

University of West Georgia



Elective Community Engagement Classification Report

2020



Carnegie Elective Community Engagement

First-Time Classification

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Carnegie Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

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Introduction

In May 2018, the President appointed a Self-Study Team to complete the 2020 Carnegie Elective Community Engagement application: the Director and Assistant Director of Community Engagement; Associate Vice President for Academic Initiatives and Faculty Development; Associate Dean, College of Social Sciences; Chair, Political Science; Director, Institutional Assessment; Strategic Planning Analyst, Student Affairs & Enrollment Management; Associate Vice President, Business & Finance; Executive Director, Development; Coordinator, Student Volunteer Programs. Sub-teams drafted responses in a shared Google document, we communicated frequently by email, and we met regularly. We regularly sought input from, and communicated to, the campus about the process. Team members uniformly expressed what a fulfilling experience this was.

The experience itself fostered greater campus collaboration around community engagement. Our learnings, insights, and findings can be categorized into three areas:

Increased awareness of and appreciation for the work we do: While we were each aware of some community engagement work being done, we were continually surprised to discover the number, scope, and diversity of initiatives taking place across campus, and we were delighted to learn more about the dedicated work of our colleagues. We experienced a renewed appreciation for our community as we discovered more about committed professionals and volunteers working on a daily basis (often without fanfare) to improve the lives of people around them. We became aware that community engagement on our campus is not a few isolated programs or events, but a dense web with many connections.

Improved our understanding of community engagement as a concept: Some questions were challenging, but digging into the wording and viewing them from our diverse perspectives made us more thoughtful and both expanded and clarified our thoughts about what “community engagement” really means. We realize that we are a better campus because of the collective impact of our day-to-day actions, and we now have a better vision of how to create a more comprehensive, cohesive approach that will increase and enhance that impact.

Identified growth opportunities: While we are proud of our work and how far we have come, we have much to do. We certainly hope that Carnegie recognizes us as a community-engaged institution, but our work will continue regardless of their decision. This inventory has created a map for the future, and we look forward to working with the campus to navigate that journey. Specific opportunities include:

- Solidifying and refining assessment, including improving assessment of specific programs as well as developing a more efficient, focused plan for measuring institutional outcomes and impacts.
- Continuing refining community-engaged courses: On NSSE, 47% of first-year-students and 58% of seniors report taking courses with a community-based project, much higher than indicated by the number of service learning classes submitted by faculty.
- Better publicizing and celebrating community-engaged work.
- Helping staff/faculty develop a more comprehensive, nuanced understanding of community engagement and better integrate important concepts such as reciprocity, reflection, and measurable impacts.
- Better integrating a community-engaged approach into our many co-curricular community service experiences, improving connections to the academic experience, and planning for sustainability of initiatives.

I. Campus and Community Context

A. Campus

The University of West Georgia is a coeducational, residential, liberal arts institution with 13,520 students. The main campus is in Carrollton, with Centers in Newnan and Douglasville. UWG has eight colleges and schools (Arts & Humanities, Business, Education, Graduate, Honors, Nursing, Science & Mathematics, and Social Sciences).

Selected student statistics:

- White Non-Hispanic- 51.2%
- Black/African American Non-Hispanic- 36.3%
- Hispanic- 5%
- First-Generation- 48.6%
- From Georgia- 90.8%
- Pell eligible- 53%



Since becoming West Georgia College, the institution has been deeply involved in the community. Records from 1934 highlight cooperative programs with the Carroll County Board of Education to supervise public schools, train teachers, study black education, and teach “rural arts life courses” under a coordinator who would “bring together all influences for the betterment of rural life.”

Fast forward to Spring 2014, when UWG adopted a comprehensive approach in its new strategic plan. Community engagement is the focus of Strategic Imperative #3 (Building Engaged, Mutually Beneficial Collaborations) and is woven throughout the other three imperatives, with calls to provide student experiences beyond the classroom; emphasize academic programs with the capacity to transform lives and address the needs of the region, state, and beyond; and create an environment that is sustainable and relevant to the economic, social, and cultural needs of the community while partnering with businesses, economic development organizations, individuals, foundations, and other service agencies.

The Office of Community Engagement (OCE) was created in 2015. After carefully listening to community and campus members, we chose not to create a centralized organization (where one office is “in charge” of all community engagement activities), but instead to facilitate community engagement throughout the university. While the OCE established some specific programs and services, we decided to honor and facilitate the good work being done by other departments and focus on building a campus-wide culture. The OCE mission statement notes that the office will “foster a culture of engagement and collaboration by supporting the community engagement activities of other campus departments.” Community engagement is an organic, dynamic, and evolving adventure.

Examples of this campus-wide approach since 2014 include creating new programs such as community education collaboratives and the annual State of the Community event; improving existing programs; expanding collaborative campus/community programming and facilities sharing; building significant faculty and staff leadership in key community initiatives including the Carrollton Greenbelt, Bike Share program, Tanner Health System's Get Healthy Live Well, Solarize Carrollton, and the West Georgia Non-Profit Network; developing a process for designating service learning classes; and adding community engagement into tenure and promotion policies.

Concurrently, UWG has been engaged in the critical reassessment and transformation of undergraduate education as part of AAC&U's LEAP initiative. Conversations are continuing about how high-impact community engagement experiences can be integrated into a cohesive and meaningful experience for our students. Underpinning these conversations is a commitment to embracing the diversity differential between the campus and the local community while serving our students, many of whom came from underserved backgrounds.

B. Community

The main campus of the University of West Georgia is in Carrollton, 50 miles from Atlanta on Interstate 20. Carroll County borders Alabama and has seven small towns. Carrollton has a vibrant and flourishing downtown less than two miles from campus.

Carrollton population: 28,815, 60% White, 29.3% African American, 14.1% Hispanic, 81% \geq high school diploma, 29.6% \geq bachelor's degree, \$38,548 median income, 27.7% in poverty

Carroll County population: 117,812, 76.5% White, 19.6% African American, 7.0% Hispanic, 82.6% \geq high school diploma, 19.6% \geq bachelor's degree, \$48,844 median income, 17.2% in poverty

Challenges facing Carroll County include poverty, transportation, and diversity differentials between the city and county. Community policies and actions could be considered progressive, emphasizing education, health care, sustainability, the arts, and serving those in poverty. We have a dynamic chamber of commerce, community foundation, health system, and technical college. The largest employer, Southwire, has a nationally recognized, award-winning education program (12 For Life) which supports at-risk high school students. We have a large number of active non-profits and churches and a dynamic arts community.

The community is highly collaborative, with the work of many of the major organizations intertwined- UWG, West Georgia Technical College, Tanner Health System, Southwire, the Carroll County Chamber of Commerce, the Community Foundation of West Georgia, Carrollton City Schools, and Carroll County Schools work together on so many projects that identifying specific partners for discrete initiatives for the purpose of this report is difficult. For example, in 2015 we identified 26 different faculty and staff working on 24 projects with Tanner Health System, and we identified eight collaborative projects between UWG and Southwire.

Newnan & Coweta County

Our Newnan Center is in Coweta County on Interstate 85, 30 miles southeast of Carrollton and 40 miles from Atlanta. In 1988, through a cooperative effort by UWG, Newnan-Coweta Chamber of Commerce, Coweta County Board of Education, and other community leaders, UWG Newnan was established. Classes began at Newnan High School with 15 students in 2 classes. In 1990, classes moved to the Georgia Power Shenandoah Environment & Education Center. In summer 2015, UWG Newnan was once again relocated to downtown Newnan to accommodate the ever-expanding need for access to college courses in Coweta County.

Newnan population: 38,909, 62.6% White, 28.8% African American, 11.8% Hispanic, 87% \geq high school diploma, 29.7% \geq bachelor's degree, \$53,657 median income, 20.5% in poverty

Coweta County population: 143,114, 77.1% White, 18.3% African American, 7.1% Hispanic, 89% \geq high school diploma, 29% \geq bachelor's degree, \$65,570 median income, 10.4% in poverty

Douglasville

UWG also offers select classes in a 30,000-square-foot facility converted from a former retail center in partnership with Douglas County and the city of Douglasville. UWG's community engagement work also takes place in other surrounding rural counties, with some partnerships in the metro Atlanta area, and some work in the national and international arena.

II Foundational Indicators

A. Institutional Identity and Culture

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

Yes

A.1.1 Quote the mission or vision:

“The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.”

“UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.”

UWG’s vision statement is, “The University of West Georgia aspires to be the best comprehensive university in America-sought after as the best place to work, learn, and succeed!” Core values that support this vision and indicate that community engagement is a priority include:

“The value of caring is evident in our consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve.”

“The value of collaboration is evident in our commitment to shared governance, teamwork, and a cooperative spirit that shape our interactions with students, staff, and faculty, and the communities we serve.”

“The value of inclusiveness is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.”

“The value of integrity is evident in our commitment to rigorous ethical standards in our classrooms and offices, in our conduct toward each other, and in service to our communities.”

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

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

The Engage West initiative, grounded in UWG's strategic plan and institutional values, allows employees to nominate faculty, staff, or teams for Best of the West awards. Two of the categories which may recognize community-engaged work are collaboration and successful partnerships.

Divisional winners for each of the categories are selected twice per year, then at the end of each year, annual award winners are selected from divisional winners.

The Alumni Association's Faculty/Staff award is presented in two categories (one to a current/retired faculty member and another to a current/retired staff member) to recognize service to the university, students, and community.

The Alumni Association's Service to Humanity award is presented to a graduate whose service to humanity enriched persons or community while bringing credit to UWG and/or the Alumni Association.

UWG Student Achievement Awards ceremony, held in Spring, recognizes student leaders across campus for contributions to the UWG community:

- The Student Organization Community Service Award recognizes a student organization that provides outstanding service to the community.
- The Commitment to Service Award (Fraternity/Sorority Life) is given to the chapter that demonstrates a true commitment to community service through a strong program of events and service opportunities.
- The Distinguished Service Award recipient is involved with student organizations, demonstrates a commitment to campus and student development, contributes to student life, and serves as a role model for students.
- The Center for Adult Learners and Veterans Service Award recognizes students who record the most service hours, on campus and in the community, during the academic year.

The College of Social Sciences (COSS) presents an Outstanding Community Member Award to recognize a member of the community for outstanding service to the College, its departments, students, faculty and staff. The Department of Sociology began recognizing an Outstanding Community Partner in Spring 2018.

Each year the Office of Community Engagement recognizes signature partnerships and community-engaged scholarship being done by UWG faculty and staff. Signature partnerships and community-engaged scholarship are displayed on the OCE website using the results reported in the annual Community Engagement Inventory. In Fall 2018 OCE awarded nine faculty and staff across campus with funds for outstanding partnerships or scholarship. Those awarded showed significant impacts on the university and community and addressed a significant community need while aligning with the UWG strategic plan and goals.

An example of a partnership awarded is the Power up for 30 Certificate program, a program unique to UWG. Early Childhood and Physical Education Majors design and implement activities in schools in efforts to promote a physically active lifestyle to students and faculty in K-12.

