few specific examples include:

Division of Student Success:

The Division’s Strategic Plan accordingly has 2 goals focused on community engagement:

- Goal 2: “cultivate an environment that facilitates collaboration and fosters purposeful partnerships within and external to the university.”
- Goal 3: “enhance the identity of the Division of Student Success to increase the awareness and utilization of services.” One of the outcomes associated with this goal is to “encourage the participation of staff and administrators in professional development opportunities both internal and external to the university.”

College of the Arts (COTA):

The first goal of their Strategic Plan is for COTA to “become more engaged and prominent in the local community, Georgia, the nation, and the world.”

Objective 1 under this goal is:

“Develop and implement a strategic plan for community and global engagement.

1. Collect data about engagement activities in existing programs
2. Create a framework and budget for engagement activities
3. Create one faculty, one staff, and one student community engagement fellow
4. Strengthen and expand reciprocal relationships with community and global partners
5. Present community arts engagement events on and off campus”

Objective 2 under this goal is:

“Recognize and support engagement in the local community, Georgia, the nation, and the world.

1. Promote and market community engagement activities and partnerships
2. Strengthen and sustain reciprocal engagement with alumni
3. Create a framework to support faculty, staff, student, and alumni engagement activities”



College of Science and Mathematics (CSM):

Their Strategic Plan includes Goal #4 to “enhance the profile of the CSM within the local community, Georgia, the nation and the world.”

Objective 2 under this goal is:

“Expand engagement of faculty outside of KSU.

1. Promote community engagement by faculty in local, regional and national professional organizations, advisory boards, in consulting work and other relevant venues.
2. Honor quality professional service that advances the mission of the college.”

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

Yes. Professional development for community engagement has been provided through workshops and programs offered through the Center for Excellence in Teaching and Learning (CETL) and the Center for University Learning (CUL). Both units provide faculty and staff with ongoing training and support.

CETL sponsors a Faculty Fellow for Community Engagement. The Fellow receives a half-time release to advocate for community-engaged pedagogical and research practices and provides educational opportunities and support for faculty interested in adopting these practices. Through book discussions, workshops, consultations, faculty learning communities, and other professional development resources, the Faculty Fellow advances KSU’s culture of community engagement.

Modules and workshops on community engagement offered through CETL include:

- Community-Based Learning: Learning Content While Making a Difference
- Democratic Dilemmas of Teaching Service-Learning Curricular Strategies for Success
- Community Engaged Pedagogy...Hoo Ya!
- Community-Engaged teaching in Online Environments - It Can Be Done!
- Beyond Service: Community Engagement for Social Change

CETL also offers a faculty learning community (FLC) called Getting Innogaged!, focused on integrating community-engaged teaching with innovation and creativity to form a dynamic new approach called INNOGAGEMENT. This FLC offers a unique opportunity for faculty to develop or enhance community-engaged curricula and instruction in their courses. Faculty in this FLC are chronicling their experiences and insights on applying principles of creativity/innovation in designing community-engaged teaching, which will become chapters for a book that launches the original concept of INNOGAGEMENT.

Departmental funding is available for faculty and staff to attend conferences, training, and workshops on community engagement. Examples from the 2012-2013 academic year include the American Democracy Project, the Democracy Commitment National Meeting, and the Imagining America Conference.

The Center for University Learning (CUL) provides training for staff members at KSU. One of their initiatives, the KSU Ethical Leadership Certificate Program (ELCP), provides staff with skills and knowledge for effectively engaging with the community. Participants receive training in effective communication and in managing and leading through conflict as well as many other leadership skills that ready them to engage with the community in authentic relationships. The group develops a community engagement project; participants in the program have partnered with non-profits such as MUST ministries, the Battered Women's Shelter of Greater Atlanta, and various agencies addressing homelessness.

The Office of Community Engagement (OCE) will work with these units to expand and deepen opportunities for faculty and staff to participate in professional development related to community engagement. Starting in fall 2014, the OCE will sponsor a speakers series featuring individuals with expertise in community engagement from on and off campus. These events will be documented and published as part of the ongoing chronicling of community engagement at KSU. In addition, the OCE will begin a Faculty Fellows program in fall 2014; Fellows in each college will sponsor programs and events to support community engagement within their college.

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7.a. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes.

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7.b. Describe how the community's voice is integrated into institutional or departmental planning for community engagement.

KSU has close to 60 boards in units across campus. These advisory boards are important elements of departmental and institutional planning and enable the university to incorporate community voice in decision making. Discussed below are examples of community members playing a key role in influencing university actions:

1) Center for Young Adult Addiction and Recovery Advisory Board: Comprised of 12 individuals, 10 of them community members, the Board has developed and is now implementing the Center's strategic plan. The Board also plays a major role in developing a national conference on young adult addiction and recovery that is held at KSU (the first was held in 2013, and another is planned for spring 2015).

2) President's Community Advisory Board (CAB): The CAB is a body of 20 governmental, civic, and business leaders (17 external, 3 internal) charged by President Papp with the following responsibilities:

- Assessing how well KSU is serving its communities and constituencies;
- Recommending ways we can better serve those communities and constituencies;
- Discussing ways KSU can expand its services to appropriate communities and constituencies; and
- Identifying areas in which KSU and appropriate communities and constituencies can collaborate to expand and better utilize resources available to them.

As one example of the influence of the CAB on institutional decisions, KSU accepted a donation of the homestead of Georgia's first best-selling female novelist, Corra White Harris—property containing the oldest building in Bartow County and valued at more than \$3 million. Afterward, research revealed that Harris's career was launched by a letter to the editor that contained horrific depictions of African-Americans and defended the practice of lynching. This discovery fueled concern about whether KSU should accept the gift, and Dr. Papp met with the CAB to determine what should be done. On the group's recommendation, open forums were held to discuss the situation and a team (including community members) was convened to evaluate the pros and cons of keeping the land; the team's ultimate recommendation that KSU keep the land and use it as open space for the public was followed.

3) Adolescent Education Program Advisory Board: Over the years, the Adolescent Education Program has worked to have many groups represented on its board, including elementary and middle school teachers, community members not connected directly to education but active within the community, current education students, and local school administrators as well as faculty from various academic departments on campus. Community members have greatly influenced actions of the board, for example:

- Keeping program leaders/staff informed of policies and practices in the schools so that it can better prepare teacher candidates
- Improving recruitment strategies (e.g., recommending offering more weekend classes and shortening the program, all to help attract more working students from the community)
- Encouraging the reinstatement of a gifted endorsement program, which was approved in Fall 2013 and is currently flourishing.

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8.a. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No.

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8.b. Describe these specific search/recruitment policies or practices.

Attracting talented faculty with a passion for teaching, research, and service has been a priority for KSU since it began. While creating practices and/or policies to attract candidates with a commitment to community engagement is a priority for the Office of Community Engagement (OCE), at the current time KSU does not have these in place in a systematic way.

However, there are departments at KSU that specifically incorporate experience with community engagement as a criteria in position announcements. For example, a current posting for an instructor in First Year and Transition Studies includes the following language: “College teaching experience, preferably in first-year experience programs (including but not limited to first-year seminar courses and learning communities) and/or service-learning courses, is desired but not required.” As another example, the Public History program includes position(s) that explicitly require faculty with a commitment to working with community members to help preserve culturally significant artifacts and knowledge, as indicated in a recent job posting: “She/he will have a strong record of applied or engaged scholarship as well as experience administering public history programs/projects and fostering collaborative partnerships.... KSU’s Dept of History and Philosophy recognizes a wide variety of scholarly products and rewards substantive and sustained public engagement as well as traditional research.”

Despite not having intentional steps in place to attract such candidates, KSU has been fortunate in the past few years to hire talented faculty and staff with a commitment to this work. When the OCE began, we met with faculty members to better understand how they integrate community engagement within their work and what type of support they needed in order to be successful. Over the course of the Fall 2013 semester, 78 members of the faculty engaged with us in this discussion. In numerous conversations, faculty indicated a passion for community engagement and saw it as a responsibility as part of the university. Many of them went on to say that the reason they wanted to come to KSU was because they knew this type of work would be valued. Despite our lack of formal search and recruitment policies and procedures, these faculty members connected KSU with a strong commitment to community engagement.

As we develop strategies for attracting candidates with a community engaged background, we want to identify those current practices that impacted a current faculty or staff member’s

decision to come to KSU and build on them to create a comprehensive approach for attracting such individuals. We have learned from these current faculty/staff that seeing KSU faculty members attending the American Democracy Project conference, serving in leadership roles with Imagining America, and presenting on their own community engaged work sent powerful messages about the culture of the institution and encouraged their decision to apply to KSU. As part of our plan for more proactively recruiting applicants in the future, we intend to identify organizations with which our community engaged faculty and staff are involved and target their members with position announcements.

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9.a. Are there institutional level policies for promotion (and tenure at tenure granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes.

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9.b. If needed, use this space to describe the context for policies rewarding community engaged scholarly work.

KSU's tenure and promotion (T&P) guidelines have consistently included a broad interpretation of scholarship encompassing Boyer's model. Since departmental guidelines hold primacy, a small number of departments historically provided detailed support for engaged pedagogy, the scholarship of engagement, and engaged service in their guidelines. However, with the development of the 2012-2017 Strategic Plan and the implementation of Engage KSU, the university moved to explicitly support engagement within all areas of faculty responsibility. Thus, the process of revising the T&P guidelines began in earnest in 2012. After much dialogue and review, the Engage KSU scholarship team provided a proposal to the Faculty Senate to update Section 5 of the Faculty Handbook, which includes T&P guidelines.

In April 2013, KSU's Faculty Senate approved changes to the T&P guidelines that integrated community engagement into areas addressing teaching and learning, research and creative activity, and service (detailed in questions 10a – 10c below). University administration subsequently approved the proposal and the changes took effect July 1, 2013. Several colleges and departments have either updated their guidelines or are working on updating their them during the 2013-2014 academic year.

In addition to specific language in each area of faculty performance, the current university guidelines provide the following (excerpted) explanations and definitions:

Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments:

“While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member’s supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work. KSU’s scholarly and scholarship expectations support the Board of Regents policy (8.3.15), Work in Schools.”

Definitions of Scholarly Activity and Scholarship:

“‘Scholarly’ is an umbrella term used to apply to faculty work in all performance areas. ‘Scholarly’ is an adjective used to describe the processes that faculty should use within each area. In this context, ‘scholarly’ refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. On the other hand, ‘scholarship’ is a noun used to describe tangible outcomes of the scholarly processes.

This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to informed critique and evaluation. Scholarship may be in any of Boyer’s categories of scholarship: discovery, integration, application, teaching, service, or community engagement. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.”

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10.a. Is community engagement rewarded as one form of teaching and learning?

Yes

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10.b. Please cite text from the faculty handbook (or similar policy document).

The following language appears in the university’s Faculty Handbook in the area detailing teaching, supervision, and mentoring (TSM) requirements for faculty seeking promotion and/or tenure:

*“Depending on the faculty member’s situational context, evaluation of teaching and curricular contributions shall not be limited to classroom activities but will also focus on the quality and significance of a faculty member’s contributions to larger communities,*

*for example, through activities such as curricular development, community-engaged teaching practices, program assessment, student mentoring and supervision, public lectures and workshops, and academic advising.”*

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10.c. Is community engagement rewarded as one form of scholarship?

Yes.

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10.d. Please cite text from the faculty handbook (or similar policy document).

The following language appears in the university’s Faculty Handbook in the area detailing research/creative activities (R/CA) requirements for faculty seeking promotion and/or tenure:

*“Contributions to the development of collaborative, interdisciplinary, cross-institutional, international, or community-engaged research programs are highly valued. Documenting collaborative research might involve evidence of: individual contributions (e.g., quality of work, completion of assigned responsibilities); work facilitating the successful participation of others (e.g., skills in teamwork, group problem-solving); and/or the development of sustained partnerships that involve the mutually beneficial exchange of knowledge and resources. KSU recognizes publishing in pedagogical journals or making educationally focused presentations at disciplinary and inter-disciplinary gatherings that advance the scholarship of teaching and curricular innovation or practice.”*

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10.e. Is community engagement rewarded as one form of service?

Yes.

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10.f. Please cite text from the faculty handbook (or similar policy document).

The following language appears in the university’s Faculty Handbook in the area detailing professional service (PS) requirements for faculty seeking promotion and/or tenure:

*“Scholarly service to communities external to the university is highly valued and frequently enhances teaching, research and creative activity. Service to the community should be related to the faculty member’s discipline or role at the university. For example, a faculty member might engage in professionally related service to a community agency, support or enhance economic development for the*

*region, provide technical assistance, or facilitate organizational development. Likewise some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their discipline or an interdisciplinary field."*

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11.a Are there college/school and/or department level policies for promotion and tenure (at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes.