Signature partnerships relate to the job duties of the employee and are funded and supported by the university. They are sustainable-- If the employee responsible for it leaves the institution, there are plans to continue, modify, or strategically discontinue the partnership. Community-engaged scholarship is a partnership between the faculty/staff member and the community, rather than the university.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

Our assessment plan continues to evolve. Four years ago, rather than creating a centralized organization where one office was charged with all community engagement activities, we chose the approach of coordinating, encouraging, and facilitating community engagement throughout the university. This was a better fit with our community and our campus culture, and we believe that in the long run it will result in more effective engagement, but it has created assessment challenges. This evolutionary and iterative process is still developing. (More detail in Question IV:2)

Stage I: Qualitative Assessment via Interviews & Structured Group Processes

UWG began regularly assessing campus and community perceptions and attitudes about our engagement in the community in 2014, using qualitative methods. This naturalistic, inductive approach was appropriate for our developmental stage, capturing nuances and engaging participants in our planning process.

In Summer 2014 the Director of Community Engagement interviewed more than 40 community leaders either individually or as part of a community focus group to identify areas of excellence and opportunities for growth related to community engagement. In Fall 2014, 14 faculty and staff assisted her in interviewing approximately 50 non-profit representatives at a luncheon following UWG's annual Community Involvement Fair.

In subsequent years, as the Director facilitated community discussions around diverse topics, she routinely incorporated opportunities for community members to share information about their perceptions of the university. Interviewing community members as an organic part of community interactions continues to be an important part of assessing community perceptions, allowing us to quickly respond to concerns. In 2018, for example, the Director conducted interviews, supplemented by an online survey, as part of a leadership transition for the Carrollton-Carroll County Education Collaborative (CCEC), UWG's most comprehensive community engagement initiative.

Stage II: Decentralized Assessment

Data from the 2014 Interviews were analyzed and shared with university leadership, faculty, and staff to consider as they developed and assessed their own initiatives. Having individuals throughout campus take ownership of their projects was vital to our developing a community-engaged campus culture. It was rewarding to see the number of initiatives, but it led to a new challenge of monitoring and assessing these partnerships from a university-wide perspective. As a result of our Carnegie self-study, we recognized this is a growth opportunity.

Stage III:

Assessing the Assessment: The Community Engagement Inventory

In 2018, we arrived at an effective way to collect information from the campus in a more comprehensive way, via the Community Engagement Inventory (see Questions II: F.1, F.2 & IV:2).

The data collected allowed us to begin officially assessing the various community-engaged activities across campus.

Stage IV: Assessment via Survey:

Community Partners Perception Survey As a result of the Self-Study process for this report, we realized in 2018 that we were not systematically assessing community perceptions of UWG. Therefore, we created the Community Partners Perception Survey based on Question III: E.2 of this report and surveyed 27 partners in January 2019, with a 62% response rate. This is now part of our annual assessment plan.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

Stage I: Themes from 2014 community interviews related to: campus events; finding students for jobs, internships, and volunteer opportunities; visitor parking; finding campus expertise; reserving facilities; and sharing community information with the campus. The Director of Community Engagement shared this with senior leaders, the Community Engagement Task Force, and an ad-hoc group of campus staff responsible for events and facilities. Resulting actions included the development of the organizational structure and mission of the Office of Community Engagement, website changes, social media development, visitor parking changes, new campus signage, and improvements in the facilities reservations process.

The interviews with non-profit representatives amplified specific concerns related to student volunteers. Data was shared with our Volunteer/Service Learning Group. Resulting actions included: additional research with UWG students by the Coordinator of Volunteer Services about motivations, interests, and communication preferences; training of non-profit leaders about working with student volunteers; and logistical improvements in two annual campus programs. UWG began aggregating and sharing data about students with non-profit leaders and UWG staff to improve the experience for students and partners.

UWG perception data gathered from subsequent interviews led to program changes, communication improvements, and grant funding for community partnerships.

Stage II: Data was not specifically focused on community perceptions of UWG so is not relevant to this question except to explain the evolutionary process of our assessment efforts.

Stage III: Data was shared with the Director of Assessment and the Self-Study Team and used to identify areas on campus that are excelling in assessments of community-engaged initiatives and those that have room for improvement. This is to be expected in a culture where we are actively encouraging creativity and individuality, but it allowed us to conclude that (1) we needed to do more global-level assessments, and (2) we need to expand our efforts to educate campus members on community engagement assessment. Data was helpful in determining a sample of diverse and salient partnerships with whom UWG can engage in further assessment. Data also affirmed our campus engagement by confirming community-engaged efforts in every UWG division.

Stage IV: Responses, which were reviewed by the Community Engagement office staff and the Self-Study Team, were positive. The lowest score was 3.78 (on a 5.0 scale) on “Community members are asked about their perceptions of UWG's engagement with and impact on the community,” which reinforced the decision to create this survey. The highest score was 4.44 on “The faculty and/or staff we work with take specific actions to ensure that our partnerships are mutually beneficial,” which confirmed other evidence that many faculty and staff do excellent work on individual projects. We found two issues with the survey:

(1) the instructions about the Likert scale may be unclear, as two respondents gave negative scores but positive comments; (2) collecting email addresses delayed survey implementation, so we revised our CEI to ask for that information, thus eliminating a step. We plan to continue soliciting responses from other partners and will share results with university leaders for further consideration.

C. Institutional Communication

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

UWG has long adopted a “town meets gown” community-engaged mindset, as displayed through its branding and marketing tactics and framed by our award-winning “Go West” campaign. Go West is a prime example of the community-engaged practices employed by UWG to hear and respond to community needs, perceptions and opportunities, as it was inspired and developed through community focus groups and surveys. “Go West” has served our entire community by drawing attention and bringing visitors to our region.

The University deploys its resources and high-level professional expertise to place a high priority on our served communities, communicating the shared value of what it means to be a UWG Wolf-leading through collaboration, service, and example.

Materials include:

- Local ads (Chamber guides, magazines, newspapers, and radio) promote the value of “Going West” to our region and invite community members to campus events.
- Television ads in the Atlanta market and posted on YouTube showcase local attractions.
- Admissions/recruiting travel pieces (Videos, brochures, packets, etc.) feature community highlights.
- Digital ads highlight the community.
- Select stories and press releases feature community and business partnerships.
- Editorial pieces that highlight town and gown relationship are developed for newspapers and online news sites locally, regionally, and statewide.
- Presidential communications

Examples of stories in various media through the past year are the Community Presidential 5K Run, UWG Student Day at the State Capitol, the College of Social Sciences State of Community day, partnerships with local Main Street initiatives and area apartment complexes, Newnan College for a Day, the Richards College of Business Regional Economic Forecast Breakfast, and the Carve on the Quad/Safe Treat event for local children. The Carrollton-Carroll County Education Collaborative was featured in Georgia Trend Magazine and the Georgia School Board Association Agenda Magazine in 2018.

We have a comprehensive messaging strategy around Protect Our Pack proactive safety initiatives through collaboration with UWG/city/county to include storytelling, community meetings, events, photo/video features on social media, etc.

Our social media accounts actively promote campus events and initiatives to the organic social media audience, which includes community stakeholders. Feature photos of students around the community are shared on social media in organic content strategy. The Office of Community Engagement Facebook and Twitter sites regularly feature both campus and community events.

Visual storytelling through photos and videos that capture community interaction and promote positive relationships throughout the community are woven into the branding and marketing strategy.

Our website recognizes our community as a primary audience and strives to inform, invite, and engage to build lasting relationships. "Alumni & Community" is one of the six major tabs on the front page. Other links with substantial content are Community Engagement, University Advancement, President's Office, Community Events, UWG News, Partnerships, Center for Student Involvement, Community Relations, and CCEC.

In order to cross-promote activities, in 2015 UWG and the City of Carrollton jointly purchased two digital marquees, one at the Amphitheatre in downtown Carrollton and the other on campus at the Coliseum. Content is jointly developed, with technical management provided by UWG.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

The executive leadership at UWG promotes community engagement, exemplifying in their presentations, responses and, most importantly, actions the belief that a solid connection between the university and the community is critical to delivering transformational education to our students.

Examples from the President:

Annual message/letter displayed online. Sample Excerpt, 2018:

“We embrace diversity. We value community. We drive growth. We engage— as students, faculty and staff — and work collectively to be the best comprehensive university in America, sought after as the best place to work, learn and succeed.”

Presentations to Business and Civic Organizations:

Sample Excerpts, 2018:

Economic Development Initiative, President’s Web Page “In collaboration with leaders in areas like health care, business, technology, agriculture, government, media, performing arts, libraries, cultural heritage and preservation, military, non-profit organizations, and P-12 and other educational institutions, UWG will continue to cultivate a strong network of partners dedicated to making the region a better place to live, work, learn, and play.”

GeorgiaTrend Magazine, Success in the West August 2018 Sample Excerpts:

“Innovative academic programs on the main Carrollton campus and the Newnan satellite, new facilities, an energized faculty and staff and a deep commitment to community involvement are driving record- breaking accomplishments for the 112-year-old institution. In addition, he [President, Kyle Marrero] attributes new records in enrollment, fundraising, entering freshmen grade point averages, number of degrees conferred and graduation rates to the institution’s employees and the community working together. ‘These outcomes have an impact, not only on our community, but on our students’ success and their ability to progress beyond our doors,’ he says.”

Examples from the Provost:

The Provost’s communication has been more internal but also demonstrates a strong commitment to advancing community engagement. In addition to regularly encouraging faculty to submit information regarding community engagement activities to the Office of Community Engagement, Provost Micheal Crafton has demonstrated his support in the following key ways:

Engage West:

Faculty Edition is a label that encompasses a variety of faculty development activities sponsored by the Provost’s Office, including (1) a day of roundtable discussions following the opening faculty meeting – two tables are always dedicated to Community Engagement and Service Learning; and (2) a website of faculty resources that says “Here you’ll find links to campus offices that can support your teaching, professional growth and development, service, and community engagement.”

He has led the planning process for the campus-wide adoption of the AAC&U’s LEAP initiative (Liberal Education and America’s Promise), which will include Service Learning and Community-Based Learning as high-impact practices. Most significantly, he led campus efforts to incorporate community engagement into Tenure and Promotion policies, working with the Faculty Senate Faculty Development Committee and the Faculty Senate as a whole.

On April 1, President Marrero moved to Georgia Southern, and Provost Crafton became UWG Interim President. Dr. Crafton began working with the Carnegie Self-Study Team on how to share what we have learned from this process, including scheduling us to present at the April 26 concluding faculty meeting.

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

In Spring 2014 UWG adopted a new strategic plan with community engagement as the focus of Strategic Imperative three (Building Engaged, Mutually Beneficial Collaborations), but also woven throughout the other three imperatives.

Strategic Imperative #1 (Student Success: Enhanced Learning, Access, Progression), states that: "UWG will also provide experiences beyond the classroom that encourage all campus citizens to discover paths to meaningful engagement with various perspectives, lifestyles, and cultures and to understand pressing local and global challenges. Expectations for student participation and achievement will rely on responsibility and accountability shared by students, faculty, and an engaged university community. The ultimate goal is characterized not only by progression towards the degree, timely graduation, and attainment of career goals, but also an enhanced ability to grow and develop into engaged citizens and effective leaders."

Strategic Imperative #2 (Academic Success: Academic Programming and Faculty Support) states that: "Academic programs will meet identified regional, state, and global needs and will provide avenues for students to find meaningful opportunities to serve humanity and find employment upon graduation." One of the four goals is "Assure that academic programs that have the capacity to transform lives and address the needs of the region, state, and beyond," and refers to high-impact learning activities and scholarship which support that goal.