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11.b. Which colleges/school and/or departments? List Colleges or Departments:

Leland and Clarice Bagwell College of Education

- Educational Leadership
- Early Childhood and Elementary Education
- Inclusive Education
- Secondary and Middle Grades Education

Michael J. Coles College of Business

- Accountancy
- Economics, Finance, and Quantitative Analysis
- Information Systems
- Leadership and Professional Development
- Management and Entrepreneurship
- Marketing and Professional Sales

College of Humanities and Social Sciences

- Communication
- English (Kennesaw Mountain Writing Project)
- Foreign Languages
- Geography and Anthropology (Stream Project)
- History and Philosophy
- Interdisciplinary Studies
- Political Science and International Affairs
- Psychology
- Sociology and Criminal Justice

College of Science and Mathematics

- Biology and Physics (Stream Project)
- Chemistry and Biochemistry
- Mathematics and Statistics (Math Camps)



College of the Arts

- Department of Dance
- School of Music (Community chorus)
- Theatre and Performance Studies
- School of Art and Design

University College

- First-Year and Transition Studies
- University Studies

Wellstar College of Health Human Services

- Exercise Sciences and Sport Management
- Health Promotion and Physical Education
- School of Nursing
- Social Work and Human Services

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11.c. What percent of total colleges/school and/or departments at the institution is represented by the list above?:

100% (colleges); 83% (departments)

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11.d. Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below:

**Leland and Clarice College of Education:**

*“... faculty members are committed to the development and implementation of faculty partnerships with the K-12 schools which are supported by the Board of Regents ... These partnerships provide venues for faculty to: (1) enhance classroom instruction through scholarly teaching; (2) directly assist in the improvement in teaching quality and student learning in K-12 classrooms by service to the schools; and (3) contribute to critical research ... which is essential for promoting and improving student learning and achievement in the schools and in the university.”*

**Department of Secondary and Middle Grades Education:**

*“Scholarly service is outreach or engagement by faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public education.”*

**Department of Foreign Language:**

*“... faculty engagement in community-based work will be recognized and supported. Faculty collaborative effort may include work in schools, in government agencies, in not-*

*for-profit and for-profit organizations, and in work at the local and global level. As appropriate, such efforts may be connected to curricular, co-curricular, and extra-curricular activities in the form of students' coursework, volunteer initiatives, service-learning projects, internship, and study abroad experiences. ... participating faculty must ... document the scope and significance of their work in relation to a performance area (i.e., teaching, supervising, and mentoring; professional service, research and creative activity; administration and leadership). Thus, the faculty members' community-based work must benefit either their own professional development in the performance areas, or student learning, or the work and services provided by stakeholders in the community. Properly documented and peer-reviewed faculty engagement in community-based work is eligible for consideration in the tenure and promotion process."*

**Department of Communication:**

*"The department has a special commitment to service via its service-learning and experiential learning. Service-learning components are built into several communication classes, such as COM4425, COM 44545, COM 4460, COM 4465, and COM 4488." Additionally, the department recognizes service "to the community, consistent with university guidelines."*

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12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Although KSU has already included community engagement within tenure and promotion (T&P) guidelines, we recognize there is still much work to do in order to fully establish the legitimacy of this work throughout the university. Providing leadership in this work is a key priority of the new Office of Community Engagement (OCE), and in the coming academic year this unit will emphasize related goals in its inaugural strategic plan and build its own capacity to work with academic units in these important conversations. We believe that in order to build respect for this work we must continue to demonstrate both its impact and the wealth of opportunities for faculty to undertake it in scholarly ways. Having numerous members of the faculty demonstrating their successes through successful portfolio submissions will serve as a win-win for them, for the university's efforts to fully enact our mission in our policies and practices, and for the community members and organizations with whom we partner. To that end, beginning in the 2014-2015 academic year the OCE will:

- Position its first cohort of (college-based) Community Engagement Faculty Fellows to lead review of the aspirations and limitations of the college and departmental T&P policies and practices, analyzing what needs to be done in each unit to fully integrate community engagement as a basis for moving these efforts forward.

- Launch centralized support for faculty members who want to integrate community engagement in their portfolios by hosting a workshop led by a guest presenter to provide an overview of effective practices for preparing portfolios. The OCE will work with the Faculty Senate, discussing the importance of and approaches to training for all faculty members who review portfolios in the T&P process, in order to ensure fair and accurately evaluation of community-engaged work while bringing some consistency to the overall process.

## II. Supplemental Documentation

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### 1. Is community engagement noted on student transcripts?

No. As part of KSU's strategic focus to institutionalize curricular and co-curricular community engagement, we are exploring several institution-wide methods of recognizing community-engaged learning and service and will in the coming years evaluate their efficacy as means of further deepening engagement in our institutional culture and practice. First, the Office of Community Engagement (OCE) has developed a draft of policies and procedures for the designation of courses as "community-based," including various ways courses can be designed for students to learn from and with community partners. Faculty teaching these courses will be asked to request that their courses be identified in the course registration system. This process is detailed below in question 1 under Curricular Engagement. Once we have in place the process for designating courses (which we intend to launch in the 2014-2015 academic year), our next step is to work with the Registrar's Office to generate such information on student transcripts.

The OCE is also developing a community-engaged course pathway through which students can complete their general education requirement. The OCE is working with faculty on KSU's General Education Council to identify and/or develop courses in each category of the General Education requirement (see question 4b in Curricular Engagement). We want to offer a variety of courses with the requirement that a student completes 6-7 courses to be recognized as a "Community Engagement Generalist." Although this designation will not be recorded specifically on their transcripts, students will be recognized with a certificate of completion from the OCE.

The Vice President for the Division of Student Success has allocated resources for the web-based student engagement platform, OwlLife. OwlLife was acquired in 2012, and a pilot was executed in 2013; full implementation is slated for 2014. This system records student interests and sends information on activities and events that may be of interest. In addition to matching students with community engagement opportunities through registered student organizations, academic departments, and university-wide events, the platform provides a tracking mechanism for participation in these activities. Once participation is confirmed, the OwlLife platform can be used to produce a university-approved co-curricular transcript that highlights details of the student's engagement activity (community partner(s), hours volunteered, project details).

Additionally, KSU offers students the option to apply for the Global Engagement Certification (GEC). The certification is an initiative to recognize undergraduate and graduate students' achievements in global learning. The GEC recognizes a student's achievement of valuable global learning in the areas of global perspectives, intercultural skills, and global citizenship. Students are required to take 3-4 approved courses that are at the junior level or above,

complete a study abroad experience that includes volunteering in the (international) community, and provide a written reflection on the experience and its impact on them. Submissions are evaluated by an International Specialist from the Institute for Global Initiatives (IGI), who awards the designation when appropriate.

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2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes. The Department of Interdisciplinary Studies has developed a proposal for a certificate program in Diversity and Civic Engagement (open to students in any degree program). The program leading to the “Certificate in Diversity and Community Engagement” educates students about the theory and history of diversity concerns (national and global). Courses focus on regional and global diversity concerns that are likely to impact students’ choices of community action and/or career; one course requires developing an engagement project on social justice issues. The proposal for the certificate will be sent to the Board of Regents in fall 2014 for approval, with the intention of launching it spring 2015.

KSU’s Office of Diversity and Inclusion was established in 2008 and is charged with creating a welcoming, inclusive, and equitable learning and working community for students, faculty, and staff. The Office provides support to KSU’s six Presidential Commissions: Disability Strategies and Resources; Gay, Lesbian, Bisexual, Transgender, Intersex, and Questioning Initiatives; Gender and Work-Life Issues; Racial and Ethnic Dialogue; Sustainability; and Veterans’ Affairs. Examples of initiatives and programs related to community engagement supported by these commissions during 2012-2013 include:

- Trayvon Martin Town Hall: a coming together of KSU and local community members to discuss the events surrounding the case of Trayvon Martin.
- Fourth Conference on Immigration to the Southeast: brought together scholars who presented papers and participated in panel discussions designed to promote understanding and management of issues associated with immigration/migration, with an emphasis on practical and realistic solutions that promote economic growth and social bonds in Georgia and the Southeast. A culminating roundtable considered the creation of a multidisciplinary migration/immigration association for the Southeast. More than 75 scholars and officials of governmental and non-governmental agencies from Georgia, the Southeast, and across the U.S. as well as Canada, Nigeria, and Mexico participated, and all sessions were open to the public.
- LeDerick Horne Event: We hosted disabilities advocate, poet, and entrepreneur, LeDerick Horne for a full day of events on campus to enhance awareness of issues and challenges faced by persons with disabilities and dispel stigmas and stereotypes that are often associated with disabilities. Horne delivered a keynote

address titled “Dig and Be Dug in Return: Beyond Classification.” Students, faculty, staff and community members were all encouraged to attend.

- The Commission on Veterans Affairs assisted in the formation of the Veterans Career Club (VCC) - a dedicated cohort of veteran students and alumni who will be provided support from the Career Services Center. VCC members will participate in activities to learn about career skills, resumes and cover letters, job searching, and other topics. They will meet at least once per year to network with their fellow members and share their successes.

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### 3. Is community engagement connected to efforts aimed at student retention and success?

Yes. First-year seminars are specially designed to help first-year students transition successfully and are required for all first-time, full-time students entering the university with fewer than 15 credit hours. For a decade, U.S. News & World Report has annually recognized our First-Year Seminar Program as one of the best “First-Year Experience Programs” in its “America’s Top Colleges” edition. In the 2009-2010 academic year, this program received the University System of Georgia’s highest honor for teaching excellence across the system’s 35 member institutions. These seminars are limited to 25 students and occur in four versions: “Traditional/General” (KSU 1101), “Global” (KSU 1111), “Community Engagement” (KSU 1121), and “Leadership Development” (KSU 1200). All are designed to help students grow in four key areas: life skills, strategies for academic success, campus and community connections, and foundations for global learning. Elements of community engagement are interwoven in the “foundations for global learning” and “campus and community connections” outcomes. The Community Engagement Seminar includes engagement projects; students investigate a problem, find supporting evidence to determine its scope, and offer solutions that culminate in a final project.

Additionally, KSU’s Center for Student Leadership (CSL) offers community engagement programs focused on student success. The Thrive Program, for example, is a collaborative transition and retention initiative developed by the Department of First-Year Programs and the CSL. Thrive helps first-year students on state merit aid develop the academic skills required to maintain the HOPE scholarship, integrate academically and socially to university culture, progress toward graduation, and develop leadership skills. Students receive personalized attention from their First-Year Seminar professors and CSL staff—both inside and outside the classroom—to ensure the best possible transition to KSU. Among the many benefits Thrive students enjoy are specialized opportunities to serve in the community with other students in the program.

Third, KSU is collaborating to pilot and disseminate a program designed to recruit and retain Hispanic/Latino students; the program includes student partnerships with local Hispanic/Latino community members who serve as mentors. The Goizueta Foundation in Atlanta approached

KSU with the desire to better understand and address the problem of low rates of college enrollment among Hispanic/Latino students. At KSU and many other institutions in the University System of Georgia, enrollment of Hispanic/Latino students is not keeping pace with population percentages. Goizueta provided funding and partnered with us to develop the Goizueta RRP (Recruitment, Retention, and Progression to Graduation) program, which provides graduation coaching, peer mentors on campus, and community connections with Hispanic/Latino mentors. The Foundation Board maintains strong connections with this program, with members speaking at events and providing feedback on connecting with the Hispanic/Latino community. Admission teams attend community festivals and other events in the Hispanic/Latino community to share this program. The initiative in its third year has demonstrated good success. Of a cohort of approximately 50 students per year, KSU has retained 89% of these students from Fall to Spring semesters. From year 1 until year 2, retention rates have remained above 85%.

### III. Categories of Community Engagement

#### A. Curricular Engagement

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1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

Yes. As a part of President Papp's desire to make KSU Georgia's Engaged University, in the spring of 2011 he appointed a planning team to identify and celebrate current community engagement activities. The faculty-led team revised the KSU definition for community-engaged teaching. The Office of Community Engagement (OCE) published a comprehensive glossary of engagement terms, which serve to guide community engagement work at KSU; the glossary is located on the OCE website and has been shared as part of department presentations.

The definition is as follows: "Community-Engaged Teaching at KSU denotes curricular and co-curricular instruction that is intentionally designed to meet learning goals while simultaneously fostering reciprocal relationships with a community. In addition, community-engaged teaching is assessable and requires structured reflection by learners. Community-engaged teaching encompasses pedagogical practices such as community-based learning, service-learning, experiential learning, and civic engagement. It should be noted that community-engaged teaching and learning is distinguished from volunteerism and community service by its intentional linkage to articulated learning goals of a course or program. Many describe the spirit in which community-engaged learning should be enacted as one of solidarity with the community rather than charity for a community."

The university's definition identifies standard components including a focus on reciprocity, reflection, and partnerships. It also acknowledges that "teaching" is done both inside and outside the classroom, thus including both curricular and co-curricular approaches.

Identification of service learning courses is in transition. Prior to the development of the OCE, service learning courses were approved by the Undergraduate Policies and Curriculum Committee (UPCC) using the same process as for any other course. In order for courses to be approved as service learning, thirty percent of the coursework needed to be completed in the community (to be verified by department chairs). In early 2000, the UPCC identified the "4000" designation for all departments as the service learning course number. A number of the academic departments moved forward to recognize courses with this designation, but over the years its use eroded and became inconsistent.

With the establishment of the OCE, a new process has been developed that allows for an expanded number of KSU courses to be offered using a community-engaged teaching pedagogy. Courses will need approval from the Council of Community Engagement (CCE),



comprised of Faculty Fellows from each of the academic colleges. Faculty must identify how he/she will meet the course learning outcomes using community-engaged teaching methods and demonstrate that 30% of the course will be engaged with the community. Once approved the course will be published with a “CE” prefix to alert students that the section is community engaged. Courses approved by the UPCC with an embedded community engaged teaching format that is central to the course (such that the course would never be offered in a format other than community-engaged) will carry the “CE” prefix without having to complete the request form; for example, the course Exercise Science 4000: Service Learning in Exercise Science teaches the integration of service learning within Exercise Science.

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1.b.1. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?

245 total undergraduate courses (including multiple sections of same courses)

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1.b.2. What percentage of total courses offered at the institution were service learning courses?

3.2% of undergrad courses  
2.8% of all courses\

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1.c.1. How many departments are represented by those service learning courses?

26 departments

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1.c.2. What percentage of total departments at the institution provided service learning courses?

81% of all departments

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1.d.1. How many faculty taught service learning courses in the most recent academic year?

52 (many teaching multiple sections of first year seminars simultaneously)

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1.d.2. What percentage of faculty at the institution taught service learning courses in the most recent academic year?

33% of full time faculty and 18% of total faculty (% was calculated using the total part-time and full-time faculty (747 FT/609PT 1356 total)

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1.e.1. How many students participated in service learning courses in the most recent academic year?

7105 (assuming no duplication of students across service learning courses)

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1.e.2. What percentage of students at the institution participated in service learning courses in the most recent academic year?

28% (percentage of undergraduates based on unduplicated headcount for the academic year)

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1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end?

Numbers above were identified as part of the comprehensive Engage KSU community engagement survey administered in the 2011-12 academic year (see question 4c above). The survey asked respondents to identify community engagement activities they were participating in and to classify the activities as either teaching, research, or service.

Systematic tracking and assessment of community engaged courses is an area of growth for KSU. With the Office of Community Engagement (OCE) now in place, community-engaged course information will be gathered by a member of this office each semester and used to identify actions that may be needed in order to more fully integrate this method in courses in each department and at each course level.

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

Yes. KSU's first year seminars and our "Global Learning for Engaged Citizenship" Quality Enhancement Plan are two areas in which we have begun developing campus-wide learning outcomes related to curricular engagement.

A first year seminar is required of all entering students; one seminar (KSU 1121) focuses on "Community Engagement" (title: "Be the Change"). This seminar includes engagement

projects; students investigate a problem, find supporting evidence to determine its scope, and offer solutions that culminate in a final project. Learning outcomes for this seminar include:

- “Demonstrate an understanding of the similarities and differences of the concepts of advocacy, activism, and community service.
- Demonstrate research skills by addressing a specific social problem from local, regional, national, and global perspectives.
- Practice collaboration skills by working together to develop a plan for a community project that addresses a social problem.
- Demonstrate problem-solving skills by implementing a community project.
- Demonstrate critical thinking skills by analyzing and reflecting on how your experience in developing a community project applies to your own life, your prospective field of study, and your potential career.
- Explore concepts of personal growth by examining and evaluating your personal characteristics and your behaviors for their impact on group dynamics.”