Strategic Imperative #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations) shows the university's value placed on partnerships which "provide a foundation for enhancing the strengths and innovative capabilities of multiple parties and building synergies that go beyond what any one party can achieve on its own." It goes on to say that "UWG is committed to being the hub of economic growth in the region. With an expanding presence, UWG serves as an economic growth engine for the entire state of Georgia. In collaboration with leaders in areas like health care, business, technology, agriculture, government, media, performing arts, libraries, cultural heritage and preservation, military, non-profit organizations, and P-12 and other educational institutions, UWG will cultivate a strong network of partners dedicated to making the region a better place to live, work, learn, and play. Engaging in valued partnerships requires development of a culture that supports a diversity of faculty careers and interests. As such, it will be required that such partnerships are clearly articulated in tenure and promotion guidelines and recognized as a valued contribution."

Strategic Imperative #4 (Operational Success: Effectiveness and Sustainability) refers to creating a “built environment that is sustainable and relevant to the economic, social, and cultural needs of the community,” and specifies that we partner with businesses, economic development organizations, individuals, foundations, and other service agencies. Excerpt: “As UWG grows, we will be committed to providing a sustainable campus that is learner-centered, attractive, functional, and safe and that addresses the educational, technological, instructional, research, cultural, social, environmental, housing, recreational, and co-curricular needs that support the academic mission, community activity, and student success.”

Divisional goals are aligned with this plan, meaning it has been implemented in multiple ways at multiple levels, as described throughout this report.

D. Institutional - Community Relations

D.1 Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community’s voice is integrated into institutional or departmental planning for community engagement:

The community’s voice is integrated into planning through volunteerism and invitations. We have advisory boards for six colleges and schools, the library, and the Newnan Program; multiple departmental advisory groups; Newnan Program Steering Committee; Foundation Board of Trustees; Comprehensive Campaign Steering Committee; Athletic Foundation Board; and the Alumni Association Board of Directors. Community members are also involved at many levels on an ad hoc basis when specific issues are addressed.

Examples:

The Carrollton-Carroll County Education Collaborative (CCEC) was co-created by UWG and other community organizations in 2014. Priorities are established by an Executive Team (the presidents of UWG and West Georgia Technical College (WGTC), the Carroll County Chamber of Commerce, and the Community Foundation of West Georgia, two school system superintendents, and four community members). UWG provides office space and staff to manage the CCEC; the work is coordinated by six committees involving more than 30 UWG employees and 40 community members. Significant accomplishments include revisions of dual enrollment policies that led to dual enrollment increases between 2015 and 2017 (from 324 to 680 at UWG and from 714 to 1,553 at WGTC); a collaborative community program to educate parents of young children beginning at birth; a three-year grant-funded collaboration with the Marcus Autism Center to train professionals in five school systems to support Early Language and Social Emotional Learning; and a program in which UWG Education students are tutoring middle school students identified as high-risk by the school systems.

The School of Nursing revised its strategic plan to emphasize a commitment to intentionally enroll to capacity in all programs; increasing admission to the pre-licensure program by 10 in 2015 and 2016 and another 5 in 2017; and to require pre-licensure BSN students to participate in Tanner Health System's Get Healthy Live Well program, meeting Tanner's need to provide service in community settings while also meeting the need for students to care for clients in a variety of settings. Students provided more than 1,000 community service hours for both 2015-2016 and 2016-2017 as part of their final clinical course (NURS 4302 CP IV) requirements.

The College of Arts & Humanities expanded programming to off-campus locations, with performances and exhibits at the Carroll County Schools' Performing Arts Center & the Carrollton Center for the Arts.

The College of Education created an academic program in Community Health & Wellness.

The Newnan Hospital Redevelopment Project, an intergovernmental partnership between UWG, Board of Regents, the City of Newnan, Newnan Hospital Board, and Coweta County, facilitated the redevelopment of the historic Newnan Hospital into a new UWG instructional site in 2015. Based on community needs assessments, the site established new programs in Interdisciplinary Studies, Health and Community Wellness, Social and Behavioral Health, and Organizational Leadership. Programs focus on attracting adult learners and workforce development.

UWG established a shared planning process and facilities agreement for one on-campus performing arts venue, two school system venues, and one community venue, with UWG handling all ticket sales, resulting in better scheduling for all entities and more community involvement.

E. Infrastructure and Finance

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

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

The Office of Community Engagement (OCE) is housed within the Office of the President. It reports to the President's Chief of Staff and has a clear line of access to the University President. It is staffed by the Director of Community Engagement, the Assistant Director of Community Engagement, an Administrative Assistant, the Director of the Education Collaborative, a graduate assistant, and two student assistants.

The mission of the OCE is to provide the leadership for the development and implementation of Strategic Imperative #3 (Successful Partnerships—Building Engaged, Mutually Beneficial Collaborations), provide services to the campus and community, foster a culture of engagement and collaboration by supporting the community engagement activities of other campus departments, and provide a clearinghouse to communicate both internally and externally what UWG is doing in the area of community engagement. The office serves as a “boundary spanner,” linking people and resources both across the campus and across the community.

Faculty and staff from throughout campus serve in an advisory role to the OCE. In 2014, a 10-member Community Engagement Task Force helped develop campus priorities. In 2015 an Advisory Group with a senior member from each campus Division was established. Members of that group participated in the Engagement Academy for University Leaders, continue to serve as advisors/consultants to the OCE, and served as the core of the Self-Study Team which worked from July 2018 to March 2019. Ad hoc committees have been established as needed, including the Volunteer/Community Service Group and the Service Learning committee. Additionally OCE staff participate as members of other campus committees which have community engagement as significant parts of their mission, including the LEAP Initiative and the American Democracy Project.

Evidence of sustainability: In July 2014, the President asked Dr. Melanie McClellan, a retired UWG Vice President, to serve in a consulting role as the Director of Community Engagement to advise on the development of UWG’s Strategic Imperative #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations); in January 2015 the Director of Community Engagement was created as a regular half-time position, and Dr. McClellan made a four-year commitment to the role, which she will complete June 30, 2019. The office has since expanded to add an Assistant Director and an Administrative Assistant, both full-time positions. On April 1, 2019, UWG’s president moved to another University System of Georgia institution, and the Provost became Interim President. As a part of the transition plan, the Director of Community Engagement position will become a permanent, full-time position. The new Director has been hired and will come on board May 1, 2019, to work with the current Director to assure a successful transition.

*Supporting mutually beneficial partnerships
that make the region a better place to live,
work, learn, and play.*



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

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

Office of Community Engagement (permanent, E&G budget) - \$143,095

Salaries: \$109,704* (administrative assistant hired 1/1/2018, so this only reflects partial salary)

Student Assistants \$9,000

Operating (travel, supplies, etc.) \$24,391

- \$15,000 of this is used to support travel for faculty and staff throughout the institution who are engaged in community- engaged work.

Education Collaborative (permanent, E&G budget) Director \$57,780*

*For FY 2019, the Director of Community Engagement is a retired university Vice President, and the Director of the Education Collaborative is a retired school superintendent. By Teachers Retirement System of Georgia policy, each can only earn 49% of a full-time salary. Effective May 1, 2019, the Director of Community Engagement will become a full-time position with a full-time salary.

Center for Student Involvement (permanent) Coordinator, Student Volunteer Programs \$36,624 (E&G)
Volunteer Services Operating budget \$15,000 (Student Activity Fees)

OrgSync volunteer management Software \$29,120

Additional internal budgetary allocations that support institutional community engagement:

Parking and Transportation Services at UWG commits a portion of their budget to provide the community "Apartment Shuttle" which consists of approximately three buses and drivers daily during the Fall and Spring Semesters. These buses go to the local apartment complexes, at no charge to the complexes, and pick up/return students to and from the UWG campus. Not only does this cut down substantially on parking demand and traffic congestion on campus, but it has also become a very attractive marketing tool for the partnering apartment complexes.

The Facilities Department supports the Carrollton Community GreenBelt through maintenance, labor, and supplies for the 1.7 miles that run through the UWG campus. The Facilities Department also provides labor and supplies to support the "Community Garden," an on-campus garden where food is grown for the use of local families while educating people about gardening and sustainability.

UWG Auxiliary Services maintains and pays for two Zagster Bike Stations on campus, which is 20% of the total current Carrollton Community BikeShare Program. Zagster is a bike rental company that is used by the Carrollton Community BikeShare Program. There are 10 bike stations located around Carrollton.

The University commits considerable funding to the maintenance and improvement of West Georgia Drive and University Drive each year. Both of these drives are streets owned by the city of Carrollton that run through the UWG campus.

University Police spend approximately \$60,000 per year to have university police officers assigned full-time to the local Carrollton Police Department to assist with criminal investigations. During the 2019 fiscal year, they spent an additional \$30,000, at the request of the Carrollton Police Department, to provide an unmarked car equipped to use during undercover investigations.

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

E.3.1 Describe specific external funding:

UWG executes a multifaceted funds development approach, casting a wide net to build support and solicit gifts that allow for dedicated funding to enhance community-engaged activity. External funding is solicited through support from the Division of University Advancement as well as the Office of Research and Sponsored Projects in Academic Affairs. A few specific examples of funds that were supported in AY18 to promote/support community-engaged activity are noted below. The dollar amounts represent cash gifts (grants, estate gifts, multi-year pledges, etc, were not included) that were contributed to each of the respective funds.

Education Collaborative (EC) \$70,000

The EC, which began as the CCEC, is a community-based approach for P-16 student success in the West Georgia region. The ultimate goal of the Education Collaborative is simply to increase opportunities for students by leveraging the support mechanisms provided by community partners so students may either enroll in higher education, enlist in the military, or become employed in a meaningful career within four years of high school graduation. This leveraged support can come through multiple avenues, including but not limited to: assisting in meeting financial gaps with program deliveries/executions, providing access to area/topic experts in the community and at large, and supplying critical tools needed for research and assessment.

Comprehensive Community Clinic (CCC) \$115,943.69

The College of Education's CCC is dedicated to offering services for the community in special education, counseling, communication sciences and disorders, mathematics, and language and literacy. CCC is an educational training facility for undergraduate and graduate students to apply the skills and knowledge they gain during their academic studies in a highly supervised clinical environment. The CCC is committed to enhancing the health and well-being of individuals and their families across their life span in Carroll County and the surrounding communities.

Center for Economic Education and Financial Literacy (CEEFL) \$70,500

The CEEFL is a long-standing collaborative effort between the Richards College of Business, the College of Education and the Georgia Council for Economic Education to provide curriculum support and training resources for K-12 educators.

LiveArt \$27,990

Managed by community volunteers who love the arts, LiveArt prides itself on bringing the nation's foremost artists to the local communities of West Georgia. Each year, the community advisory committee selects two artists for the season, one for the gala in January and the second for family night in March. Volunteers select a theme for the Gala, design and implement elaborate decorations, staging, backdrops, and execute and launch community events. Funds raised for LiveArt support artistic programming, K-12 school shows, community outreach and scholarships for students in art, music, and theatre.

School of the Arts (SOTA) \$57,979.05

Serving more than students, SOTA believes that a thriving arts culture enriches any community, rendering it more exciting and less expected. Each year, SOTA offers several events, from nationally renowned visiting artists to student recitals and theatre performances, from the thrill of an iron pour at the Visual Arts Building, to a screening of a trend-setting documentary.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

UWG embarked on our first comprehensive fundraising campaign in 2013, to grow and expand the quality of the education for which we are most noted. Setting ambitious goals, this historic initiative is strengthening our ability to transform lives and provide opportunities that will prepare the future leaders of our communities, region, state, and nation. With help from alumni, friends, and corporate and community partners, we are developing philanthropic support for institutional campaign priorities, as documented in our case for support, targeted to support the enhancement of resources, knowledge, capacity, and service to and for our communities.

Ongoing fundraising activities include annual events, such as A-Day and the Presidential Gala that are led by community/volunteer committees and supported through University Advancement; student-led initiatives through the Student Alumni Association; regular solicitations via mail, email and student phonathon that contain direct messaging and statements from alumni and community members encouraging gifts/engagement/support, executed by the Annual Giving and Development teams; major gift conversations with targeted individual and corporate donors/prospects, incorporating community/volunteers/alumni and utilizing their networks for connection and outreach; community/alumni hosted "intimate" events in their homes to introduce university-community priorities to their networks and promote the impact of giving back to UWG and the communities we serve.

Following are excerpts from the cases for support of a sample of community-engaged projects:

Comprehensive Community Clinic: “The CCC addresses vital community needs while providing clinical experience for students. It offers services in speech-language pathology, audiology, counseling, reading, and math to nearly 500 clients, ranging in age from 2-78 years old. The CCC serves as an educational training facility for undergraduate and graduate students of Communication Sciences and Disorders, Counselor Education, Early Childhood Education, and Special Education. Through the CCC, students from these disciplines apply their skills and knowledge in a supervised clinical environment. Support will enable the CCC to expand services and maintain the technological infrastructure necessary for a teaching clinic.”

Education Collaborative: “The EC believes that social mobility via access to post-secondary education, be it technical college or university, is essential for economic development for our county and region. As stated and in response to the Carroll Chamber Workforce Education Taskforce Blue Ribbon Report, ‘the ultimate goal is to give every student the opportunity to discover their natural gifts, skill sets, and interests and identify pathways that will allow them to successfully pursue those career dreams.’ Access to higher education then becomes the principal focus of our work.”

Center for Entrepreneurship, Leadership, and Innovation (ELI): “The ELI Center will be a catalyst for economic development by supporting new businesses and facilitating the expansion of existing businesses. The ELI Center will develop a more robust entrepreneurship and leadership curriculum, including a degree or certificate program; develop educational and training seminars for the business community; create a speaker series focused on entrepreneurship, leadership, and innovation; serve as a resource for entrepreneurs, providing connections with entities such as Small Business Development Centers (SBDC), business incubators, and funding opportunities.”

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

University departments Dine West, Coliseum, Mail Services, Card Office, and Human Resources partner with Carrollton City Schools in the “Project SEARCH” program. This program provides onsite workforce training to local high school students with mild to moderate disabilities. The program has been very successful in providing participating students with the soft skills and preliminary training they need to be successful in the workforce. Thus far, all have found jobs and are still productively employed.

UWG Human Resources and Career Services partner closely with local agencies and businesses to match student labor with career/job opportunities in our community; both through student co-ops and internships, as well as post-graduate employment.

The Apartment Shuttle, detailed in question II.E.2.1, and the Shopper Shuttle operated by Parking and Transportation Services both provide community development and partnership services and are financed by UWG. The Shopper Shuttle departs from the campus and makes stops at Target, Kroger, and Walmart in Carrollton to allow students without transportation means to shop for necessities without having to pay a transportation company to pick them up and take them into town. Parking and Transportation Services also provides bus services for student groups participating in community service projects.

The Coliseum routinely partners with local schools and athletic departments to host community high school graduations, community basketball, cheer, wrestling, and volleyball events, as well as meetings and events for non-profit organizations such as the Carroll County Chamber of Commerce.

The Townsend Center for Performing Arts, UWG's performing arts center, partners with Carroll County Schools.

Performing Arts Center, Carrollton Cultural Arts Center, and Mill Town Music Hall to share venues and clientele so that the community at large may enjoy the benefits of having performances in the venue with the right size, style, acoustics, location, etc.



The University has partnered closely with the City and major businesses in the planning and construction of walk, cart, bike and automobile infrastructure across the local community

The University of West Georgia Police Department provided more than 120 city assists over the past year, including support for crime scenes, traffic stops, searches, crowd control, etc. They have also invested \$130,000 in the countywide radio system so that county and city officers could speak directly to our officers during emergencies and other times of need, and have invested \$132,000 in the "Shotspotter" system which extends off-campus to local apartment complexes in the city. Thus far, of the six shots recognized by the Shotspotter, all were off campus and "Shotspotter" has been very helpful in assisting local police in determining the location and in enhancing the investigations. In addition, the UWG Police Chief participates in the monthly community pastors' lunch.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

Recent economic studies have shown that the University of West Georgia generates approximately \$500 million in revenues to the local community. Some specific examples include but are not limited to:

UWG Human Resources participates in several local job fairs, as well as serving on the Carroll County College and Career Academy Advisory Board. They also partner with local realtors to make referrals and identify housing for new employees looking to relocate into our community.

Dine West, Coliseum, Mail Services, Card Office and UWG Human Resources all partner with Carrollton City Schools in the “Project SEARCH” program described in question III.E.2.

UWG Facilities, Police, Dine West, and many other units on campus, through a standing contract, buy their employee uniforms from Ozier— a local vendor. Likewise, the UWG Bookstore buys a great deal of its clothing for “resale” from Ozier and other local entities. Dine West buys many dining supplies from Tanner Grocery, Walker Meats, International Restaurant Solutions, Jordans Harvest, SignWorks, and other local businesses. Also, Dine West uses the services of “Atlanta’s Finest,” a local catering firm. Dine West partners with local civic organizations for the staffing of UWG concession stands during athletic events. Organizations such as the Boy Scouts, Kiwanis, Knights of Columbus, among others are able to raise monies from the sale of concession items. Those monies are most often ultimately used to fund civic efforts and causes in the local community.

UWG Purchasing and Procurement holds “vendor fairs” so that product and service providers, especially local ones, can learn how to register to be “State Vendors” and successfully engage in business with UWG.



While the university has a fleet of 10 transit buses, we do not have a campus automotive shop that is equipped to work on those buses. We work closely with vendors in the community to get incidental products and services; for the larger work, we use Newborne's— a local truck stop and repair facility that is quite capable of working on our transit buses.

UWG Facilities is a supporting partner in the Solarize Carrollton Initiative and has invested \$140,000 in a solar shade structure on the TLC building on campus. Also, Campus Planning updates the Campus Master Plan periodically. Each time these updates take place, members of the Carrollton and Carroll County Administrative Services, as well as local business partners, are invited to participate with their input.

The UWG Post Office predominantly provides services to our campus community; however, many of the local community use this Post Office as their own. They have a service window that accommodates walk-up traffic and have designated metered parking spaces across the street from the UWG post office for short-term visits.

UWG purchased a centralized reservation system, EMS, that not only provides a simplified and common platform for the campus community to use, but it also provides a window into our campus for community that is invested in holding events on our campus.

F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

Campus-wide information is collected systematically via OrgSync, the Banner Student Information System, the Faculty Activities Report, the Community Engagement Inventory, and the Community Partners Perceptions Survey. Faculty and staff may also report community-engaged activities through annual strategic plan reporting. The Director of Community Engagement regularly communicates with the offices responsible for collecting this information and includes representatives from those offices in her advisory group.

OrgSync (managed by the Center for Student Involvement): OrgSync (now a part of Campus Labs) tracks student volunteer hours and includes the ability to assess community partners' experiences with UWG at these events. OrgSync also includes the ability for all campus departments and organizations to indicate whether a hosted event could be considered service-related. These considerations are vetted by CSI staff on set criteria to determine whether they may be considered to be service-related events. Data from OrgSync informs the Vice President for Student Affairs and Enrollment Management's annual scorecard, which includes a goal of increasing student volunteer participation each year. Staff from Community Engagement, the Center for Student Involvement, and Information Technology Services are in preliminary conversations about upgrading our current OrgSync package to one that will provide a more comprehensive array of services.

Banner (managed by the Registrar): Service Learning courses are coded each semester in our Banner student information system, which allows us to generate reports and conduct research. All data for Question III: A.1-10 of this report was obtained through Banner. Community Engagement and the Provost's Office share responsibility for encouraging faculty to submit courses.

The Faculty Activities Report (administered annually by the Office of Institutional Effectiveness and Assessment) collects data about teaching, grants, scholarship, and service. Faculty are asked to note which scholarly activities would meet the definition of community engagement as defined by Carnegie. Faculty identified 631 scholarly activities as community- engaged activities in the 2017 report.

The Community Engagement Inventory (managed by the Office of Community Engagement) is a 12-question survey of faculty and staff that collects data about partners, fit with Carnegie criteria, benefits to the university and community, and assessment. The CEI is on the OCE website, where faculty and staff can complete it at any time. Requests for completion are sent annually.

The Community Partner Perceptions Survey (managed by the Office of Community Engagement) is a nine-question survey created as the result of the self-study process for completing this report and administered for the first time in January 2019.

Annual Strategic Plan Reporting From an institutional perspective, we are focused on our institutional strategic plan and take pride that successful partnerships play a large part in that guiding document. We can track unit-level outcomes that are linked to strategic imperatives that focus on mutually beneficial partnerships with our community. Faculty and staff have had the opportunity to submit this information for four years. We are currently in a search for an online assessment platform that will make such tracking and documentation of goal-setting easier and thereby more useful.



F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms

OrgSync: The Student Affairs and Enrollment Management division includes counts of student volunteers on the divisional scorecard, which is then used in goal-setting. The Center for Student Involvement (CSI) uses data on community partners' experiences to improve partnerships and future service opportunities. For example, historically during the first six weeks of Fall semester, CSI-Volunteer Programs has hosted the Community Involvement Fair. This is an opportunity for non-profit and community-engaged associations to visit campus and promote their social issue and volunteer needs, while also connecting students, faculty, and staff to the local community. We request feedback from our visiting partners and attendees via an electronic form on OrgSync. During Fall 2018, most visiting partners indicated they would be interested in attending another fair in January to reach more people. Feedback showed students wanted the fair to last longer and start later, while partners appreciated the start time but have the potential to stay later. In January 2019, CSI-Volunteer Programs hosted a Winter Community Involvement Fair at the same start time but ended an hour later, resulting in more attendee engagement with visiting partners.

Banner: The Provost's Office and the Office of Community Engagement (OCE) monitor service learning, publicize UWG's community engagement, and inform planning. From 2015 to 2018, a Provost Fellow (faculty) worked with a Service Learning Committee to educate faculty, solicit course proposals, manage approval processes, communicate with the Registrar for inclusion in Banner, and drafted a Service Learning handbook. For spring 2019, the OCE Director assumed the responsibility for the course approval process as we continued planning discussions. Beginning Fall 2019, the Provost's Office will collect and approve course proposals, and OCE will provide administrative support by helping connect faculty with community partners, completing the handbook, and addressing logistical issues (such as MOUs).