Second, as part of its 2007-2012 Quality Enhancement Plan, “Global Learning for Engaged Citizenship,” KSU established the Global Learning Coordinating Council (GLCC) to lead campus-wide initiatives to raise “global learning” to the top tier of KSU’s educational priorities. In its first year, the GLCC approved institutional definitions for three global engagement competencies:

1. Global Perspectives (Knowledge): Graduating students recognize and incorporate the diversity, commonalities, and interdependence of the world’s people, nations, and/or environmental systems into their general knowledge, academic specializations and worldviews.
2. Intercultural Engagement (Skills): Graduating students demonstrate effective and appropriate communication, interaction and teamwork with people of different nationalities and cultures, either locally or internationally.
3. Global Citizenship (Attitudes): Graduating students demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

The GLCC collaborated with KSU’s Assurance of Learning Council to encourage faculty to include these competencies in their assessments of student learning within degree programs.

In the 2008-2009 academic year, the GLCC established its Global Engagement Certification to honor graduating seniors who demonstrate advanced achievement of the three competencies, including mandatory completion of education abroad and demonstrated contributions to cross-cultural teamwork. The GLCC offered a financial increase to student scholarships if the faculty program director built in a service learning component to their

education abroad program. As a result, the number of education abroad programs with a service learning component increased from 9% in 2008 to 76% in 2014. The General Education Committee voted in 2010 to include the Global Perspectives competency as a foundational outcome of the university's General Education curriculum and to assess this competency in Arts in Society courses.

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2.b.1. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes.

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2.b.2. Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

The most notable achievement has been the successful development, implementation, and refinement of criteria for Global Engagement Certification. For basic "Global Engagement Certification," students are required to demonstrate their curricular global engagement across six criteria: completion of global learning coursework, completion of education abroad, evidence of foreign language proficiency, evidence of cross-cultural teamwork, articulation of cross-cultural awareness, and evidence of cross-cultural community service. Applicants for "Global Engagement Certification with Distinction" must meet these criteria with higher expectations for global learning coursework, education abroad, and foreign language proficiency. They must also provide evidence of either cross-cultural immersion or leadership/recognition of global citizenship. Because the requirements are stringent, the number of students obtaining certification is relatively small but has grown from 17 awarded certificates (3 with distinction) in 2008-2009 to 44 (8 with distinction) in 2012-2013. So far, 252 students have been awarded certification (81 with distinction) since the inception of the program.

In addition, the Global Engagement Committee (GEC) has supported initiatives to assess global engagement competencies within KSU's General Education curriculum, a program in which all undergraduate students participate regardless of major. KSU's General Education Committee has contributed to these initiatives by assessing foundational skills related to the global perspectives competency in all Arts in Society courses (typically completed by first year students). Faculty who teach these courses adapted the AAC&U's VALUE rubric on Intercultural Knowledge and Competence to articulate a common learning outcome for these courses ("Students analyze creative works from multiple international cultures in relation to the historical, political, economic, sociocultural, aesthetic, or personal contexts in which those works emerged."). Faculty members also developed a rubric to assess three sub-skills (identify characteristics of creative works, associate creative works with the contexts from which those works emerge, contextualize creative works using appropriate concepts and

relevant information) and designed assignments for assessing student achievement of these skills. These assignments often involve student analysis of works presented as part of KSU's annual "Year of [Country]" programming, which brings artists and speakers on campus from the selected country (most recently, Ghana) for presentations open to the KSU and local community. Faculty reported data from work submitted by students in Theatre, Art, Music, and Dance courses during Spring 2013 and Spring 2014, which the General Education Committee is currently reviewing to ascertain how well students are achieving the competency of global perspectives.

To further support the development of foundational global engagement skills, the GEC assisted KSU's General Education Committee in submitting a successful application for KSU to participate as one of 32 institutions in the Association of American Colleges and University's (AAC&U) "General Education for a Global Century" curriculum and faculty development project in 2011. This participation led to the development of a faculty learning community during the 2011-2012 academic year, during which representatives from across the campus focused on ways to incorporate global engagement into the General Education curriculum. Their report lists 10 specific global engagement objectives that have been offered for more general consideration at KSU.

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2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used.

The Institute for Global Initiatives (IGI) incorporated the criteria for Global Engagement Certification in its recommendations to include more substantive immersion experiences, such as teamwork and community service, in KSU's education abroad programs in response to prior student assessment of study abroad programs. For example, the IGI's Education Abroad Office developed and disseminated a list of best practices for faculty members to consider when designing education abroad programs that included the following:

- Programs are designed in partnership with local hosts/organizations so that benefits are mutual and reciprocal. The program actively involves local faculty, students, and community members in the host country.
- Program planning includes identifying community needs, assets, and concerns. Students may be involved in conducting research such as mapping communities or conducting surveys.
- Programs and program participants should share their intercultural learning stories and any data/research findings with the host community as well as their home department and campus.
- Programs should offer courses that fit into students' academic program of study and apply towards fulfilling degree requirements.

- Students are engaged on-site through learning activities that foster interaction with local community members and hosts. They are involved in service projects that are identified by the host community and are sustainable. They are aware of how dependencies can form and, therefore, are extremely cautious about simply providing charity.
- Programs involve local experts/community leaders and/or visiting international students from within the campus/community in pre-departure orientations and/or in organizing and implementing the study abroad program.

Consistent with these recommendations, faculty members in the Bagwell College of Education (BCOE) and the Professional Teacher Education Units (in the College of Humanities and Social Sciences, the College of Science and Mathematics, and the WellStar College of Health and Human Services) developed their International Field Placements program to include learning experiences in a way that addresses all of the requirements for Global Engagement Certification during each student’s semester of teaching abroad. Every international engagement activity in education abroad for student teachers has a research component consisting of qualitative and quantitative pre- and post-experience assessments aligned with criteria for the three competencies for Global Engagement Certification. International collaborating teachers and principals complete questionnaires for program review and development. As a result of this program, a total of 117 BCOE international student teachers received Global Engagement Certification from Fall 2009 through Spring 2014.

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3.a.1. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community?

Yes.

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3.a.2. Provide specific examples of departmental or disciplinary learning outcomes for students’ curricular engagement with community.

The Bagwell College of Education regularly assesses all teacher candidates during their student teaching on their proficiencies to “create and implement instruction that embodies multiple cultures and gives all students fair access to high quality education in a rich, diverse, curriculum” Assessments are completed by the faculty members in the school systems with which the student teachers collaborate.

Graduate students in doctoral degrees for Educational Leadership and Learning submit a synthesis project on which they are assessed on their demonstrated skills as “educational leaders who have the knowledge and ability to promote the success of all students by

collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.”

The Coles College of Business regularly assesses undergraduate students on their development of global perspectives. Students pursuing the BBA in Accounting are assessed on their development of “knowledge necessary to identify and interpret the global accounting perspectives in multinational business corporations” and students in all other BBA programs (e.g., Economics, Management, Marketing) are assessed on their abilities to “identify and integrate global differences in business decisions.” Because of the large number of students pursuing the BBA degrees, the Coles College currently assesses these skills using course-embedded assessments in its core courses.

All students pursuing the Bachelor of Science in Nursing from the WellStar College of Health and Human Services complete an advanced clinical practicum, during which they are assessed by preceptors on several competencies including their ability to “utilize the caregiving process to provide safe, culturally congruent & age-specific therapeutic interventions with diverse clients to promote holistic health through primary, secondary & tertiary prevention activities in a variety of health care settings.”

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3.b. Are departmental or disciplinary learning outcomes for students’ curricular engagement with community systematically assessed?

Yes. Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students’ curricular engagement with community.

Early in its deliberations, the Global Learning Coordinating Council (GLCC) reviewed potential standardized assessments of global engagement for campus-wide administration, such as the Intercultural Development Inventory, but decided that none of the instruments captured the breadth and depth of global engagement occurring across KSU’s degree programs. Instead, the GLCC preferred a system for tracking the assessment of global engagement outcomes across all degree programs through KSU’s biennial assessment reports, thereby allowing faculty in each academic degree program to articulate and assess global learning competencies appropriate for the program.

In order to establish a preliminary estimate of global engagement curricular assessment occurring across campus, the Chair of KSU’s Assurance of Learning Council examined the 2008 and 2010 assessment reports submitted by all degree programs and prepared a summary report. This summary report included tables that indicate whether the assessment reports from each degree program discussed (a) curricular changes that enhance global engagement opportunities for students; (b) assessment accomplishments such as articulation of global engagement outcomes, development of scoring rubrics or other measures of global engagement, and reported results of assessments of global engagement; and (c) planned assessments of global engagement for future assessment reports. In this summary report, the

Chair indicated that approximately 75% of undergraduate programs and 50% of graduate programs included either a high (several curricular changes and assessment accomplishments) or moderate level of assessment activities related to global engagement in their reports. Eighteen programs (25%) reported assessment results (which are reproduced in the summary report). Seven of these programs (10% of all programs, 39% of the 18 who reported results) described how they used the results of the assessments to improve their programs.

To encourage faculty in every degree program to articulate and assess global engagement competencies among majors in the program, the GLCC shared the summary report and the GLCC's definitions of Global Engagement Competencies (see Question 2a above.) with all faculty. An analysis of assessment reports submitted from 94 undergraduate and graduate degree programs in January 2012 indicated that assessment plans for 86% of all degree programs included at least one outcome that articulated one of the three global engagement competencies using discipline-specific language, and 30% of the plans included two or three of these outcomes.

The January 2012 report of assessments within degree programs indicated that 59% of all degree programs reported data from the assessment of their articulated global engagement outcomes, which is more than twice the 25% of programs that reported such assessment data in reports submitted in January 2010. There were 54 programs that reported assessment results in 2012 for the academic years (AY10 and AY11) covered in the report. The assessments of student learning presented in the reports focused either on student achievement of global perspectives (knowledge) or intercultural engagement (skills). The preceding question (3b) includes examples of learning goals being assessed as conveyed in the 2012 reports.

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3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used.

Faculty members and administrators in Bagwell College of Education, Coles College of Business, and the WellStar School of Nursing included assessment data of student engagement with community (see section 3.a.) in self-study reports to their respective accrediting agencies. These programs are among the 54 programs that discussed student achievement of global perspectives or intercultural engagement in assessment reports (see section 3.b.). Faculty members in these programs used data from assessment of student learning outcomes and other institutional data (e.g., data included in each College's annual reports to the Global Learning Coordinating Committee) to inform curricular decisions that have expanded opportunities for students to engage with global and local communities. For example, faculty discussions of these data contributed to the 28% expansion in the number of courses with significant (at least 30%) global content from the 2007-2008 academic year (289 courses) to the 2010-2012 academic year (369 courses) and to the 121% expansion in the number of academic degree programs and minors with a global focus (from 33 to 73) during the same period. Notable additions of degree programs include KSU's first Ph.D. degree, the Ph.D. in International



Conflict Management, as well as the Master's in Integrated Global Communication, the Bachelor of Business Administration in International Business, and a concentration in International Management for those pursuing the BBA in Management. More than 80% of KSU's academic degree programs now require completion of global learning courses.

The growth in courses and degree programs that support global engagement has contributed to a shift in student perceptions of the campus climate, a shift that would not have occurred without the contributions of assessment data and the resulting discussions by faculty and administrators who used the data to expand opportunities for curricular engagement with global and local communities.

KSU recognizes that the National Survey of Student Engagement (NSSE) is an indirect measure of student perceptions, but firmly believes that analysis of targeted indicators can reflect a true shift in student perceptions of a campus climate supportive of curricular engagement. Data from administrations of the NSSE in 2005 (prior to the university's five-year strategic plan for global engagement), 2008 (inception of the plan), and 2011 (most recent data) provide evidence of the impact of the expansion of global engagement opportunities and learning outcomes on student perceptions of KSU's campus climate. From 2005 to 2011, the percentage of students who indicated that KSU emphasizes "encouraging contact among students from different economic, social, and racial or ethnic backgrounds" increased from 48% to 66 % among first-year students and from 47% to 57% among seniors. There were similar increases in the percentage of students who indicated that KSU contributed greatly to their development of "understanding people of other racial and ethnic backgrounds" (from 50% to 62% among first-year students and from 53% to 60% among seniors). In addition, first-year students indicated increased interest in participation in study abroad prior to graduation (from 31% in 2005 to 47% in 2011).

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4.a. Is community engagement integrated into the following curricular (for-credit) activities?

Yes.

***Please select all that apply:***

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

**Student Research:**

The President's Emerging Global Scholars Program (PEGS) offers community-engaged research opportunities to high achieving incoming students. Students enroll in a select first-year seminar on global leadership and an Honors colloquium that prepares them for their required research project, which is then developed by each student individually.

Topics are traditionally community based. Students have partnered with the Centers for Disease Control to identify effective strategies for education on eating healthily, conducted research on the impact of community engagement in Brazil on first-year students (using an intercultural development inventory instrument), and partnered with non-profits to conduct research on sustainability.

### **Student Leadership:**

The Center for Student Leadership (CSL) offers leadership development through credit-bearing and co-curricular formats. The curricular opportunities noted below are open to students both with and without credit (avoiding being inaccessible to some students because their HOPE scholarship only provides a certain amount of money toward courses). All CSL programs have defined curricula and learning outcomes for all students.

- *Leaders IN Kennesaw (LINK):*  
LINK is the CSL's signature, three-year, developmentally-designed program consisting of LINK Emerge, LINK Ascend, and LINK Leads. The capstone experience is an international community engagement project developed by students. Open to any academic major, LINK can be customized to complement a student's studies.
- *Domestic Leadership Exchange:*  
The CSL partners with the University of Southern California (USC) and other U.S. universities to offer this six-month exchange program. Focusing on complex issues such as homelessness, students gain a deep—and deeply affecting—understanding of what governments and non-profit organizations are doing to eliminate them. Participants use social networking tools and develop valuable advocacy skills. At the completion of the program, a team project is presented to campus organizations and classes.

### **Internships/Co-ops:**

KSU has connections with over 900 employers in Georgia and around the country. As one example of a community-engaged internship, a student intern with the Atlanta Braves worked in their Community Relations Department, gaining practical skills in marketing and public relations. He was a part of a team that connected Braves players with local charities like Make A Wish and other community organizations.

### **Study Abroad:**

While not a requirement, many instructors do integrate community engagement into their courses and programs abroad. During the 2012-2013 school year, 60% of all education abroad programs had a community engagement component; in 2013-2014, the percentage increased to 76%. Examples of engagement activities include building projects, planting an herb garden in Italy, organizing a songwriting workshop for a foundation in London,

planning and implementing a children's festival in Russia, raising funds to benefit an orphanage in India, volunteering at schools, identifying health and cultural projects within Swaziland, serving as English tutors, providing technology assistance in India, and working at a senior citizens home in Peru, just to name a few. A community engagement-focused education abroad in Uganda includes time with “The Kid’s League,” a non-profit organization that has developed an adaptive sports league for children and youth in Kampala with disabilities (orthopedic, hearing, neurological).