Faculty Activities Report: Departments and colleges use this data to inform their own strategic planning. OCE uses this data to identify faculty who can serve as experts or consultants and match the with community requests.

Community Engagement Inventory: OCE has used the data to connect the community to university resources and vice versa; to educate campus and community; to connect campus members who are working on similar projects and can inform each other's work, and to make UWG more welcoming by advising key administrators on community perceptions. In Fall 2018, the office awarded nine travel stipends to faculty/staff whose community-engaged projects demonstrated excellence. University Communications & Marketing uses the inventory to identify projects to include in news releases and other communications. The American Democracy Project Strategic Planning Working Group used the database to identify projects as part of a campus audit.

Community Partner Perceptions Survey: The OCE Director used responses from the initial administration to respond to a funding need for the Carroll County Senior Expo and to guide the agenda for a February 2019 planning meeting of the Carrollton-Carroll County Education Collaborative Team Chairs. Data are being shared with departments who partner with selected community partners to improve their initiatives.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

UWG has adopted and operationalized the Carnegie definition of community engagement to ensure a common definition: “Community Engagement describes collaboration between institutions and their larger communities (local, regional/state, national, international) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Community-engaged activities must meet at least one of the following criteria: enrich scholarship, research, and creative activity; enhance curriculum, teaching, or learning; prepare educated and engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; or contribute to the public good.” The language is included in our education and data collection efforts.

In line with our campus-wide, integrated, and organic approach to community engagement, we encourage a diverse approach to measuring the quality of community engagement and coordinate through the Office of Community Engagement. Aligned with our culture of transparency and accountability across campus, we do not currently have standard metrics, but we will continue to consider whether a campus-wide metric is appropriate. Three efforts are currently informing that discussion:

The Community Engagement Inventory (CEI) data collection process: The 12-item CEI collects information used to populate a campus database that catalogs community-engaged projects. In fall 2018, faculty and staff who completed an additional six questions that evaluated the significance and quality of the projects were eligible for one of nine travel stipends, awarded competitively using a 12-item rubric. The additional questions provided more details about the project, the community need or situation this plan was designed to address, how the project benefits the university, how the project benefits the community, the planning process that created this project, plans for improvement, and how the project contributes to the university's strategic plan/goals. We then collected additional information from respondents who indicated they were assessing their projects so that we could begin to “assess the assessments.”

The LEAP Planning Process: UWG is working toward campus-wide adoption of the AAC&U's LEAP initiatives. A key element of LEAP's mission is to “respond to contemporary demands for more college-educated workers and more engaged and informed citizens” (The Leap Challenge). Part of this process at UWG is the systematic implementation of the VALUE rubrics and Essential Learning Outcomes (ELOs) in our assessment efforts. This includes assessment of our service-learning courses as well as our first-year seminar courses. The VALUE rubrics provide validated metrics and standards from which to measure. Related to community involvement, one of the ELOs is Personal and Social Responsibility (civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning), all of which are anchored through active involvement with diverse communities and real-world challenges.

Reflections of community partners who work with student volunteers: Community partners who request participation through our online system, OrgSync, are asked to reflect on their experiences with UWG students, faculty, and staff. This data is used by our Center for Student Involvement to improve services and engagement opportunities.

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

Yes

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

With the 2014 creation of the Carrollton-Carroll County Education Collaborative, we launched an ambitious vision – to use institutional engagement in the community to improve the outcomes of students at all levels of education. UWG is the top university destination for graduates of high schools in Carrollton and Carroll County. While UWG will see some immediate outcomes of CCEC's efforts, many results will not directly affect us for 18 years.

The CCEC monitors hundreds of data points collected regularly as part of legal and accreditation requirements of participating institutions. We identified Key Performance Indicators (KPIs) for P-12 students: kindergarten readiness as measured by the Georgia Kindergarten Inventory of Developing Skills; third grade reading proficiency, fifth grade math proficiency, seventh grade math proficiency, and eighth grade reading proficiency as measured by the Georgia Milestones Assessment System; the percent of 12th graders earning credit in advanced placement, IB, or Dual Enrollment courses; the percent of 12th graders completing an advanced academic, CTAE, fine arts, or world language pathway; and the four year high school cohort graduation rate percentage. We identified KPI's for West Georgia Technical College and UWG students: the number and source of Dual Enrolled students, the number of students participating in the "West in Thirty" program (where students begin their college education at WGTC and then transfer to UWG), freshman to sophomore retention, sophomore to junior progression, graduation rates, and degrees/certificates conferred.

This answer focuses on Dual Enrollment, which will allow us to address two of UWG's goals: Increase student persistence and timely progression to degree, and Facilitate students' responsible financial access to UWG. Students can earn college credits in high school, thus decreasing the number of years they will spend as full-time college students. The Dual Enrollment program covers tuition, mandatory fees and required textbooks, with no cost to students.

In 2015, the CCEC investigated barriers to dual enrollment for local high school students, then revised policies, streamlined processes, and improved communication. In addition to the CCEC Dual Enrollment KPI, UWG monitors student academic success and calculates the financial savings by students as a result of being dually enrolled.

Outcomes:

Between Fall 2015 and Spring 2018 UWG dual enrollment grew from 324 to 720. Students earned 17,338 credit hours. The average GPA of dual enrolled students for 2017-2018 was 3.35 compared to first time full-time first year GPA of 2.57. We calculate what students would have paid for tuition, mandatory fees, and textbooks if they had waited until after high school to enroll. The average student saved \$2,327 in Spring semester 2018. The total savings for students between Fall 2015 and Fall 2017 was \$5,826,199.

Impact:

Additional research is needed to document the long-term impacts. Potential benefits include increasing college access and completion and preparing students to enter the workforce with the skills they need to succeed. Students may be able to take classes that are not offered at their high school, especially in subject areas they are interested in for a potential career.

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

As stated in other parts of this document, our assessment plan is still evolving. As a result of the self-study preparing this report, the Self-Study Team realized that we do not currently have adequate assessment mechanisms to draw meaningful findings for Faculty Outcomes and Impacts. Data collection related to faculty has focused on documenting the number of faculty participating in community engagement, the types of community engagement in which they participate, and the types of assessment they conduct that assess outcomes for students, the community, and the institution.

The annual Faculty Activities Report, which was revised in 2017, asks faculty to designate community-engaged activities. Faculty reported 631 community engaged activities. The Banner student information system tracks service learning classes and allowed us to answer Questions III: A.1-15 (Curricular Engagement). The Community Engagement Inventory, administered by the Office of Community Engagement, collects data about partners, fit with Carnegie criteria, benefits to the university and community, and assessment. While all of this is useful data, it does not specifically address the question about Faculty Outcomes and Impacts. As our assessment plans continue to evolve, we will consider how to address this deficiency.



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

In setting goals for community impact, we respect the expertise of the community and their goals and explore how UWG can contribute in mutually beneficial ways. We regularly review and incorporate data generated by community partners in government, health care, business, education, non-profits, and other areas.

A major community emphasis is improving health outcomes. Data which led to this priority was from research by Tanner Health System. In cooperation with the Georgia Health Policy Center, Tanner conducts a comprehensive Community Health Needs Assessment every three years that includes community surveys; vital statistics and health-related data from state, regional, and national sources; and community focus groups. Community planning happens through Tanner's Get Healthy Live Well initiative, which includes UWG faculty and staff in leadership roles.

This is truly a community-wide approach; teasing out the specific impacts and outcomes attributable to each partner is difficult and has not been a priority. As an institution, UWG has responded to this emphasis in many ways. Multiple projects described throughout this document are assessed on a program-by-program basis. Our approach to campus-wide assessment has been to compile information from those multiple assessments through strategic planning reports, the Faculty Activities Report, and the Community Engagement Inventory. A key finding has been the impact of the Community Bike program.



Tanner's 2017 Community Health Needs Assessment identified chronic disease prevention management (a subset of which was obesity) as one of the top four community priorities. Carroll County's adult obesity rate was 29.6%, higher than Georgia (28.72%) and the U.S. (27.14%). Carroll County's Physical Inactivity rate was 29%, higher than Georgia (25%) and the U.S. (20%).

In February 2017 UWG partnered with the City of Carrollton, Tanner Health System, and Southwire corporation to create the Community Bike Program, a network of 10 stations with 50 cruiser bikes, along Carrollton's Greenbelt, an 18-mile shared-use path for pedestrians and non-motorized users that connects existing neighborhoods with the city school campus, UWG, city parks, and commercial shopping areas. The UWG Facilities Department maintains the 1.7 miles that run through campus. The Bike program is managed by Zagster, a company that designs, builds, and operates more than 100 similar programs.

Outcomes:

Prior to the creation of the Bike Program, faculty research concluded that the GreenBelt supported community health by increasing exercise opportunities for trail users. The Bike Program expanded access to people who do not own bikes. Nationally, the 2017 average trip duration for casual riders on a major bike share system was 28 minutes (National Association of City Transportation Officials); Carrollton's median trip duration was 50% longer– 42 minutes. Since the Bike Program's creation, there have been 26,956 rides, 150,533 miles traveled with an average trip distance of 3.7 miles, and 9,414,550 total calories burned (1,060 calories per user). Carrollton averages 756 trips per month compared to Zagster's national average of 392 trips per month.

Impact:

In the long term, we expect a healthier community, as we offer safe, attractive, convenient exercise alternatives that can easily be incorporated into daily life.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

The University and the UWG Foundation document all income and expenditures through a detailed budget management process. The budget planning process is extremely complex, with potential funding sources including tuition, state allocations, student fees, auxiliary funds, grants, and gifts, each with its own regulations and processes. With increasing pressures on the budget, the university continues to emphasize finding external funding. The 2014 Strategic Plan emphasized not only community engagement, but also the need to diversify funding sources in support of that. Specifically, Strategic Imperative #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations) included the goal, "Support key partnerships via external funding."

UWG leaders, faculty, and staff from across campus, with the support of the Division of University Advancement, began to actively engage in conversations with community partners to discover shared needs, mutually beneficial approaches to meeting those needs, and external resources to fund those approaches.

Examples of Outcomes:

The fundamental assessment of whether we have achieved this goal is simply that we have secured external funding to support key partnerships. As a direct result of external funding, the following are three of our key partnerships since 2015 (all detailed in the E2 partnership list):

- The Carrollton Carroll County Education Collaborative has as its ultimate goal increasing opportunities for P-16 students by leveraging the support mechanisms provided by community partners to either enroll in higher education, enlist in the military, or become employed in a meaningful career within four years of high school graduation. Initially, all costs were funded with external gifts. We have since moved the costs of the CCEC staff into the regular E&G budget, freeing up external funds to support direct interventions with students, including a Summer Gap literacy and math remediation program for elementary school students, an in-school tutoring program for at-risk students in multiple grades, and a county- wide Senior Expo for high school students.

- The Other Night School, a community lecture series with the goal of resurrecting the notion of the public intellectual, annually features eight different professors in four different locations. It is fully funded by community businesses and charitable trusts.
- A new state-of-the-art Student Health Center was built at no cost to students, funded completely by Tanner Health System. It will enhance medical care available to students and eliminate barriers to academic success.

Impact:

These initiatives are laying the foundation for continued successful partnerships. Long term impacts will be measured by program-specific assessments.

F.5 Does the institution use the data from these assessment mechanisms?

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Student Impact Data: UWG uses data from KPI's specific to improve student retention, progression, and graduation, as well as in general academic and budget planning.

Regarding Dual Enrollment, representatives from the UWG, West Georgia Technical College, Carrollton City Schools, and Carroll County Schools regularly engage in conversations about what is working, what is not, and new challenges, thus allowing continuous improvement. One example was improved communication: The initial data review led to the discovery that high school counselors, students, and parents did not fully understand the program and that differing communication from UWG and WGTC added to the confusion. UWG and WGTC then jointly developed a communication strategy that includes shared publications and joint presentations in the schools.

On a broader scale, the Dual Enrollment piece was the first thing the CCEC worked on as a collaborative, and it created the model for subsequent work, setting the pattern for establishing other KPI's and addressing other concerns about P-16 student success. The CCEC has created a process for monitoring and sharing KPI information in easily understandable ways using common language and consistent data points and has identified eight "priority programs." Responsibility for these programs has been assigned to specific CCEC Teams who are currently working on how to best assess the programs themselves so that we stay focused on our goals and KPI's.

Community Impact Data:

Zagster's Bike Share data indicated that the two most-used bike stations were located on campus. This knowledge informed UWG's facilities planning process, helping prioritize making the campus more bicycle-friendly so that riders could leave the Greenbelt and easily travel to other parts of the campus. Campus Planning and Facilities, in collaboration with the Campus Sustainability Council, designated and painted bike lanes and remodeled select areas as bike and pedestrian friendly corridors.

The Greenbelt/Bike Program planning group (which includes UWG representation) uses data to plan for future expansion. In January 2019, they identified three new community locations for bike stations and decided to add accessible bikes (“trikes”) to the program.

Data has also been incorporated into Tanner Health System’s Community Health Needs Assessment, which is currently being updated. UWG faculty and staff are an integral part of that planning process, with the most recent meeting on February 1, 2019.

Institutional Impact Data: External funding for specific projects has been leveraged to attract other funding and recognition. CCEC’s initial work set the groundwork for \$204,600 for a 3-year partnership with the Marcus Autism Center to train professionals in five school systems to support Early Language and Social Emotional Learning, for \$39,000 to the campus and \$25,000 to the community for early learning interventions, for \$60,000 to expand the CCEC concept to a regional Education Collaborative in two additional counties, and for \$60,000 to expand Financial Literacy education for teachers in those counties. The School of the Arts has received more than \$100,000 from two donors who connected with SOTA through The Other Night School. The Student Health Center is too new to have generated additional data yet.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

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

Campus-wide assessment activities have been framed within the perspective of the 2014 Strategic Plan. In 2016 Community Engagement staff conducted a preliminary assessment using the 2015 Carnegie application as a guide. We collected campus information through surveys, document review, interviews, focus groups, and emails and compared our information to successful applications from peer institutions. With a cross-functional Advisory Team representing all university divisions, we identified three primary weaknesses:

- Service Learning: While we knew there were service learning classes being taught across campus, we had no shared campus definition and no way of identifying or tracking the classes.
- Promotion and Tenure Policies: “Community engagement” was not an explicit part of promotion and tenure policies and was widely misunderstood to include only service activities.
- Assessment and use of data: Initial data collection efforts in 2014 had revealed the lack of a shared understanding of community engagement. We were not documenting community-engaged activities and had no way of knowing if a meaningful assessment was being conducted.

We have focused on these three priorities since 2015, with the following results:

- The Faculty Senate adopted a service learning definition and a process for formally designating service learning courses.
- The Faculty Senate approved modifications to the Faculty Handbook's list of acceptable evidentiary sources for applications for promotion and tenure, adding community engaged activity as an evidentiary source in each category: teaching, service, and professional growth and development.
- We brought faculty and staff from throughout campus into the community engagement conversation through existing meetings, structured interviews, and workshops; increased funding for faculty and staff to participate in community engagement conferences; and continued to refine our data collection, resulting in revisions to the Faculty Activities Report to collect information about community engaged activities and the creation of the Community Engagement Inventory, which catalogs activities and projects and collects information about benefits to the university, benefits to the community, and assessments conducted.

In March 2018 the president appointed a 10-member cross-functional self-study team to assess our efforts and assist in the completion of this report. Sub-teams focused on specific questions and shared information and drafts with the full team, which continued to reflect, write, and make recommendations through March 2019 as described in Question IV: 1.

Data collected in a meeting of more than 200 faculty and staff in August 2018 (via Poll Everywhere and a written survey) revealed a rich diversity of activities, and that the most significant perceived barriers were lack of time, lack of knowledge, and that the work is not sufficiently rewarded. We will continue to work with people across campus to address these.

G. Faculty and Staff

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

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Academic and support units across campus provide professional development support for faculty and staff to engage with the community. In total, 238 faculty and staff were reported by unit and division leadership as receiving professional development support for community-engaged activities. On average, nine faculty/staff per reporting academic and support unit receive professional development resources specifically for community-engaged activities. Two colleges, the College of Education and College of Social Sciences, reported significantly more faculty and staff supported (80 and 90 respectively). This is likely because of the focus on “bettering society” and “doing public good” in these colleges’ mission/vision statements.

Across Academic Affairs, departments in each college/school report faculty and/or staff whose community-engaged work is supported through professional growth and development funding, reassigned workload, stipend/grant or a combination of these. Tenured and tenure-eligible faculty were most commonly identified as recipients of support for community-engaged activities; full-time, non-tenure track faculty and staff were also commonly reported as receiving support for community-engaged activities; only two departments reported professional development support for part-time faculty to engage with the community. In addition to within-department support, the Office of Community Engagement earmarks \$15,000 annually to support community engagement-related travel by faculty and staff throughout the institution. Funds have been used in prior years to send people to the Engagement Scholarship Consortium, the Gulf South Summit on Service-Learning, the Michigan State Summer Intensive on Community-Engaged Scholarship, and the Campus Compact Carnegie Community Engagement Classification Workshop. For 2018-19, travel stipends were awarded to faculty and staff who have demonstrated excellence in community engagement programming.



G.2 In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants				
G.2 Planning/design stipends	Yes			Yes
G.2 Support for student transportation	Yes	Yes		Yes
G.2 Eligibility for institutional awards	Yes	Yes	Yes	Yes
G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes		
Program grants				Yes
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
G.2 Research, conference, or travel support	Yes	Yes	Yes	Yes
Other	Yes	Yes	Yes	Yes

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

The College of Social Sciences Center for Research serves research needs of both on- and off-campus groups, with a particular focus on community-engaged research. From the CFR’s webpage: “The COSS Center for Research (CFR) is an academic research center housed in the College of Social Sciences at the University of West Georgia. The center offers survey and research services for clients both on campus and within surrounding communities – providing an excellent resource and value for both audiences.” While the center specializes in the design and implementation of surveys to assist government, non-profit, and academic organizations, the scope of industries served can be as broad as the existing need. The center offers high-quality, professional survey research services and fully adheres to the research standards set forth by the American Association of Public Opinion Research (AAPOR).

Past clients include the Carroll County Planning Commission, Carroll Tomorrow, Carroll County Chamber of Commerce, Carroll County Drug Court, the Murphy Center for Public Service, and the West Georgia Area Survey, as well as the Division of University Advancement and the Office of the President at UWG.

Target clients include, but are not limited to, The Burson Center, Rapha Clinic of West Georgia, local high schools/K-12, local governments, local WIC programs, and the Studer Group.

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

Yes

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

From the Coordinator for Student Volunteer Programs position description: “The Coordinator of Student Volunteer Programs reports to the Director of the Center for Student Involvement and will develop, implement, and coordinate a variety of student volunteer and community service programs including monthly Give Back Days, The Big Event, and Alternative Spring Break. The volunteers program aims to meet community-identified opportunities while promoting student growth and leadership development to enhance the overall Wolf Experience.”

The position description for the Assistant Director of Community Engagement includes as preferred qualifications, “experience working with stakeholders from multiple organizations, including education, business, government, and non-profit leaders. Knowledge of Carroll County and surrounding counties. Grant-writing skills, especially as related to improving educational achievement from birth through college.” Search committees for positions in the Office of Community Engagement have included community members.

From the Director of Diversity Education and Community Initiatives position description: “S/he will develop and maintain relationships and partnerships with campus departments and community organizations in order to design and implement training programs and other initiatives that advance the goals of the university’s plan for diversity. S/he will also facilitate workshops, teach-ins, and training in the community around UWG’s CDI programmatic work and issue areas. S/he will develop, plan, and implement outreach strategies to maintain and expand UWG’s reach in the marginalized surrounding communities (particularly minorities and LGBTQ populations). S/he will work with all UWG constituents (including the surrounding communities) to develop community-based efforts (including training) to create and support collaboration to address the causes and effects of prejudice, discrimination, and hate-motivated behavior and promote a safer environment for our students to engage and strive.”

The job posting for Assistant or Associate Professor in Public History includes “working with community” in the description of duties.

According to the Department of Psychology, “Our search committees explicitly seek out candidates who engage in community-engaged research and practice, and it is an important criterion in selecting candidates for interview and for job offers. Two of three offers we have just extended in our current search have been to candidates with a strong record of community-engaged research and practice.”

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

Yes

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

At its April 2018 meeting, the University of West Georgia's Faculty Senate approved modifications to the Faculty Handbook's list of acceptable evidentiary sources for applications for promotion and tenure. Community-engaged activity was added as an evidentiary source in each of the categories of teaching, service to the institution, and professional growth and development.



The excerpt below is from UWG's Faculty Handbook 103.0302 Specific Minimum Criteria for Promotion (revised April 2, 2018) and applies to faculty in tenure-eligible lines (instructor, assistant professor, associate professor, professor); faculty in tenure-ineligible lines (lecturer) have different promotion criteria in the category of professional growth and development:

"5. Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

"5.1. Teaching:

[...]

5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods."

"5.2. Service to Institution:

[...]

5.2.10. Successful service that includes community-engaged approaches and methods."

"5.3. Professional Growth and Development:

[...]

5.3.8.

Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9.

Other as approved by departments and colleges"

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

Yes

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

"5. Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents."

"5.1.

Teaching:

[...]

5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods."

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

Yes

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

“5. Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit’s respective promotion and tenure documents.”

“5.3. Professional Growth and Development:

[...]

5.3.8.

Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9.

Other as approved by departments and colleges”

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

Yes

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

“5. Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit’s respective promotion and tenure documents.

5.2. Service to Institution:

[...]

5.2.10. Successful service that includes community-engaged approaches and methods.”text

G.8 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? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

Yes

G.8.1 List the colleges/schools and/or departments.

Theatre, Arts, History (College of Arts and Humanities); Educational Technology and Foundations (College of Education); Anthropology, Sociology (College of Social Sciences); Management (Richards College of Business); Tanner Health System School of Nursing

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

Faculty may be tenured in six colleges/schools, as well as the Library. Five of these seven units (71.4%) have departments with promotion and tenure guidelines that specifically recognize and reward community-engaged activities. Seven of 28 academic departments (25%) include language specific to community engagement activities. Department sizes range from eight full-time faculty (anthropology) to more than 20 (history) to schools with more than 30 faculty (nursing). The university libraries and College of Science and Mathematics (COSM) do not specify community engagement in any promotion and tenure guidelines beyond those included in the university's Faculty Handbook, however there are current conversations in the College of Science and Mathematics to adopt college-wide language to recognize community-engaged activities.