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4.b. Has community engagement been integrated with curriculum on an institution wide level in any of the following structures?

Yes.

***Please select all that apply:***

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

**Graduate:**

Doctoral students in Educational Leadership and Learning submit a synthesis project on which they are assessed on their demonstrated skills as “educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.”

Graduate students can apply for the Global Engagement Certification (GEC), recognizing achievement of global learning (global perspectives, intercultural skills, and global citizenship). They take 3-4 approved courses, complete a study abroad experience that includes volunteering in the (international) community, and provide a written reflection.

**Capstone/Senior level:**

Leaders IN Kennesaw (LINK) is the Center for Student Leadership’s signature, three-year, developmentally-designed curriculum (that can be taken for credit or without credit) consisting of LINK Emerge, LINK Ascend, and LINK Leads. The capstone experience is

an international community engagement project developed by students. This program is open to all students regardless of major.

Human Services students are required to enroll in HS 3398, an advanced internship with a non-profit organization (where they work for one semester). Students have worked with agencies such as the United Way of Greater Atlanta, the American Red Cross, and Cobb County Social Services.

**First Year:**

All first-year, full-time students entering KSU fewer than 15 credit hours take a first-year seminar, choosing from one of four seminars, several of which incorporate community engagement. All are designed to help students grow in four key areas, including “campus and community connections.” In the Community Engagement Seminar (“Be the Change”) students are introduced to core community engagement concepts (e.g., service, advocacy, activism, reciprocity, partnership, solidarity, charity); they complete two community engagement projects, one individually (10 hours of service, advocacy, or activism) and one as a group (research-based).

**General Education:**

The Office of Community Engagement (OCE) is developing a community-engaged curricular pathway through which students can complete their general education requirement. The OCE and KSU’s General Education Council are identifying and/or developing courses in each General Education requirement category. Completion of 6-7 courses is required for recognition as “Community Engagement Generalist” (acknowledged with a certificate).

**Majors:**

Service learning is built into several majors courses in Communication. In “Public Relations Campaigns” student teams create campaign proposals (e.g., for Marietta Museum of History, Cobb County Habitat for Humanity, local YMCA). In “Organizational Communication Audit” students complete audits for non-profit and for-profit organizations in the Atlanta metro area, examining corporate communication flow to make the workplace more productive and satisfying for employees. In “Multimedia Visions of Community” students design and produce websites, photo essays, and documentaries that feature geographic, ethnic, lifestyle, age, etc. communities.

It is the mission of the KSU Department of Foreign Languages (DFL) to provide students with opportunities for developing linguistic and cultural skills. The Modern-Language & Culture After-School Program (MLC-ASP) is a collaborative initiative between DFL and local elementary and middle schools in which supervising faculty guide undergraduates to design and facilitate language and culture instruction in schools.

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

Yes.

**Presentations:**

Boettler, L. (2012, February). Service-learning transformed. 19th Georgia Conference on College & University Teaching. Kennesaw, GA.

Case, K., & Boettler, L. (2012, February). Teaching for social justice. Southeastern Teaching of Psychology Conference. Atlanta, GA.

Patterson, M. W., & Hoalst-Pullen, N. (2013, April). Facilitating student learning through community engagement and research. 109th Association of American Geographers (AAG) Annual Meeting. Los Angeles, CA.

Purcell, J. W. (2013, November). Connecting graduate students to concepts and resources to do community-engaged research, International Association for Research on Service-Learning and Community Engagement Conference. Omaha, Nebraska.

Smith, L., & Boettler, L. (2012, March). Constructing the gates: Structures for success in international and domestic service learning. The Conference on College Composition and Communication. St. Louis, MO.

**Publications:**

Allison, A. (2008). A best practices service learning framework for the Public Relations Campaigns Course. *Journal of the Scholarship of Teaching and Learning*, 8(3), 50-60.

Johnson, R., & Johnson, Ping. (2005). Service learning in IS: Teaming with community and industry. Pacific Asia Conference on Information Systems 2005 Proceedings. Paper 98.

Laposata, M., & Pratte, J. (2005). The ESA21 Project: A model for civic engagement. *Journal of College Science Teaching*, 35(3), 39.

Lewis, C., Dickey, J., Brock, J., & Axhar, S. (2012). Exploring identities: Public history in a cross-cultural context. *The Public Historian*, 34(4), 9-29.

Robinson, K., & Harvey, H. (2012). Intercultural storytelling Performance in Morocco and the United States. *Storytelling, Self, Society*, 8(3), 180-193.

Smith, S., & Hoyt, K. (2009). Keeping them in while getting them out. *FLAG Journal*, 1(1), 15-22.

**Reports:**

In 2013, students and Maya working with KSU's Maya Heritage Community Project completed their work on "Elementary Children of the Guatemalan Maya: A Handbook for Teachers."

**In submission:**

Purcell, J. W., & Sandmann, L. R. Developing engaged faculty through collaborative inquiry. Submitted in 2013 to the Michigan Journal for Community Service Learning.

Purcell, J. W. The institutionalization of engagement in community colleges. Submitted in 2014 to the Journal for Higher Education Outreach and Engagement.

**Under development:**

Dr. Sabine H. Smith and Dr. Kristin Hoyt are currently working on two projects: 1.) "Foreign language service-learning as curricular innovation" and 2.) "A program-based study of service-learning to meet learners' needs and interests."

## B. Outreach and Partnerships

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1. Indicate which outreach programs are developed for community. Please select all that apply:

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

### **Learning Centers:**

The Intensive English Program at KSU offers beginning through advanced classes in English to prepare ESL students for study at US institutions.

### **Tutoring:**

Tutors in the America Reads Program spend 10 - 15 hours per week in local elementary schools tutoring children in reading. The tutors receive training at KSU and at their assigned school; they nurture reading comprehension through reading books with children, playing literacy games, and creative writing.

### **Extension:**

The College of Continuing and Professional Education provides innovative programs in collaboration with staff and industry leaders through multiple delivery methods that enrich and improve the lives of individuals in KY. The College responds to the educational needs of the community and provides continuous opportunities for staff and instructors related to curriculum development and technologies for progressive learning environments.

### **Non-credit Courses:**

The Osher Lifelong Learning Institute (OLLI) offers a wide selection of educational and social opportunities for adults age 50 and older. With a purpose to promote lifelong learning and continued intellectual and personal growth for retirement-age individuals, OLLI has become the place for fun, interactive learning in a safe and encouraging environment. Example courses cover financial advising and retirement issues.

### **Evaluation Support:**

For the last 20 years, the A.L. Burruss Institute of Public Service and Research has been respected for creating and maintaining large, high-quality datasets and providing a wide range of technical assistance in a broad spectrum of policy areas to non-profit organizations and governmental entities.

**Training Programs:**

The Siegel Institute for Leadership Ethics and Character promotes study, research, reflection, and understanding of ethics and leadership through experiential opportunities and excellence in scholarship and teaching for members of KSU and the wider community.

The College of Continuing and Professional Education:

(a) Its Career Expo is held in January and July of each year, providing free information sessions on each of KSU’s certificate programs to build awareness of them throughout the community. Information on financial assistance and scholarships is also provided for those who otherwise lack the means to register for programs.

(b) Its Chet Austin Teen Leadership Camp began in 2013. The week-long camp (funded by Austin) teaches teenagers to become servant leaders in the community. It includes student presentations, brain mapping, and visits to campus to learn about sustainability. On the last day of class, students worked with a GPS device to find bicycle parts on campus then built bicycles, which were donated to the Georgia National Guard for military families.

**Professional Development Centers:**

The KSU Small Business Development Center (SBDC) is a partnership between KSU, the University of Georgia, and the US Small Business Administration that offers free, one-on-one, confidential consulting to Georgia’s small businesses as well as reduced price classes for small businesses, entrepreneurs, and start-up companies.

The Edge Connection is dedicated to promoting economic self-sufficiency through comprehensive entrepreneurial training targeting low-to-moderate income women, minorities, and veterans.

The Kennesaw Mountain Writing Project (KMWP) improves student achievement in disciplinary literacies across grade levels by providing teachers with professional development and leadership opportunities.

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2. Which institutional resources are provided as outreach to the community? Please select all that apply:

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings



- X library services
- X technology
- X faculty consultation

**Co-curricular service:**

Volunteer KSU (VKSU) connects KSU with over 300 community organizations. Faculty, staff and students volunteered over 27,000 hours in 2012-13.

Community outreach is part of many Center for Student Leadership (CSL) projects, such as the Domestic Exchange Program in which students cook meals at the Atlanta Mission and beautify People Assisting the Homeless (PATH) facilities.

**Work/Study Student Placements:**

The Fast Start reading academy is an extension of KSU's America Reads, part of a federally funded program that sends 25 KSU students to six elementary schools in Cobb County during the academic year to tutor children in reading. Children come to campus for a summer reading program staffed by education students.

**Cultural offerings**

KSU provides community access to concert halls and performances (e.g., the Georgia Youth Symphony Orchestra and Chorus is in residence at KSU); over 1500 attended events in 2012-2013.

In 2012, KSU School of Art and Design students provided art activities (e.g., henna drawing, creating Diwali tin can lanterns) related to the Indian holiday Diwali ("Festival of Lights") at the Indian Cultural Festival, sponsored by the Indian Faculty and Staff Association.

"Year Of" Celebrations in the Country Study program take a wide-ranging look at a specific country or region from its earliest history up to current events (over an academic year). Events are planned in collaboration with community members / organizations who have a connection to the specific country, building relationships between KSU and the Metro-Atlanta international community. Faculty, students, and community guests connect across cultures through multidisciplinary approaches focused on sense of place.

The Maya Heritage Community Project shares knowledge about US law, health, and customs and about the ancient and modern culture of the Maya. Collaborations with Maya leaders have included health clinics, law seminars, English classes, and seminars on highway safety as well as guest lectures on campus.

**Athletic offerings:**

KSU Athletics offers clinics for children, including baseball, volleyball, and soccer camps (with 2,000 participants in 2012-2013). The KSU Jr. Owls Club is the official fan club for Owls fans 8th grade and younger, who receive admission to over 60 events.

**Library services:**

The Sturgis Library is open to the public (without requiring sign-in to visit or use most resources). The Friends of the Library Program provides complimentary library cards and borrowing privileges to community members. Campus visitors can access wifi and two computers in the library.

**Technology:**

KSU sponsors a cyber-conference each year that provides information to faculty, staff, students, and community members on keeping digital information secure.

**Faculty consultation:**

The Burruss Institute enhances the ability of governmental agencies and non-profits to make informed decisions for the public good by providing data, technical resources, and skill development (to over 50 groups in 2012-13).

The KSU Small Business Development Center (SBDC) supports small business owners with strategic planning, budgeting, marketing, etc. The SBDC has helped Georgia small businesses create almost seven times more jobs than the average Georgia business, with a 29.6 percent increase in sales.

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3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First download the Partnership Grid template (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here.

*Partnership grid begins on page 63 at the end of this document.*

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4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

Yes. KSU promotes these principles through various processes and trainings in an attempt to ensure the success of our community partnerships. Four current examples and one future example follow:

- Leadership training through the Center for Student Leadership (CSL) focuses on reciprocity, including for example:

- CSL uses the Case Foundation’s “Citizens at the Center” report as a resource for training on partnerships. The report offers “specific recommendations for getting people from all walks of life to discuss what matters most to them and then giving them the tools and technologies they need to identify problems and develop solutions together.” It also warns against doing “for” rather than “with” others.
  - Students (in courses, workshops) participate in a simulation in which they are provided various foods; they are neither asked nor have the opportunity to express what they want or like but continue to be provided “for.” Reflection on this experience includes: Did they like being in a situation in which people were giving to them with no input solicited? Did they feel “helped?”
  - CSL uses an example of their own programs’ shortcomings around reciprocity to help teach the concept: faculty and students visiting South Africa insisted on volunteering until community members confronted them and indicated that they did not want “help” from people who had no relationship with them and did not understand their way of life. Sharing this example helps focus participants in CSL programs on appropriate purposes and qualities of community engagement.
- The Center for Excellence in Teaching and Learning (CETL) sponsors workshops on partnerships, and all their workshops on community engagement include mutuality and reciprocity as topics. Facilitators guide participants in creating a simulated partnership, considering parameters for establishing new partnerships in which all participants benefit. In addition, this year CETL sponsored a faculty learning community in which these concepts were explored using Bringle and Hatcher’s article “Campus–Community Partnerships: The Terms of Engagement” as a basis for discussion.
  - Some departments have protocols to encourage reciprocity and mutuality. For example, Human Services provides information to community supervisors of non-profit internships regarding expectations of students and clarifying roles of instructors and supervisors; this information specifies that supervisors can require materials from and meetings with students in addition to those required by the instructor and notes a required meeting between student, supervisor, and intern to discuss progress. Individual meetings with supervisors establish mutually-agreed upon outcomes.
  - Memorandums of Understanding (MOUs) are a common practice at KSU. Standards set by MOUs require that expectations for partnerships overall and for each party involved be established and that the agreement provide benefit to all.

A goal of the new Office of Community Engagement (OCE) is to establish a department-level recognition of engagement that will, among other criteria, require faculty professional development around reciprocity in partnerships.

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4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

No. Currently there are no institutional mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit. However, information regarding partnerships is a fundamental component of most year-end reporting. The university releases an annual report each year that features some of the key partnerships we have engaged in during the preceding year, and at All Boards Day a summary of the work accomplished by KSU's 60+ boards (all/most of which include community members) is released; these documents indirectly speak to the university's sense of the value and qualities of our partnerships. At the level of academic units, as one example, the Bagwell College of Education produces a yearly report that is available online and is shared with community partners; this publication includes an emphasis on partnerships, featuring examples and providing descriptions of the extent of their reach and the mutual benefit realized.

Various departments handle the collection and distribution of information on partnership quality in different ways. Some prefer a "focus group" approach to assessment in which community partners are invited in on a regular basis to discuss the relationships with a focus on continuous improvement. The Coles College of Business often meets with their partners to discuss the work of their graduates as a way to determine how they might improve curriculum and projects.

The Center for Student Leadership (CSL) conducts an evaluation at the end of each year to determine if their programs met the expectations of their community partners and to gather suggestions for how to strengthen the partnerships in subsequent years. For example, in a meeting with the Georgia Coalition to End Homelessness partners mentioned that their work in one of CSL's leadership programs duplicated their efforts as part of Homeless Awareness Week (HAW). In response, CSL has connected the two initiatives and thereby freed up the partner's time.

KSU regularly conducts evaluations with community partners who supervise student interns. In addition to standard information related to student performance, data is collected regarding the nature of the relationship. Survey questions ask supervisors how KSU might better communicate, for example. In response to supervisors' expressed desires, the Management Department now inquires more frequently and specifically about availability for ongoing placements and associated scheduling.

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

Yes.

**Publications:**

Hedeen, T. (2012). Remodeling the multi-door courthouse to ‘fit the forum to the folks’: How screening and preparation will enhance ADR. *Marquette Law Review*, 95(3), 941-954.

LeBaron, A. (2012). When Latinos are not Latinos: The case of the Guatemalan Maya in the United States, the Southeast, and Georgia. *Latino Studies*, 10, 1-2.

Loucky, J., & LeBaron, A. (2012). Introduction: Mesoamerica/North America partnerships for community wellbeing. *Practicing Anthropology*, 34(1), 2-3.

Lopez, D., & LeBaron, A. (2012). Pastoral Maya and the Maya Heritage Community Project: Building Maya civil society in the United States. *Practicing Anthropology*, 34(1), 13-16.

Moses, P., & Hedeen, T. (2012). Collaborating for our children's future: Mediation of special education disputes. *ABA Dispute Resolution Magazine*, 18(4), 4-9.

Taylor, G. A., Robley, L., & Blake, B. J. (2012). A lion in the room: Youth living with HIV/AIDS. *Pediatric Nursing*, 38(6), 311-318.

**Technical Reports:**

Peter, M., Moses, P., Hedeen, T., & Engiles, A. (2013). IEP/IFSP facilitation: Practical insights and programmatic considerations. National Center on Dispute Resolution in Special Education.

Taylor, G. A., & Blake, B. J. (2012). Ryan White Modernization Act Part B needs assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA, 1-24.

**Presentations:**

Goodsite, M., & Dail, J. (2013, April). Developing content area coaches in a high-needs school. Urban Sites Network Conference. Lecture conducted from Birmingham, AL.

King, M. (2012, January). Election Systems: Management, testing and deployment in an era of rising expectations for e-government solutions. Florida Election Officials Meeting. Lecture conducted from Jacksonville, FL.

**Under development:**

Jillian Ford is currently working on a project called “Dialogues in the Diaspora: A curriculum to inspire change,” which is being funded by KSU’s 2012 Incentive Funds for Research and Creative Activity.

Dr. Timothy Hedeem, Dr. Matt Mitchelson, and Dr. Tanja Link are currently working together on prisoner re-entry research, in consultation with the Georgia Department of Corrections and the local non-profit Georgia Justice Project.

## **IV. Partnership Grid: Kennesaw State University**

Submitted as part of our application for the Carnegie Foundation's Community Engagement Elective Classification (April 2014)

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Partnership #1: CIFAL Atlanta

**Partnership Name:** The "International Training Centre for Local Actors," otherwise known as "CIFAL Atlanta"

**Community Partner:** United Nations (United Nations Institute for Training and Research (UNITAR) and its training center for government authorities and leaders)

**Institutional Partner:** Institute for Global Initiatives (IGI)

**Purpose:** CIFAL Atlanta is a public-private partnership between the United Nations Institute for Training and Research (UNITAR) and KSU. It is considered a not-for-profit organization and is part of a global network composed of 9 Centers covering Africa, Asia, the Americas, and Europe, all of which are expected to be self sustaining. Most of UNITAR's training activities are delivered through the global CIFAL network. Each Center serves as a regional hub for capacity development, bringing together public sector, private sector, and civil society.

CIFAL Atlanta seeks to develop the capacity of government authorities and civil society leaders from the western hemisphere to implement the United Nations Millennium Development Goals (MDGs). To that end, it provides executive training throughout the world and acts as a hub for information, communication, and knowledge exchange between government authorities, non-governmental organizations, international organizations, the private sector, civil society, and academic institutions. Its programs provide access to knowledge, experience, resources, and best practices in the areas of social and economic development and environmental sustainability.

This partnership between UNITAR and KSU places a Center's central operations for the first time on a college or university campus. This location provides CIFAL Atlanta access to KSU faculty, who integrate its work into various projects, and it provides opportunities to involve students in the Center's work while expanding KSU's international presence. For example, CIFAL invited KSU's Associate Provost for Strategic Initiatives and Associate Dean of the College of Science and Mathematics to speak on a panel on STEM education at a forum hosted by Colombian President Juan Manuel Santos. As it integrates more fully into the KSU culture, this partnership will provide expanded opportunities for faculty, staff, and students to collaborate with CIFAL staff

**Length of Partnership:** 1 year [UNITAR and its training center signed a memorandum of understanding with KSU to jointly provide programs on February 11, 2013.]

**Number of Faculty:** 2012-2013: 6 faculty/staff [1 now serves as a CIFAL staff member]



**Number of Students:** 2012-2013: 24 students

**Grant Funding:** As indicated in the most recent financial report for CIFAL Atlanta, primary funding to sustain the organization comes from in-kind donations, program sponsorships, and program registration fees.

**Institution Impact:** Student-oriented activities are offered by CIFAL to raise awareness of how the UN partners with academic institutions in addressing issues such as HIV/AIDS, gender equality, green economies, and economic development. Recently, UN Assistant Secretary General (and UNITAR's Executive Director) Sally Fegan Wyles visited KSU and spoke on the UN Millennium Development Goals; 225 students attended her address. Because of this partnership, KSU faculty and students have access to CIFAL sponsored international programs. KSU representatives attended the Americas Competitiveness Forum in which leaders from around the world learned about new trade and investment opportunities in the Americas.

This partnership has expanded the number of opportunities for faculty and students, specifically in the STEM fields, to work with leaders from around the world. Currently, the Assistant Dean of KSU's College of Science and Mathematics serves on the Education Advisory Board of CIFAL due to this connection. It has also provided KSU with some unique opportunities as well, including a gift of three seedlings that descended from a Ginkgo tree that survived the Hiroshima bombing, which were planted on the KSU campus as a symbol of cooperation and sustainability; this gift was made possible through the UNITAR Green Legacy Project, a connection initiated through CIFAL Atlanta.

**Community Impact:** CIFAL Atlanta provided executive training for 3,002 leaders from the public and private sector and civil society from countries around the globe in 2012-2013. CIFAL sponsored training programs for government authorities in the areas of STEM education, aviation and economic development, and inclusive technologies. The State of Georgia has expanded its connection with countries in South America due to CIFAL's Americas Competitive Forum; this connection is expected to provide the state with broader markets and open trade with that area of the world. Due to the partnership with CIFAL, KSU will be sponsoring increased numbers of workshops, forums, and speakers on sustainability, economic development, and equality (most of them open to the public)--attracting leaders from around the world and thereby boosting the visibility of the area and contributing to its economy.

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Partnership #2: KSU Homeschool Alliance

**Partnership Name:** KSU Homeschool Alliance

**Community Partner:** Georgia Home Education Association (GHEA)

**Institutional Partner:** Department of Admissions

**Purpose:** In 2000 trends demonstrated that an increasing number of parents were choosing to educate their children at home. In addition, increased levels of state regulations for home schooling prompted many families to seek accreditation, to help students avoid the hassles and negative stereotypes placed on homeschool students by local and state college administrators (Callaway, 2004). As these students grew up and applied for college, admission offices struggled to determine how to effectively review their applications for admissions. KSU's Director of Admissions, Dr. Angela Evans, reached out to the Georgia Home Education Association (GHEA) to determine how they might work together to assist homeschool students with the application process to KSU. As the relationship grew the focus expanded, with GHEA providing a direct connection with numerous homeschool families in the state. GHEA co-facilitates meetings focused on homeschoolers' rights related to financial aid and admissions. KSU faculty and staff provide support by facilitating information sessions on college requirements, presenting at meetings on topics related to selecting a major, and serving as general resources for information as needed. KSU students assist with this program by attending group sessions and talking about their experiences coming to college.

**Length of Partnership:** 14 years

**Number of Faculty:** 2012-2013: 4 faculty [40 faculty since the program began]

**Number of Students:** 2012-2013: 12 students [78 students since the program began]

**Grant Funding:** This group requires little funding. Most events and/or meetings are held on KSU's campus, and any funds needed are provided either through KSU's Admissions Office or through GHEA.

**Institution Impact:** Since 2000 when the partnership began, KSU has been recognized as a "homeschool friendly" university (one of the first higher education institutions to be so recognized) and listed as such on the GHEA website. The number of homeschool students who have enrolled each fall semester has increased significantly since this program began; before the program KSU enrolled only around 5 homeschool students each fall, and afterward we enrolled an average of more than 40 many semesters. Dr. Evans, the co-founder of this partnership and Director of Admissions at KSU, became a recognized expert in this area and was asked to provide trainings throughout the state on

creating a “Homeschool Friendly Admissions Office.” KSU was the focus of national media coverage of this partnership in a Wall Street Journal article in 2003.

Community Impact: As a result of this partnership, processes and procedures to effectively evaluate homeschool student applications were adopted by the University System of Georgia (BoR Policy 4.2.1.1, Freshman Requirements). The partnership established a defined process for homeschool students to apply to a college or university and brought visibility to the issue. The 2003 Wall Street Journal article indicated that these students demonstrated higher-than-average GPAs as first year students (linked to the support KSU provides them).

KSU alum Nels Peterson notes in a recent correspondence with the Office of Community Engagement: “If it had not been for this group that defined the application process for KSU and later cleared the process for me as a homeschool student to secure the HOPE scholarship, I would not have had the incredible experience that I did at KSU. This experience led the way for my success in completing my law degree at Harvard University.” He also recalled that a number of homeschooled students who, as undergraduates at KSU, took on leadership roles on campus and attributed their success to the support provided by this process.

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Partnership #3: KSU/MUST Ministries Clinic

**Partnership Name:** KSU/MUST Ministries Clinic

**Community Partners:** MUST Ministries; WellStar Health System; Kaiser Health Foundation; WalMart; several pharmacies; an optometrist; Life University (a university that provides chiropractic training).

**Institutional Partner:** School of Nursing

**Purpose:** The Clinic provides accessible and quality health care to homeless, uninsured, and/or underserved populations in Cobb and the surrounding counties in NW Georgia. The Clinic administers various treatment protocols for managing hypertension, diabetes, obesity, asthma, mental health, hyperlipidemia, and other health challenges. Its screening and patient education services are particularly helpful in reducing the incidence of and/or ameliorating these health problems. The Clinic also enrolls patients in free prescription programs and in social and other services offered by community organizations. WellStar Health System provides medical supplies, and WalMart donates inexpensive prescription medications.

**Length of Partnership:** 16 years. [The Clinic opened in 1998.]

**Number of Faculty:** 2012-2013: 7 faculty [128 faculty since the Clinic opened]

**Number of Students:** 2012-2013: 23 students [320 students since the Clinic opened]

**Grant Funding:**

- (a) Wellstar Health System: \$250,000 (2012)
- (b) Cobb County CDBG Program: \$12,000 (2011)
- (c) Kaiser Foundation Health Plan of Georgia, Inc.: \$2,206 (2011)

**Institution Impact:** The Clinic serves as a practice site for KSU faculty, who utilize their expertise and experience in Nursing and Social Services, and as a clinical site for students in Nursing & Social Work to practice their skills within an authentic healthcare environment. The Clinic has provided visibility to the work of the university and helped facilitate expansion of KSU's relationship with Wellstar Health System; in 2013, it was announced that KSU's student health services would be outsourced to the Wellstar Health System, providing expanded services to KSU students.

**Community Impact:** A total of 1017 unduplicated clients were served in 2012-2013 (66% between the ages of 40 and 59, 45% male and 55% female, 79% Caucasian and 20% African American). The Clinic averages 2,500 annual patient contacts per year

Patients with a primary medical care home (a function filled by the Clinic for local residents who lack an established relationship with a family doctor) are less apt to clog area emergency rooms for primary care, medications, or hospitalization (e.g., for uncontrolled diabetes, high blood pressure, etc.), which means that actual emergencies can be handled more efficiently. Such patients manage their health conditions and are less apt to end up in crisis situations, allowing them to work and provide for their families.

A 2010 KSU news article entitled “New Expanded KSU Community Health Clinic at MUST Ministries Opens” provides an example of the direct impact of the Clinic on individual lives, reporting that “Fourteen months ago, Blaine McIntosh walked out of jail homeless, jobless and penniless. Today, the marketing manager of A Plus Contracting Roofing and Restoration shared his story at the ribbon-cutting ceremony for the new and expanded KSU Community Health Clinic at MUST Ministries. ‘After I got out of jail, I came to MUST, entered the shelter and went to the clinic,’ he said. ‘I received medication prescriptions, nutritional health counseling and follow-up testing. Today, by the grace of God, the discipline of AA, the love and charity of MUST Ministries, and the hard work and dedication of the clinic staff, I am a changed human being – employed, 30 pounds lighter, all vital signs are normal, diabetes in remission and almost two years of sobriety.’”

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Partnership #4: Center for Election Systems

**Partnership Name:** Center for Election Systems

**Community Partners:** Office of the Georgia Secretary of State (including the Professional Licensing Board Office); county election superintendents and election officials

**Institutional Partner:** College of Science and Mathematics

**Purpose:** The State of Georgia has committed to an initiative to maintain a uniform, statewide voting system. To support this effort--and growing out of over a decade of KSU support for computer-based voting systems--the Center for Election Systems was established in 2002 as a partnership between the Office of the Secretary of State and KSU's College of Science and Mathematics.

Its work grounded in the conviction that "the success of the democratic process requires fair and open elections which accurately reflect the intent of the electorate," the Center notes on its webpage that "nurturing or protecting Democracy is a team effort in the profession of elections administration." The Center's role is this complex collaboration among many parts of the election system is to support Georgia election officials and poll managers, assist with the operation of the voting system statewide, and deploy and support online voting technologies. The core functions of the Center include outreach, testing, education, training, consultation, technical support, and ballot building. Its classes are open to full- and part-time election officials at no cost to the attendees or their jurisdictions.

The Center's staff includes both KSU employees and employees from the Secretary of State's office. KSU graduate and undergraduate students work in its call center and provide some of the labor for its testing activities.

**Length of Partnership:** 12 years

**Number of Faculty:** 2012-13: 6 faculty [Over 8 faculty since this partnership's inception]

**Number of Students:** 2012-13: 8 students [Over 20 students since this partnership's inception]

**Grant Funding:** State of Georgia: \$769,423 [100% of the funding for the Center's operation]

**Institution Impact:** The Center trains graduate and undergraduate students for leadership roles in election management. Alumni James Long is an example of its impact on students as he explicitly credits the Center with providing him a direct path into the unique field of computer engineering that many others do not have access to. He indicates that it was because of his work in the Center that he was recruited to the US Election Assistance Commission as a computer engineer for the national voting system testing and certification program; he stayed there for 3 years and currently works with National Technical Systems as a voting system engineer.