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

The Tanner Health System School of Nursing includes the following requirements for tenure-track appointments, promotion and tenure: "Evidence of teaching that incorporates community-engaged approaches and methods." "Participates in community/professional organizations at the local and state level." "Successful service that includes community-engaged approaches and methods." "Maintains clinical knowledge and expertise through a variety of means: CE, clinical supervision and instruction broadly defined, clinical practice, community service requiring clinical expertise, membership in professional listservs or journal subscriptions. Evidence of scholarship that uses community-engaged approaches and methods."

The Department of History in the College of Arts and Humanities includes the following quotation from the AHA's report "Redefining Historical Scholarship" in its section on professional development in the department's promotion and tenure guidelines: "The application of knowledge includes: public history, specifically: public programming (exhibitions, tours, etc.) in museums and other cultural and educational institutions. Consulting and providing expert testimony on public policy and other matters. Contract research on policy formulation and policy outcomes. Participation in film and other media projects. Writing and compiling institutional and other histories. Historic preservation and cultural resource management. Administration and management of historical organizations and institutions. Archival administration and the creation of bibliographies and databases. Professional service – editing journals and newsletters, organizing scholarly meetings, etc. Community service drawing directly upon scholarship – through state humanities councils (e.g., public lectures), history day competitions, etc." Further, they recognize community-engaged teaching and service. "Teaching may also extend into the public domain and include activities associated with "civic engagement." Civic engagement includes an active partnership between scholars and a community for the creation and application of knowledge. In this category, faculty may include activities outside the traditional classroom such as working with teachers in the community to improve the quality of K-12 teaching; developing and presenting public programs for libraries, historical agencies, museums, archives, or parks that draw on the faculty member's area of expertise; or other similar types of activities within a public setting that utilize the faculty member's expertise and specialized skills." The Department of History's guidelines include the following discussion under service: "Category D: Community: 1. Give lecture or presentation; 2. Organize a lecture series; 3. Organize community workshops; 4. Work with local/secondary/county schools in a professional capacity; 5. Work with other institutions in an educational capacity; and 6. Engage in other community activities in a professional capacity. Please note that service for non-professional communities (ex: church, advocacy group, etc.) will not be recognized unless a faculty member can make a connection between the activity and his/her professional expertise."

The Department of Sociology in the College of Social Sciences includes the following department-specific evidentiary source under teaching, "In addition, the department accepts the following as evidentiary sources: [...] b. Incorporation of service-learning initiatives into courses." And the following department-specific evidentiary source under Professional Growth and Development, "In addition, the department accepts the following evidentiary sources: [...] g. Public Sociology reports, articles or other contributions."

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

Academic unit heads in the College of Science and Mathematics have recommended to the College's Dean that department- and/or college-level promotion and tenure policies include criteria that recognizes and credits community engagement activities toward promotion and tenure. Promotion and Tenure Guidelines at the college level for the College of Science and Mathematics are currently being revised to include community-engaged activities: "Community Service and Engagement: Collaborative activities between the larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."



III. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution. The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

A.1. Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

At the University of West Georgia, our community-engaged courses are officially designated as service learning courses. In 2015, as part of our emerging LEAP Campus Plan, a faculty committee worked to develop criteria and a process for formally designating service learning courses. That proposal was approved by the Faculty Senate in 2015. Once service learning courses are approved, an attribute (SLP) is assigned to them in Banner. The policy and process are included below:

“Service Learning Courses and Attribute Designation UWG’s Definition of Service Learning (adopted by Faculty Senate on Dec. 4, 2015) Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.

The instructor is equipped with knowledge and resources to ensure that:

1. The need is identified by the community being served.
2. Students engage in critical reflection.
3. The service is aligned with student learning outcomes for which the student receives academic credit.
4. It is a mutually beneficial partnership that balances student learning with service to the community.

UWG Criteria for Service Learning Courses:

1. A Service Learning course includes an out-of-class component that involves the students in an active learning experience that complements and enriches the students' in-class learning experience. Observing at a community event, for example, would not be considered experiential learning since it is essentially a passive activity.
2. The Service Learning component must be significantly linked to the course content and course goals/objectives.
3. Descriptions of the course should include examples of the course goals, major readings, and major assignments – and should include examples of how these readings, activities, or assignments will relate to the service the students will be doing in this course. Through these assignments, each course should include purposeful reflection that calls for the student to connect the learning that occurs through the SL component of the course to the learning that occurs within the course's academic realm. These courses should encourage students to draw connections between the different parts and aspects of their learning, while also encouraging them to connect their learning to their lives and to the world.
4. To earn SL credit, the “service” must be embedded within a credit-bearing academic course. The designation is tied to a specific course (with a prefix and number), not an extracurricular activity, and have a reflective component and an assessment of the learning outcome.

Process for Approving Service Learning Courses:

1. Service Learning Committee sends call for service learning proposals via all-faculty listserv.
2. Committee reviews proposals and recommends those that meet approved criteria.
3. Committee chair sends to the Faculty Senate Undergraduate Programs Committee (UPC) and Graduate Programs Committee (GPC), which are then sent to Faculty Senate for final approval.
4. Committee chair sends list of approved classes/sections to the Registrar for SLP attribute designation in Banner.“

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

43

A.1.2 What percentage of total courses offered at the institution?

1

A.1.3 Is community engagement noted on student transcripts?

No

A.1.3.1 Describe how community engagement is noted on student transcripts:

Currently, it is not. However, Service Learning is one of UWG's designated HIPs (high-impact practices). Our LEAP West! Strategic Plan, which is developing guided pathways for students aligned to HIPs like Service Learning, proposes to have all HIPs that a student completes designated on the academic transcript. Students will be required to have a minimum of four HIPs to graduate. Academic Affairs is also exploring Course Learner Records (CLR) to document all curricular and co-curricular HIPs, which would include service learning and other community engagement activities.

A.1.4 How many departments are represented by those courses?

10

A.1.5 What percentage of total departments at the institution?

34

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

32

A.1.7 What percentage are these of the total faculty at the institution?

4

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?

47

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?

47

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?

6

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

1,425

A.1.10 What percentage of students at the institution?

11

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

Data are gathered annually by the Office of Institutional Effectiveness and Assessment (IEA), using the service learning attributes encoded in Banner for the purpose of assessing faculty and student participation in service learning. This is done both for annual reporting purposes, but also as part of our work on high impact practices (HIPs) on campus, identifying strategies for scaling service learning courses and opportunities for students.

UWG is currently part of a University System of Georgia (USG) grant (Taking Student Success to Scale) in partnership with the National Association of System Heads (NASH) that is examining ways to increase high-impact practices (including service learning) for students with a focus on equity: identifying ways to get students from historically underrepresented populations more actively involved and engaged in HIPs. As part of this grant-related work, two actions are taking place: in partnership with the USG, we are creating taxonomies to evaluate the quality of service learning and community engagement practices; and we are reviewing disaggregated data on student participation in HIPs, including service learning.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

No

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

No

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Communication Sciences & Disorders: "Students will be able to provide appropriate speech-language pathology services to clients of any age."

Community Health and Wellness: Five of 28 competencies most relevant are: "Utilize an ecological approach (e.g., interactions among the individual, family, organization, community, and social systems) to understand the ways dynamic systems affect an individual's experience of wellness. Establish collaborative relationships within and across key stakeholders and interdisciplinary teams to promote sustainable health and wellness practices that meet long-term personal, organizational, or community goals. Adopt person-centered communication practices with clients, recognizing the influence of personal and cultural values and beliefs in the communicative process and taking into consideration factors such as age, socioeconomic status, spiritual beliefs, and health literacy. Assess individual or group interests and needs using a multi-dimensional and ecological approach. Assist clients in identifying the barriers or resistance to change that are interrupting their ability to integrate wellness- promoting behaviors into their lives. Adapt wellness strategies to fit individual, geographical, and cultural needs, thereby acknowledging there are no universally correct models or processes. Demonstrate compassion, integrity, and respect to diverse individuals and groups, including but not limited to diversity in sex, age, culture, race, ethnicity, disabilities, body-size, sexual orientation, gender, and gender presentation."

Psychology: "Students will foster an ongoing commitment to contributing to the social good."

History: "Graduate students pursuing a public history track will be able to: demonstrate knowledge of the theory and practice of public history;...demonstrate practical knowledge of a subfield of public history."

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Communication Sciences & Disorders: Student clinicians' sessions with clients in the Comprehensive Community Clinic are recorded and archived. Students must do a self-assessment against specific criteria provided by the program. Faculty members also use these to determine their grade for the course.

Community Health and Wellness: Assessed via class assignments, portfolio review, faculty observations, faculty site visits, and evaluations by community partners.

Psychology: These are in process, but in the master's degree program, for example, there is a concentration of coursework and mentorship in community-engaged research and practice that will provide within course and program assessments of students' community-engaged learning outcomes.

History: The learning of graduate students in the public history track is assessed annually by faculty. Students' ability to demonstrate knowledge of the theory and practice of public history is assessed through evaluation of a grant proposal assignment administered in the Introduction to Public History course, which is assessed every spring on a four-point scale by the course professor. Students' ability to demonstrate practical knowledge of a subfield of public history is assessed through evaluation of a required internship portfolio, assessed every summer on a four-point scale by the course professor.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

Communication Sciences & Disorders: Data are examined in depth annually to identify any areas for which students are not meeting objectives (or are meeting them at a minimal rate). The faculty use this information to make program changes for the following year as part of the COE's continuous improvement model.

Community Health and Wellness: This is a fairly new program at UWG. Faculty are currently in the process of applying for full accreditation using the data collected.

Psychology: Faculty are developing a recursive process which, within course and program outcome assessments, will inform the curriculum and mentorship of that concentration.

History: That evidence regarding student learning is used to make improvements to the program following the department's annual discussion of assessment of student learning in the graduate program.

A.2.1 Curriculum

A.2.1.

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

Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student	Yes	Jeannette Diaz, Ph.D. (Associate Professor, Psychology) teaches graduate and undergraduate courses in Community Mental Health and in Community Psychology. Students in these courses work closely with community partners to design and execute community-engaged action research projects.
Research		Amy Irby-Shasanmi, Ph.D. (Assistant Professor, Sociology) is working with a student researcher on a "Social Determinants of Health" community-engaged research project in partnership with Tanner Health System.
		Winston Tripp, Ph.D. (Associate Professor, Sociology and Director of COSS Center for Research) assigns student teams to work alongside local non-profit organizations to design and execute program evaluations (Planning and Evaluation). In another class (Analyzing & Visualizing Data), students conduct analysis and produce visualizations of findings from community-engaged research data and work with local non-profit leaders to interpret and apply the results and visualizations.
		Hazel Cole, Ph.D. (Associate Professor, Mass Communications) teaches an undergraduate public relations campaign (capstone) course. Community clients are selected in partnership with the Community Foundation of West Georgia. Student teams work alongside community non-profit partners to conduct research, create action plans, implement, and evaluate aspects of these plans for non-profit clients.
Student Leadership	No	
Internships, Co-ops, Career exploration	Yes	ENGL 4286 - Teaching Internship: This course involves teaching one semester in the public schools at the secondary level in English under the supervision of an experienced, qualified English teacher. Seminars in English secondary education are scheduled as an integral part of the student teaching experience and will provide students with numerous and varied opportunities to plan, deliver, evaluate, and revise secondary English educational strategies. Such a learning environment, based on developing best practices and sound pedagogical modeling in the field, serve as part of an ongoing and comprehensive portfolio assessment process.
		ENVS 4900 - Senior Capstone (Environmental Science): Students may elect to complete a laboratory or field research project, an academic service-learning project (internship) or other research relevant to career objectives. The content of the project must focus on an issue or problem in Georgia. They will present the results of their projects in a professional conference format.
		HIST 4486 - Public History Internship: Experience in applying history in a museum, historical society, archive, historic preservation agency or another public history setting. Students must maintain a journal and develop a portfolio of their work.
		SPMG 4686 – Internship: The internship is the capstone experience of the sport management program. The internship is a full-time commitment and requires the completion of a minimum of 520 hours during the fall and spring semesters or 400 hours during the summer semester. The internship must be performed with a faculty-approved sport property, and interns are required to reflect on the competencies developed through the sport management academic curriculum.