**Community Impact:** With 159 counties, each functioning as a separate administrative unit, Georgia's infrastructure and transportation systems create unique challenges in supporting voting technologies, which the Center provides key leadership in addressing. As of the conclusion of the November 2012 elections, the State of Georgia had conducted over 5000 successful elections using new online voting technology. As a result of the Center's work, all 159 county election offices have certified election management software installed and associated security procedures and all receive compact flash cards with voter registration rolls prior to each election. County and state election board members have been trained on voting technologies. Finally, the Center's toll-free number call center provides day-to-day support as well as election-day support and troubleshooting, which raise confidence among officials and voters alike.

In an article entitled "Little-known KSU building houses elections nerve center" published by the Marietta Daily Journal in August 2012, Brian Kemp, Georgia's Secretary of State, stated that the Center for Election Systems "provides an invaluable service to the state of Georgia. This investment of taxpayer dollars provides a safe, secure and uniform election system that Georgia can be proud of." The article further quoted Election Systems Director Ray Cobb, who indicated that the system "worked almost seamlessly" and greatly improved the process in Georgia.

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Partnership #5: Center for Young Adult Addiction and Recovery

**Partnership Name:** Center for Young Adult Addiction and Recovery (CYAAR)

**Community Partners:** Judge William Duffey and Mrs. Betsey Duffey

**Institutional Partner:** Student Success Services

**Purpose:** Federal Judge William Duffey regularly saw youth entering his court struggling with addiction issues, which hindered their success and brought them repeatedly back into the justice system. He began to explore what he might do to address this issue, and his desire to take an active role only intensified when it was discovered that his son suffered from addiction issues. He and his wife, Betsey Duffey, approached several universities in Georgia to determine how they might work together. He visited the University of Georgia, Emory University, and Georgia Tech, but they could not commit to collaborating with him. Finally, the Duffeys met with representatives from KSU's Student Success and Enrollment Services Division and developed the idea for a Center for Young Adult Addiction and Recovery. At an early stage in the discussions, the Duffeys indicated that they saw this as an ongoing partnership and would remain connected and active in the work of this Center. Currently, Judge Duffey serves as chair of CYAAR's Advisory Board and recruits other Board members; they help connect CYAAR with partners from across the US.

As stated on their website, CYAAR's vision is "To be the national leading resource in the development of addiction education, intervention strategies and recovery for young adults." Its mission is "To enable, support and encourage young adult recovery and wellness by providing programs and engaging in collaborative research and education."

CYAAR's research agenda has become a significant part of their focus and is well-supported by this partnership. The Center sponsors conferences, convening over 200 experts in neuroscience and addiction treatment and recovery to disseminate and discuss the latest information and research related to addiction; the 2014 conference is titled "Pathways to Understanding: Neuroscience, Addiction & Young Adults."

Faculty and staff who work with CYAAR mentor students and help facilitate the "Prime for Life program," an evidence-based program designed to challenge common beliefs and attitudes that contribute to high-risk alcohol and drug use. CYAAR also administers a similar student program called "My Student Body" that provides students with information detailing how they may "reduce risky behavior using strategies that research has shown are most effective — motivational, attitudinal, and skill-training interventions."

**Length of Partnership:** 6 years



**Number of Faculty:** 2012-13: 1 faculty, 3 staff [Over 8 faculty and 14 staff since this partnership's inception]

**Number of Students:** 2012-13: 60 students [Over 260 students since this partnership's inception]

**Grant Funding:**

(a) The National Collegiate Athletic Association (NCAA) Wise Choices Program: \$30,000 (\$15,000 in 2011; \$10,000 in 2012; \$5,000 in 2013)

(b) Mary and John Franklin Foundation: \$10,000 (2013)

(c) Stacie Mathewson Foundation: \$10,000 (2013)

**Institution Impact:** According to CYAAR's 2012 annual report, of the 59 students who participated in their Collegiate Recovery Community program only 2 relapsed. Currently, CYAAR offers the "Prime for Life" program to over 3000 first-year students a year. 87% of the students who participated in the program in 2012 said they made wiser choices related to alcohol and other drugs because of their participation. CYAAR provides faculty/staff the opportunity to engage in research using aggregate data collected from the "Prime for Life" and "My Student Body" assessments; they also have the opportunity to present at CYAAR conferences. The Center's work was the focus of a recent Inside Higher Ed article on programs that contribute to student success, bringing national attention to KSU.

**Community Impact:** Emory University and Georgia Tech are developing similar programs modeled on CYAAR.

Recently, the Letalien family appeared on a talk radio station to discuss the loss of their son, Jeremy, a former KSU student who died before his 25th birthday due to a prescription drug overdose. They spoke of the pain of "wishing they knew more" before this tragedy occurred. Since that time they have maintained contact with KSU and have become supporters of CYAAR. They commented on the show that, "Kennesaw State University's CYAAR program is in the forefront of understanding addiction and recovery."

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Partnership #6: Homelessness Awareness Week

**Partnership Name:** Homelessness Awareness Week (HAW)

**Community Partners:** Georgia Alliance to End Homelessness; Traveler's Aid; The Living Room; MUST Ministries; Center for Family Resources; United Way; Faces of Homelessness Speaker's Bureau; The Gateway Center; Harmony House; Douglas County Community Services Board; CHRIS Kids; Lutheran Services; Salvation Army; Giving a Hand, Inc.; 7 Bridges; HEAR US

**Institutional Partners:** Center for Student Leadership; Adult Learner Programs; Student Life; Department of Public Safety; University College; Department of Sociology and Criminal Justice

**Purpose:** Homelessness Awareness Week (HAW) takes place at KSU in October of each year. The event provides faculty, students, staff, and community members with an opportunity to learn more about an invisible and often stigmatized sector of society, and it generates substantial contributions from campus and surrounding communities for individuals and organizations dealing with homelessness. The underlying conviction of HAW is that education leads to awareness and awareness leads to action. One goal of this partnership is to increase the community's (within and beyond KSU) understanding of what it is like to live without shelter and food. Educational activities include a conference, classroom presentations, performance art, student interviews with individuals who are or who have been homeless, and a 2 day Sleep-Out. Faculty, staff, and student groups are invited to develop additional programs and activities for this event that contribute to the good of the community (see Community Impact for examples of such programs).

KSU's Sleep-Out, which takes place from 6:00 pm on a Thursday through noon the following Saturday, educates about issues surrounding homelessness in the US. Since HAW 2008, participation in the Sleep-Out has grown from 50 participants in the first-year to 225 participants at the most recent event. Participants (faculty, staff, students, and community members) play the roles both of homeless individuals who must find food and shelter as they attempt to go to school and work and of police and court personnel (a mock trial is held on Friday night). Colleagues from the Salvation Army, the Georgia Alliance to End Homelessness, and Harmony House (for ex-offenders) participated in the HAW 2012 Sleep-Out, interacting with participants as they would with homeless clients who come to their organizations and sleeping outside with the group, contributing significantly to the educational value of the simulation.

**Length of Partnership:** 6 years

**Number of Faculty:** 2012-13: 6 faculty and 8 staff [Over 48 faculty and 85 staff since the inception of the program]

**Number of Students:** 2012-13: 700 students [Over 2500 students since the inception of the program]

**Grant Funding:** None; all funds to support HAW come from KSU.

**Institution Impact:** As a result of this program, there has been a visible shift in KSU's culture around the topic homelessness. A new policy has been implemented whereby when KSU administration learns of a homeless student, we turn to relationships with local hotels to board the student for a week so that arrangements can be made to connect him/her with a shelter. In addition, KSU has created a campus food pantry. Finally, the Campus Awareness, Resource & Empowerment (CARE) Center in the Division of Student Success has been formed to focus on these issues, including through working with various area social services organizations. KSU's campus community has moved from being sympathetic toward others in need to becoming empathetic with others, and this has contributed to a proactive approach to assisting others in the surrounding community.

**Community Impact:** Seventy students, faculty, and staff participated in the 2012 Sleep-Out. Ten bags of clothing and 200 cans of food were collected at the site and were donated to MUST Ministries. Students participating in the event solicited 150 comforters, bed sheets and toiletries from local motels including Extended Stay America and its sister hotel, Studio Plus; these donations were given to MUST Ministries, the Salvation Army, 7 Bridges to Recovery, and to KSU's food pantry (Feed the Future). An additional two hundred food items were collected by students and staff and donated to KSU's food pantry.

Forty scarves were made during HAW and donated to an AmeriCorps VISTA program called Church on the Street, which recently started a women's fellowship group for women who are homeless and request support from other women.

Additionally, a thrift store was set up on campus for the week. Thirty students, under the direction of a faculty member, collected 477 pairs of blue jeans; 180 jackets and coats; 300 pairs of new gloves; and eight large boxes of canned food items. The donations went to Hosea Feed the Hungry and Homeless, MUST Ministries, and 7 Bridges to Recovery.

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Partnership #7: Kennesaw Mountain Writing Project

**Partnership Name:** Kennesaw Mountain Writing Project

**Community Partners:** National Writing Project; Metro-Atlanta and Cobb County area schools

**Institutional Partner:** English Department

**Purpose:** The Kennesaw Mountain Writing Project (KMWP) is a group of professional educators representing all grade levels and disciplines who facilitate teacher-led professional development in an effort to improve student writing and learning. Established in 1994, KMWP works with local school districts to provide high quality professional learning, research, and leadership opportunities for Georgia educators. Each year, KMWP offers an Invitational Summer Institute and Youth Writing Academies to engage teachers and students in writing and writing instruction.

KMWP partners with various districts, schools, and teachers. During 2012, KMWP established a partnership with Area 2 of Cobb County Schools (Area 2 schools are Title I schools at the elementary, middle, and high school levels needing support and resources). Area 2 leaders approached KWMP about offering a mini-Summer Institute to a cohort of Area 2 teachers, with follow-up sessions during the year to support implementation.

This initial phase of the partnership led to a more focused partnership with Campbell High School (also Area 2). KMWP facilitates 30 hours of school-wide professional development for Campbell High School's teachers, having met with Campbell's administration and teachers to identify needs and a model for delivery. Campbell's administration is identifying a core of teachers for KMWP to train and support in delivering professional development to the rest of the faculty, consistent with the models of professional development already in place with KMWP and helping the school develop on-site teacher leadership.

An Advisory Board has been established, comprised of teachers from across the state. The College of Humanities and Social Sciences supports KMWP by offering course releases and administrative stipends for the director, administrative support, and space on campus.

**Length of Partnership:** 19 years

**Number of Faculty:** 2012-13: 12 faculty [Over 86 faculty since the program's inception]

**Number of Students:** 2012-13: 5 students [Over 36 students since the program's inception]

**Grant Funding:**

(a) The National Writing Project: \$50,000 (annually)

(b) At various points in its history, KMWP has received funding through grants from the National Endowment for the Humanities.

**Institution Impact:** KMWP has connected with numerous teachers from around the state, and because the Institutes are held on KSU's campus, these teachers leave with a stronger connection to the university. KSU faculty also participate in KMWP events. Senior Lecturer Fiona Brantley commented in an email to the Office of Community Engagement that this program "increased her confidence in her writing abilities." As another potential impact, after they became involved with KMWP a number of KSU faculty began to contribute articles to and/or serve as editors for the journal *Writing America: Classroom Literacy and Public Engagement*.

As examples of both institutional and community impact, in 2004 KMWP teachers, including KSU faculty members, collaborated to produce an issue of *Writing America: Classroom Literacy and Public Engagement*; and in 2005 they collaborated and published *Writing Our Communities: Local Learning and Public Culture*. The Institute KMWP offered during Summer 2013 was an Advanced Leadership Institute, and the projected final outcome is an edited book on developing teacher leaders within public schools.

**Community Impact:** As shown on KMWP's alumni website, teachers from as far north as Ringgold, GA and as far south as St. Simons, GA are benefiting from the partnership's work. Since 2004, KMWP has led numerous staff development projects, including workshops in schools during the academic year; open institutes for teachers during the summer; and advanced programs for educators already affiliated with the program.

Data collected from invitational summer institutes repeatedly indicate that 85% of participants find the experience to be the most beneficial professional development program in which they have participated. Teachers report plans to utilize what they learned in their classrooms to enhance student learning, and they informally report positive outcomes about that implementation. In the 2012 KMWP report for the President's Community Service Honor Roll, it was stated that "those students of a KMWP participant have made tangible gains in writing conventions, development of ideas, and organization."

Stemming from her work with Area 2 schools, the site director is co-teaching writing in a fourth grade classroom with one of the teachers. This has led to recognition for that teacher and for KMWP in that Cobb County has asked her to train other teachers. They are delivering a state-level presentation on the work with the ultimate goal of developing it into a manuscript for publication.

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Partnership #8: The Atlanta Ballet and Kennesaw State University Educational Partnership

**Partnership Name:** The Atlanta Ballet and Kennesaw State University Educational Partnership

**Community Partner:** The Atlanta Ballet Centre for Dance Education

**Institutional Partner:** Department of Dance

**Purpose:** The partnership provides a venue for collaborative dance education between KSU's Dance Department and the Atlanta Ballet Centre for Dance Education (nationally accredited by the National Association of Schools of Dance and now one of the top ten dance education facilities in the country).

Company members from the Atlanta Ballet and students at the Centre for Dance Education have the opportunity of pursuing Bachelor of Art degrees in dance at KSU. Professional company and Fellowship (The Atlanta Ballet's two dance teams) dancers are able to apply for advanced professional credit towards their degrees and pursue both professional and academic careers through their association with both institutions.

**Length of Partnership:** 1.5 years

**Number of Faculty:** 2012-13: 3 faculty [Over 6 faculty since the inception of the program]

**Number of Students:** 2012-13: 21 students [Over 30 students since the inception of the program]

**Grant Funding:** This partnership requires little funding. Any funds needed are provided either through the KSU Department of Dance or through the Atlanta Ballet.

**Institution Impact:** KSU students gain a deeper understanding of the realities of performing and can thus better prepare for their own performances by having members of the Atlanta Ballet, who share "tips of the trade," in class with them. Undergraduate dance students enrolled in the Program in Dance at KSU receive special discounts and concessions to Atlanta Ballet performances, classes, and events. Advanced level students have opportunities to audition for supernumerary (amateur character actors in ballet performances who train under professional direction) roles with the Atlanta Ballet and gain professional performance experience. The Atlanta Ballet provides internship opportunities for KSU dance majors at the Centre for Dance education, giving KSU students professional administrative experience in the field of dance.

**Community Impact:** The larger community benefits from this partnership because of the expanded number of workshops, lectures, and studio performances open to the public. In March 2013 KSU's Dance Department and the Atlanta Ballet started the High School Dance Festival to promote concert dance within area high schools and dance studios. Over 20 local high schools participated in this event, which provided 30 workshops for participants, free seminars for high school dance teachers, and two nights of adjudicated performances open to the public. According to KSU's Event Management System over 200 community members attended each night.

The Atlanta Ballet benefits from the sharing of space on campus; guest artists who visit the university; and studio and production resources such as costumes, scenery, lighting, and flooring. The Ballet is in a better position to educate the community about its art and is able to publicize its work through KSU outlets. Additionally, there are opportunities for faculty, students, and professional dancers to teach and choreograph in both institutions.

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Partnership #9: KSU/Paulding County satellite education center

**Partnership Name:** KSU/Paulding County satellite education center

**Community Partners:** Paulding County School District; Caretta Research Project; Georgia Power Foundation, Inc.

**Institutional Partner:** Bagwell College of Education

**Purpose:** This partnership has multiple foci, two of which we discuss here.

(a) “To contribute to improving the state of Paulding County schools while providing enrichment opportunities for Elementary and Early Childhood Education students at KSU's Paulding Site.” Paulding County has the highest number of Title 1 schools (elementary, middle, and high school levels needing support and resources) in the state of Georgia. KSU partners with Paulding County on a Paulding County campus site to offer cohort-based education degree programs and works collaboratively with teachers in the district to provide undergraduates with an experiential-based degree.

(b) “To contribute to improving the state of Georgia's loggerhead sea turtle population while providing enrichment opportunities for Elementary and Early Childhood Education students at KSU's Paulding Site.” This work is completed in collaboration with the Caretta Research Project, a hands-on research, conservation, and education program that has been protecting the nesting loggerhead sea turtles on Wassaw National Wildlife Refuge since 1973.

**Length of Partnership:** 2 years

**Number of Faculty:**

(a) 2012-2013: 4 faculty

(b) 2012-2013: 2 faculty

**Number of Students:**

(a) 2012-2013: 105 students

(b) 2012-2013: 7 students

**Grant Funding:** Georgia Power: \$25,000 (2012)

**Institution Impact:**

(a) Elementary & Early Childhood Education majors have gained experience above and beyond the typical student teaching requirement, through participation in or coordination of 20 “Family Night” programs, each of which focuses on a



particular element of the curriculum (i.e., math, science, or reading). While working at these events alongside their professors, our students have witnessed live modeling of teaching and behavior-change strategies, which is not possible within the confines of a college classroom. KSU students also developed valuable networking connections within the local school district.

KSU faculty gain deeper appreciation for teachers who work in elementary classrooms as well as insight into what teaching practices are currently in use and where pedagogy gaps might exist. In some respects, the full impact of this partnership will not be felt by our institution for years to come, when the young people we serve reach the age of choosing whether to attend college (their choices could impact enrollment). Also, the effects these activities will have on our college students reach far into the future as their own pupils enjoy benefits from the teachers' varied experiences.

(b) Elementary & Early Childhood Education majors have had the opportunity to conduct scientific research on loggerhead sea turtles prior to beginning their careers in the classroom. This experience allows them to teach science from a personal perspective of passion and experience and to set themselves apart from their peers. Each student is required to create and publish a book for K-5 children, based on his/her Caretta Research Project experience, thereby honing writing and curriculum development skills.

### **Community Impact:**

(a) This partnership has impacted a variety of stakeholders, including students, parents, teachers, administrators, and county residents. Students have been exposed to exciting, nontraditional lessons that are known to have a powerful impact on grades, standardized testing, and self-esteem. Seeing these lessons presented by faculty and college students who represent KSU allows children to view the college experience in general, and at KSU in particular, as positive, attainable options for their future. Similarly, parents who see KSU taking an active interest in their child's academic progress not only see our institution as an option for their child in the future but also as a current source of educational enrichment for themselves. Teachers and administrators are positively affected when they experience genuine and substantial classroom assistance from KSU faculty and students. Since January 2012, thirteen workshops have been conducted for parents and teachers, demonstrating teaching strategies using cross-curricular methods. Finally, residents of Paulding County will experience long-term impacts when the partnership's activities begin to affect the academic level of Paulding County students as well as matriculation of Paulding County high school seniors to institutions of higher education.

(b) KSU's work with the Caretta Research Project impacts external communities in a variety of ways, such as improving the state of Georgia's environment, expanding datasets for biological research efforts at Georgia colleges, and creating outreach opportunities with local groups such as Kiwanis and the Lockheed Retirees Association, who host presentations by KSU faculty on their participation with the Caretta Research Project.

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Partnership #10: Teacher Quality Partnership (TQP)

**Partnership Name:** Teacher Quality Partnership

**Community Partner:** Cobb County School District (CCSD), specifically Area 2 schools.

CCSD, the 28th largest school district in the country and the second largest district in Georgia with over 106,000 students, is divided into six “Areas,” each under the leadership of an Area Superintendent. KSU’s school partners are in Area 2, an urban setting located 11 miles from KSU and adjacent to the Atlanta Public School District. Area 2 comprises 18 schools; seven of these schools form a feeder pattern in which 100% of the middle school students move to the high school, and high percentages of students in the five elementary schools move to the middle school.

**Institutional Partner:** Bagwell College of Education

**Purpose:** The Teacher Quality Partnership (TQP) is aimed at improving K-12 student achievement in high-need urban schools by transforming teacher preparation through a partnership focused on preparing candidates to teach in resource-poor, diverse, urban communities. The partnership includes three colleges within KSU’s Professional Teacher Education Unit (PTEU) and seven Vertically Articulated Professional Development Schools (VAPDS).

The new Urban Education (UE) option that has emerged from this collaboration provides undergraduate teacher candidates with multiple field and clinical experiences in five elementary schools (approximately 3296 students), a middle school (approximately 977 students), and a high school (approximately 1808 students). UE is co-administered and co-taught by lead teachers from Cobb County School District and KSU faculty. Clinical practice (a year-long placement) is supported through collaboration, co-teaching, instructional coaching, mentoring, modeling, reflection, and co-generative dialogue with collaborating teachers. Coursework includes instruction and experience in culturally and linguistically responsive teaching, family engagement, instructional technology, co-teaching, literacy, and assessment.

**Length of Partnership:** 4 years

**Number of Faculty:** 2012-2013: 65 faculty (estimated)

**Number of Students:** 2012-2013: 104 students

**Grant Funding:** US Department of Education: \$8.9 million over 5 years (beginning 2011)

**Institution Impact:** This program has placed KSU faculty side-by-side with teachers in urban, impoverished school systems; together they partner in teaching at both KSU and in the Cobb County school. As a result of collaborating in the K-12 school system, KSU faculty gain first-hand experience working in this specific environment. This experience assists the faculty in writing the curriculum for the urban education (UE) option, a new track within KSU's traditional teacher education programs in which teacher candidates receive special training in teaching students who are English language learners, students with special needs, and students who are economically disadvantaged. The courses in this track are taught by both the KSU faculty member and their Cobb County teacher partner. The new curriculum takes into account the Georgia Assessments of Performance on School Standards Analysis and has been informed by research but more importantly by the experiences of those in the K-12 schools each day. Students learn from examples in the schools and insights shared by K-12 teachers who co-teach KSU courses with education faculty members. Twenty-six of the thirty most recent UE graduates are now employed as teachers.

As examples of intertwined institution and community impact, in a recent interview as part of a project to document this collaboration on videotape, Dr. Guillory of the Bagwell College of Education, and Ms. Glendenning, Assistant Administrator of Osborne High School, commented that the partnership is the strength of this initiative and that it was the synergy created by sharing experiences of teaching in both classrooms that drove the creation of the new UE curriculum. Guillory stated that she "has grown because of her partnership with Glendenning and has been able to learn more about the current environment" and Glendenning said that "she now has a better understanding of the pedagogy that enables her to be increasingly effective in her class and with the interns." They expressed that they both appreciate the knowledge and skills each brings to the learning environment. They have presented together at the National Professional Development Schools Conference.

**Community Impact:** Participating Cobb County schools gain additional support in the classroom by having KSU faculty partner with their teachers as well as insight into teaching older (college-aged) students. Glendenning indicates that retention of first-year teachers has already improved significantly, which he links to their better knowing what to expect and having the knowledge and skills to be successful in the school environment. Keiger, a new teacher at Osborne High School and alumnus of the UE program, commented in the video interview that he benefited greatly from the partnership and loves his job at Osborne Middle School (a Title 1 school in Cobb County). He said that he "not only had an excellent teacher talking about the theory but another teacher who brought that theory to life with specific examples from the classroom" and that the education he received was invaluable to him in his current role.

Under the auspices of the grant, KSU faculty are developing several online modules to offer professional development to program participants (university supervisors, co-teaching coaches, classroom teachers, and teacher candidates). This and other professional development activities may provide teachers with Professional Learning Units (PLUs), which can be applied toward recertification. Additionally, it is the intention to sustain the seven Professional Development Schools network, thereby utilizing Cobb County School District's facilities and human resources to implement the Urban Education degree option.

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Partnership #11: Maya Heritage Community Project

**Partnership Name:** Maya Heritage Community Project

**Community Partners:** Maya Organizations and people of Maya heritage across the United States

**Institutional Partner:** History and Philosophy Department

**Purpose:** The Maya Heritage Community Project celebrates its 12th year of working with Maya communities in Georgia, Florida, South Carolina, California, Colorado, and Nebraska. The Maya people who come to the U.S. face challenges that are unique to their cultural background and political standing. Because Guatemala has 21 official Maya languages, for example, many of those arriving or already living in the U.S. speak neither English nor Spanish. Then, too, there is the challenge of the American government's refusal to award Maya refugee status, even when they face violence at home. The Maya Project addresses these complex issues by inviting faculty and students from numerous disciplines to work with Maya communities on research and service-learning opportunities while simultaneously inviting Maya people to educate the U.S. about their history and culture.

Over the past decade, KSU historian LeBaron has engaged the talents of faculty and students from over 15 KSU departments in partnerships that respond to legal, health, and cultural challenges facing Maya communities who sought refuge in the U.S. during or after the 36-year Guatemalan civil war that ended in 1996. A diverse group of KSU students and faculty members from nursing, human services, political science, communication, education, foreign languages, international affairs, anthropology and American studies have worked on Maya projects. In 2007, the project became an approved United States Peace Corps Fellows program.

Past and present activities of the Maya Project include working with health clinics, conducting law seminars and English classes, and holding a five-year traffic safety program funded by the Governor's Office of Highway Safety (which was given the prestigious "Planning for Zero Deaths" award). Projects have included the National Maya Health Toolkit for Medical Providers, which has been downloaded across the nation more than 26,000 times; an award winning DUI and highway safety education program for Hispanics in Cobb and Cherokee counties; a Teachers' Handbook; and the National Maya Interpreters Network.

**Length of Partnership:** 12 years

**Number of Faculty:** 2012-13: 4 faculty

**Number of Students:** 2012-13: 18 students

**Grant Funding:**

- (a) Governor’s Office of Highway Safety (GOHS): \$52,100 (2012)
- (b) Governor's Office of Highway Safety (GOHS): \$47,000 (2011)
- (c) Children USA Inc: \$80,000 (2010)

**Institution Impact:** The Maya Heritage Community Project has provided numerous opportunities for students in humanities, business, nursing, the sciences, and education to apply what they are learning to support the Maya civilization. Maya leaders have served as speakers and leaders at various times at the university; recently, for example, Mr. Daniel Caño, a Maya poet, spoke on campus as part of the 4th Conference on Immigration to the Southeast: Policy Analysis and Conflict Management.

Nance Lucas identified the Maya Project as a model of “integrative and interdisciplinary programs that emphasize civic engagement” in the book *Civic Engagement in Higher Education*.

A second-year MBA student, Eileen Celis is helping to assemble the Maya Interpreters Network. The work brings back fond memories of her Peace Corps service in Columbia, South America from 1978 to 1981. “Working with the Maya Project reminds me of why I was so attracted to being in the Peace Corps in the first place,” she says; “the work is so valuable and so rewarding.”

**Community Impact:** Due to the work of this partnership, the Maya Heritage Community Project has become a program supported by the Peace Corp. The Asociacion Maya’s Jolom Konob presented the Mayan Culture of Guatemala in Canton, GA, saying that “it is a great opportunity to identify us as Mayans in this country.” In addition, the Maya Heritage Committee developed the Maya Exhibit at the Cherokee Arts Center in Downtown Canton, GA in 2012. One of the project’s research papers – focusing on the diet and health of Maya people – received the second prize in the International Journal of Environmental Research and Public Health’s Best Paper Award 2014. Publication of *The Maya: A Living Culture in the 21st Century* by Lamplight Press is scheduled for 2014. The Maya Project has been nominated for an Enterprise Award given by Loughborough University in the UK; the Enterprise Award celebrates a program in which the university’s academic engagement with business, public, and voluntary organizations creates social, cultural, and economic impact through knowledge exchange.

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## Partnership #12: The Edge Connection

**Partnership Name:** The Edge Connection

**Community Partners:** United Way of Cobb County; YWCA of Northwest Georgia; Center for Family Resources

**Institutional Partner:** Coles College of Business

**Purpose:** In 1997, four Cobb County organizations came together to address economic development for low-to-moderate-income residents of Cobb County and surrounding Metro Atlanta counties. No longer content to limit their assistance to crisis intervention, they sought a venue to eradicate the cycle of poverty. Representatives from these four organizations -- the Center for Family Resources, YWCA of Northwest Georgia, United Way of Cobb County, and KSU's Coles College of Business -- spent 12 months training with national experts on how to develop and implement a program for micro business development. Each of these four partners made a generous in-kind contribution of space, staff for program components, and resources to develop and launch The Edge Connection, one of the first community micro-business development models in the United States.

The mission of the Edge Connection is to promote economic self-sufficiency and self-determination through comprehensive entrepreneurial training for low-to-moderate-income women, minorities, and veterans. Reaching out to women and men who are unemployed and underemployed, the Edge Connection teaches individuals the skills to become self-sufficient by helping them launch and operate sustainable businesses that create employment for themselves and others. In the fall of 2004, the Edge Connection expanded its programming by becoming a Small Business Administration's Women's Business Center. In June 2011, the Edge Connection launched the Edge Kitchen, a multi-station commercial kitchen devoted to the development of food-related businesses.

**Length of Partnership:** 17 years

**Number of Faculty:** 2012-2013: 7 faculty

**Number of Students:** 2012-2013: 32 students

**Grant Funding:** Funds to start the program were supplied by the following groups:

- (a) United Way of Metropolitan Atlanta, Community Development Block Grant, Department of HUD and Turner Foundation: \$121,000 (2010)
- (b) The Micro Loan Fund for the organization was capitalized with Community Reinvestment Act dollars from SunTrust (\$5,000), First Union (\$5,000), Wachovia (\$5,000), and Bank of America (\$5,000) -- for a total of \$20,000 (2011)



Additionally, the Mary Reynolds Babcock Foundation has partnered with the Edge Connection by financially supporting the Access to Capital initiative. And through the United Way IDA program, the Edge Connection is able to offer select participants a 3:1 savings match to purchase needed equipment or supplies for their business or to collateralize a loan.

**Institution Impact:** The Edge Connection provides entrepreneurial training and consultation to KSU students at no cost. Additionally, KSU students serve as interns, and some have been hired to work full-time at the organization upon graduation.

The Edge Connection provides faculty members with consulting opportunities and a resource to which to refer community members who contact the college with requests for assistance. In a recent correspondence with the Office of Community Engagement, the Dean of the College described the role of this partnership in the college: “We have faculty members who serve on the board of advisors and who teach in the program. We also have students who work one-on-one with the business owners, tutoring them on how to use a spreadsheets etc. Our connection with the Edge Connection allows us to extend our reach to a segment of the population who most likely does not have the time or resources to pursue a four-year degree but yet have the passion and drive to start their own business.”

**Community Impact:** According to a recent Edge Connection report, “Micro-business development is a proven, long-term poverty alleviation strategy that creates jobs, commerce, revenue, pride, and dignity. Rather than a hand out, micro-business training offers a hand up, a way for micro and small business entrepreneurs to utilize their own unique strengths, interests, and talents to create jobs for themselves and others. At the Edge Connection, we help our clients recognize their innate strengths and define their choices.”

The Edge Connection supports numerous small business owners in Georgia, including wedding and event planning, day care services, catering, jewelry making, T-shirt sales, upholstery, gift baskets, landscaping, construction, office and home cleaning services, photography, food production, motivational speaking, business support services, healthcare, and educational services. The goal of the Edge Kitchen is to serve a minimum of 30 new and existing businesses in launching, sustaining, and growing their businesses annually. As of April 2014, the Edge Connection has provided 92,853.5 training and consultation hours to 2,686 clients. Of the Plan for Profit Graduates who responded to an evaluation of graduate’s outcomes, 95% of the business owners reported still being in business after one year and 81% of still in operation after three years.

As an example success story, client Nanette Duffey was recently awarded the “Microentrepreneur of the Year” Award by the Georgia Micro Enterprise Network at their annual awards pre-conference ceremony. When asked about the award Nanette stated:

“As a solopreneur, I am excited and honored to receive the award. There isn’t a lot of recognition that goes with starting a business, so it is marvelous to receive validation from accomplished business people and the recognition of how I’ve grown my business. I’m grateful for the support The Edge Connection provides to me. Taking time to reflect, this is an important plateau and I’m excited about what the next growth/accomplishment will be in the future.”

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Partnership #13: Every Georgian Counts: 2011 Estimates of Homelessness in Georgia

**Partnership Name:** Every Georgian Counts: 2011 Estimates of Homelessness in Georgia

**Community Partner:** Georgia Department of Community Affairs

**Institutional Partner:** Center for Statistics and Analytical Services

**Purpose:** Working in conjunction with local Continuums of Care and community-based partners throughout the state, Georgia’s Department of Community Affairs’ (DCA) "Every Georgian Counts" program is designed to develop and update baseline homeless data for each of Georgia's 159 counties and consolidated governments. DCA partners with KSU to develop a sampling methodology and predictive model for the unsheltered homeless in the state. This model utilizes cluster analysis – a technique heavily used in consumer marketing – as the best approach to create these estimates. The groups or “clusters” of counties are formed by demographic and economic characteristics as well as other variables obtained from the U.S. Census.

At least every other year, each of the state's six local Continuums of Care conducts a count of its sheltered and unsheltered homeless population, while DCA sponsors local counts of unsheltered and precariously housed families and individuals. Additionally, DCA conducts an annual census of sheltered homeless persons through its "Balance of State Continuum of Care” program. The data collected is used to update KSU’s predictive model and to create projections of the state's homeless population patterns.

**Length of Partnership:** 3 years

**Number of Faculty:** 2012-2013: 3 faculty

**Number of Students:** 2012-2013: 2 graduate students

**Grant Funding:** Georgia Department of Community Affairs: \$51,000 (2012)

**Institution Impact:** The research undertaken by the Center for Statistics and Analytical Services resulted in a new statistical inference model to count homeless individuals, which has been disseminated in multiple publications (including a 2011 article entitled “Counting the impossible: Sampling and modeling to achieve a large state homeless count” that was published in the Journal of Public Management & Social Policy). Multiple students are involved in the research, giving them a better understanding of the full process of collecting data, analyzing data, generating results, and translating results into meaningful information that ultimately informs public policy. The DCA has hired at

least two KSU graduates over the years and has brought in other students as interns. This work has also assisted with establishing the credibility of the Center for Statistics and Analytical Services' work and enhanced KSU's reputation; for example, the enumeration process and homeless count shared by the State of Georgia in its report to the U.S. Department of Housing and Urban Development had KSU's name attached to it.

**Community Impact:** The primary benefit that has resulted from this work is the creation of a new statistical inference model to count homeless individuals. The model is now recognized as one of the many ways states can enumerate homeless persons within their borders. Other states (including South Carolina, Tennessee, and Alabama) have contacted KSU for assistance in replicating this work.

Use of this model in Georgia has allowed important inferences and conclusions regarding homelessness; for example, it has highlighted areas of the state with the greatest percentages of their populations affected by homelessness. The work of this partnership has assisted the State of Georgia in crafting policy to address both poverty and homelessness, including, for example, the recently released "Georgia Plan to End Child Homelessness."

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Partnership #14: KSU Farm to Campus Program

**Partnership Name:** KSU Farm to Campus Program

**Community Partners:** Timothy House Rehabilitation Center; the Knaup Family

**Institutional Partner:** Culinary and Hospitality Services

**Purpose:** The KSU Farm-to-Campus program is a multi-dimensional project focused on promoting culinary sustainability, a new concept integrating sustainable methodologies in food production, delivery, and disposal. In May 2010 KSU partnered with the Knaup Family to oversee a two-acre organic farm just outside Cartersville, Georgia. The program expanded in 2011 to include a second 40-acre property with 6,000 sq. ft. of greenhouse space in Ball Ground, Georgia. The land is used to grow food served in KSU's campus dining facility (the Commons). Only non-GMO heirloom varieties are cultivated, using natural methods of soil preparation, pest control, and fertilization. Apiaries were added to both properties, which currently house 48 honeybee colonies to assist with open-pollinated varieties.

Produce and honey harvested from both farms is served in the Commons year-round. The Commons now feeds between 4000-8000 guests daily, reaching well beyond the KSU community; local community members make up about 1/3 of the guests in the Commons daily.

The farms also serve as teaching sites, with community farmers providing additional training to support the curriculum of the Culinary Sustainability and Hospitality degree program.

**Length of Partnership:** 2 years

**Number of Faculty:** 2012-13: 5 faculty [Over 8 faculty members since the inception of the program]

**Number of Students:** 2012-13: 32 students [Over 46 students since the inception of the program]

**Grant Funding:** Any funds needed for this program are provided by KSU.

**Institution Impact:** Gary Coltek, the university's director of Culinary and Hospitality Services, explains that, "Sustainability is what the Institute is all about, and that's what we live here every day."

Students enrolled in the Culinary Sustainability and Hospitality program are required to complete 800 hours of service prior to graduating as a means of gaining “hands-on” experience and giving back to the community. Students can volunteer at one of the farms, in one of the facilities on campus, or at off-campus site. The Farm to Campus partnership provides them with opportunities that are not available at other culinary schools — such as beekeeping, hydroponics, and water reclamation. Community members assist with teaching on the farm, providing students with knowledge gained from their work day-in and day-out in the farming profession.

This partnership is characterized by unique and innovative methods and products, which has earned KSU a variety of recognitions. KSU was named one of three finalists for the 2013 Operator Innovations Award in Sustainability by the National Restaurant Association, and in 2012 we were included in Princeton Review’s “Guide to 322 Green Colleges.” Other recent accolades for this program include: top honors from the National Association of College and Food Services for sustainability outreach and education, a 10th place ranking in The Daily Meal’s “52 Best Colleges for Food in America,” and a top 25 ranking by Newsweek for best food on a college campus.

**Community Impact:** The KSU Farmer’s Market, an initiative sponsored in connection with the Farm-to-Campus program, opened in the fall of 2012 to offer the community the opportunity to purchase fresh, locally, naturally, and organically grown produce, products, and goods from local farmers, growers, businesses, and artisans. The Market offers a variety of vendors the opportunity to sell their own products, including vegetable and fruit farmers, meat and dairy producers, bread makers, cheese mongers, and many other entrepreneurial food specialists. It is a producer-only market, offering fresh, local, Georgia grown, organic, and naturally grown produce and products. Everything brought to the market has been grown, raised, or made by the seller, which helps to ensure fair prices for both vendors and consumers. It supports for healthy growing practices, strengthens the local economy, encourages healthy lifestyles, and advances overall local sustainability efforts.

The program also includes workshops and lectures for the broader community; these workshops are filling up within 24 hours, according to the director. Recently, for example, they provided a cooking demonstration using all organic foods.

The ultimate impacts of this partnership go well beyond changes in practice. Its pervasive focus on education for sustainability nurtures changes in participants’ overall way of life.

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Partnership #15: The Summer Hill Project

**Partnership Name:** The Summer Hill Project

**Community Partners:** Etowah Area Consolidated Housing Authority (Cartersville, GA); Summer Hill Foundation (Cartersville, GA)

**Institutional Partner:** History and Philosophy Department (Public History Program)

**Purpose:** Since January 2003, Dr. LeeAnn Lands and students in KSU's Public History program have partnered with former and current residents of the Summer Hill community (Cartersville, Georgia), the Etowah Area Consolidated Housing Authority, and the Summer Hill Foundation to document and interpret the history of Summer Hill, an historically African-American neighborhood that formed just outside of downtown Cartersville in the late 1800s and served as the business center for local African Americans. Lands, alumna Melissa Massey, public history students, private contractors, and student assistants recorded and transcribed 41 oral histories; collected artifacts and documents (e.g., maps, tax records, deeds, school board records); and shot, digitized, and indexed more than 200 photographs. The partnership has resulted in the creation of four significant products: (a) the Summer Hill Museum (at the Summer Hill Complex), (b) teacher curriculum packages, (c) a supporting website ([www.summer-hill.org](http://www.summer-hill.org)), and (d) a documentary that has been shown in nine of the ten largest public television markets in the US ("Summer Hill," David Hughes Duke, filmmaker - now a permanent part of the museum).

Dr. Howard Shealy, former chair of the History and Philosophy Department, said the following about the Summer Hill project in a KSU News article entitled "Professor-Students recover and document forgotten history": "This is truly an effort in which teaching, scholarship, and service become one. I cannot think of a better example of service to a community than enabling that community to assert its identity by preserving its past. The project allows the public to see us as a community of teachers and students who are willing to put our knowledge to work for the greater good."

**Length of Partnership:** 11 years (The partnership was established in January 2003.)

**Number of Faculty:** 2012-2013: 2 faculty [7 since the inception of the partnership]

**Number of Students:** 2012-2013: 24 students [56 since the inception of the partnership]

**Grant Funding:**

- (a) Summer Hill Foundation: \$2000 (2011)
- (b) Anheuser-Busch Foundation: \$2000 (2011)

**Institution Impact<sup>4</sup>:** The Summer Hill Project includes scholarship activities that address timely and important questions in the field of public history and across disciplines and that help fill a gap in the scholarship of community-based humanities projects. Despite the spate of work on black history since the late 1960s, few secondary works on African American community life in the 20th century are available. This project allows students to make a substantive contribution to the literature on black life and culture in the U.S. South. The partnership gives faculty in the public history program an opportunity to study and contribute to the scholarship on academically-based service learning and to the growing literature on the effects of participation in public humanities programs on students' civic engagement, skills development, content knowledge, and social-cultural understanding.

Undergraduate involvement in the Summer Hill Project was investigated 18 months after a course project in order to gauge the long-term results of student participation in community studies; presented at the National Council on Public History and published in 2009, this study documented that students grew in such areas as: documentation and interpretation skills, understanding responses to segregation and discrimination, and the role of place in American life. The project brought students into contact with institutions they had previously understood only through second-hand, socially constructed narratives of power. One student noted, "I had always thought of public housing as being a bad thing, but when we mapped Summer Hill, it seemed that the areas of public housing were also the areas in which there was more contact between neighbors, more children playing on playground equipment, etc. so that it would seem that public housing can increase community ties and neighborly relationships."

**Community Impact:** Very few outside of the Summer Hill community knew of its rich and storied past – until this partnership, that is. Through this project, the Summer Hill Foundation has acquired more than 40 collections of documents, photographs, and artifacts. According to Land, before the creation of the museum "there were no African –American monuments or institutions about black history in Bartow County. This museum documents an underrepresented community and increases understanding of class and race in American society." Massey has also developed educational materials and program proposals, including curriculum guides based on the museum exhibit.

The documentary "Summer Hill" (produced by David Hughes Duke with supporting research by LeeAnn Lands, Melissa Massey, and the KSU Public History Program) has reached 80% of the public television stations in the United States. This broad distribution has increased the public's understanding of the history and cultural life of African

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<sup>4</sup> **NOTE:** *The information on institution and community impact is drawn heavily from the following document: "The Summer Hill Project," an application for the Georgia Board of Regents Teaching Award submitted by Dr. LeeAnn Lands in 2009.*



American communities. SunTrust distributes the documentary and uses it in local celebrations of education and community; as one example, 50 Atlanta public schools teachers and Summer Hill residents were invited to attend a screening at the Carter Center.

Alumni involved in the Summer Hill project have drawn on it in their own professional work and in engagement with local communities. For example, Chris Weaks and his students at Chrysalis Academy incorporated related activities in their research on African American farm life in Roswell, Georgia.

The Summer Hill website--which assembles teacher guides, oral history transcripts, and links to the documentary and a photo gallery of Summer Hill Project events--was launched in 2006. It was built solely to allow ease of access to Summer Hill materials.

The museum, documentary, and public discussions surrounding the project bring African American history into the forefront of the larger community's consciousness. African American history and culture are rarely represented on the public landscape and are all but absent outside of major state museums. The project directly confronts the African American community's absence and marks the landscape with heretofore underrepresented people and themes.