Curriculum	Selected	Description
Study Abroad	Yes	<p>NURS 4486/ Special Topics: Nursing Study Abroad (UWG Nursing in Costa Rica Summer Program). Within a quality caring framework, this course provides the student with a broad overview of global, public, and community health care and health care systems with a particular focus on the region surrounding San Jose, Costa Rica. Through this experience, students explore the effect of community and culture on the health of individuals. Students</p> <p>examine issues such as access to health care as well as current global, public, and community health trends, issues, policies, and practices within the context of a hands-on experiential learning opportunity.</p> <p>CEPD 6188, Practicum and CEPD 6182, Internship (UWG Counseling and Speech-Language Pathology in Ecuador): The UWG Department of Communication Sciences and Professional Counseling is collaborating with an established medical service program to provide Professional Counseling and Speech-Language Pathology students with a service learning and cultural immersion opportunity in Quito, Ecuador. Graduate students and advanced undergraduates enrolled in these programs work directly with vulnerable populations in Ecuador through the provision of mental health and speech-language services, as a part of the students' program of study. Students provide these services in a variety of medical settings in both urban and rural areas of Ecuador.</p> <p>Course: MNGT 6685 International Work Practicum (UWG International Management Practicum in Muenster, Germany): Students work with business students at the University of Münster on a real-world problem. Working abroad allows the student to be fully immersed in the culture of their host country. This immersion gives way to growth and learning not possible to achieve in the traditional classroom. The International Work Practicum provides a one-of-a-kind learning experience, the opportunity to work with a German organization and in a transnational team to solve a real-world problem. The course concludes with a trip to Münster, Germany, to complete the team project and present to the German organization. Projects can range in scope from enterprise systems, security/privacy, analytics, marketing research, or supply chain/logistics.</p>
Alternative Break tied to a course	No	

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	No	
Core Courses	No	
Capstone (Senior-level project)	No	
First-Year Sequence	No	
General Education	No	
In the Majors	No	
In the Minors	No	

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires structured reflection and connection to academic knowledge in the context of reciprocal, asset-based community partnerships.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/ Entrepreneurship	No	
Community service projects - outside of the campus	Yes	<p>The College of Social Sciences (COSS) holds an annual Event for Impact: Serving Humanity and Doing Public Good Service Day each Fall. Students, faculty, and staff spend a Saturday serving several community-based projects and organizations. The annual event allows COSS volunteers the ability to act on the college motto of "serving humanity and doing public good" while helping the community and building relationships. Impact West Georgia, Communities in Schools, the Kindness Rocks Project, and the Peace at Home Project all operate on asset-based principles, and UWG's involvement supports their work. Participating students reflect on how the volunteer experience connects to their academic majors.</p>
		<p>The Center for Student Involvement (CSI), Volunteer Programs unit, offers Giveback Days (service days) on a biweekly basis both on- and off-campus throughout the academic year. Community partners are selected on a group basis (agencies that can provide group volunteering with at least five students) and on social issues that are relevant to community needs. UWG provides transportation to sites. Social issues addressed have included hunger relief, animal welfare, veterans, youth development, homelessness, and environmental sustainability. These are mutually beneficial partnerships between UWG and non-profits. Agencies and their clients benefit from the direct services provided by students that allow them to complete projects; students benefit by learning about the community and challenging social issues. In order to receive "credit" on OrgSync (shows up as complete on their profile and co-curricular transcript), students must complete a reflection portion after participation is added for Giveback Days.</p>

Community service projects	Yes	The Center for Student Involvement hosts The BIG Event (annual day of service) every Spring semester. The event coordinates projects within the campus (cleaning and
- within the campus		<p>beautifying campus trails, community garden, and landscaping invasive plants that make the campus more accessible) as well as off-campus projects with local community partners. Students gain an understanding of what it takes to maintain the campus, and university landscape staff get to know students. In order to receive "credit" on OrgSync (shows up as complete on their profile and co-curricular transcript), students must complete a reflection portion after participation is added. A structured reflection time is being implemented in the 2019 The BIG Event experience.</p> <p>The Political Science Club and the department faculty/staff coordinate all voter registration drives on the UWG campus and provide faculty/staff/student support for campus events like Constitution Day.</p>
Alternative break domestic	Yes	The Center for Student Involvement (Volunteer Programs) has hosted domestic Alternative Breaks centered on service with specific social issues. Students worked with Habitat for Humanity in Mobile, Alabama in 2014 and North Ft. Myers, Florida in 2016; Give Kids the World in Kissimmee, Florida in 2015; and Everglades National Park in Homestead, Florida in 2017. These trips included reflection exercises by the students.
Alternative break international	No	
Student leadership	Yes	<p>The Center for Student Involvement coordinates the Volunteer Ambassadors program, a departmental extension student group of eight students chosen through a highly selective application process. This group of students leads with a servant leadership focus and works directly with other students to develop service-focused experiences within the community.</p> <p>The American Democracy Project leadership team has a Political Science student as a full voting member. Within the Department of Political Science, students are represented through the Political Science Club.</p>

<p>Student internships</p>	<p>Yes</p>	<p>Career Services recruits employers who have student internship opportunities. We work with a variety of employers who offer a wide range of internships. Examples of community- engaged internships include:</p> <ul style="list-style-type: none"> -Community Relations Internship with the Society of St. Vincent -Douglas County Solicitor's Victim Assistance Program Internship with the Douglas County Solicitor General -Grassroots Outreach Internship with the Humane League -Social Media and Marketing Internship with Safe Harbor International Ministries <p>The Department of Political Science encourages students to apply for internships with particular emphasis on the Georgia Legislative Internship Program (GLIP). UWG sends one to three students to the state capital as part of GLIP each year. Another one-third of all students complete an internship each academic year.</p>
<p>Work-study placements</p>	<p>Yes</p>	<p>Career Services administers two programs that allow Federal Work Study students to work off campus. Because community partners only pay 25% of the student wage cost, they benefit by expanding their services at a very reasonable cost; students benefit by earning money to pay for their education, learning and reflecting on their communities and social issues, and gaining valuable professional experience. The West Community Student Engagement Program employs UWG students in non-profits in two counties (Boys & Girls Club, Bremen Food & Clothing Bank, Carroll County Child Advocacy Center, Community Foundation of West Georgia, Goodwill, Mt. Zion City Hall, SHARE House, Villa Rica Library, and West Georgia Regional Library). America Reads America Counts trains and employs UWG students in local school systems to assist Pre-K through fifth-graders who need extra help learning to read and kindergarten through ninth-graders who need extra help with their math skills.</p>

<p>Opportunities to meet with employers who demonstrate Corporate Social Responsibility</p>	<p>Yes</p>	<p>Examples of employer partners are Southwire, a local company with an international presence that promotes strong, sustainable practices and corporate responsibility; and Enterprise Holdings, a strong supporter of corporate community service that encourages and supports their employees as they volunteer in their local communities.</p>
<p>Living-learning communities/ residence hall/floor</p>	<p>Yes</p>	<p>Living-Learning Communities at UWG are specialized living environments for small groups of first-time, first-</p> <hr/> <p>While an LLC offers students an academic component to their living experience, a Themed Living Community (TLC) allows students to live with like-minded people with the same interests and likes. Outdoor Recreation and Leadership (ORL) is a themed learning community that focuses on providing outdoor adventure and leadership opportunities.</p> <hr/> <p>Students participate in outdoor activities like rock climbing, kayaking, etc. that are already fully planned out by West Georgia Outdoor staff, as well as rent West Georgia Outdoor equipment at reduced rates. Students in ORL also have opportunities to participate in trail and river clean-ups and other community service experiences for the Carrollton area to learn about environmental ethics and responsible outdoor adventure.</p>

Student teaching assistants	No	
Athletics	Yes	Student-athletes participate in Read Across America. On March 1 each year our student-athletes participate in the Read Across America program. Each of our head coaches asks that at least 5 student-athletes from their sport (we participate in 13 NCAA sanctioned sports) participate. That morning coaches gather athletes in the team meeting room, assign students to a van driven by an athletic administrator and drive to 7-10 elementary schools. Upon arrival, the school's Media Specialist meets the team and provides them with a book to read and a list of classrooms to visit. The student-athletes then visit the classroom and read to the students, take pictures, and answer questions.
Greek Life	No	
Other (please specify)	No	

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

Yes

B.2.1 Please describe the system used and how it is used.

We have utilized OrgSync since 2015. OrgSync (now a part of Campus Labs) facilitates engagement by connecting students to organizations, departments, and programs. It is managed by the Center for Student Involvement (CSI), which houses Volunteer Services, and is used to track student service and allows community partners to submit requests to partner with UWG for community service events.

From the CSI webpage: “OrgSync is UWG's web-based system to help you connect to campus and find ways to get involved. Simply use your current UWG username and password to log in today and check out all information OrgSync gives you access to.

Five Reasons to Use OrgSync:

1. Find upcoming events and volunteer opportunities.
2. Search for and join student organizations, or start your own.
3. Track your involvement and service hours.
4. Follow your involvement history and use reports to build your resume.
5. Connect with campus departments and stay plugged into news, events and opportunities.”

The website offers tutorials on how to sign-in to OrgSync, how to track group service hours, and how to track individual service hours online.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

No

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

Andrew Carter, Director, Antonio J. Waring, Jr. Archaeological Laboratory, presented “Out of the Shed and Into the Head: Sharing Stories, Inclusivity, and Student Engagement Through the Long Swamp Exhibit” at the 2016 Annual Meeting of the Southeastern Archaeology Conference in Athens, GA.

Melanie McClellan, Director of Community Engagement, presented “Institutionalizing Community Engaged Scholarship: An Administrative/Academic Dialogue” with faculty members Jeannette Diaz and Amber Smallwood at the 2017 Engagement Scholarship Consortium in Birmingham, AL. McClellan also presented “Retirement Planning 101 for Student Affairs Professionals” with colleagues from other campuses at the 2014 Southern Association for College Student Affairs Annual Conference, in Louisville, KY. The presentation included considerable discussion of community engagement options for university retirees.

John Green, Director of the Education Collaborative, has given numerous presentations about the “CCEC Model for Implementation,” including at the 2017 GeorgiaForward Conference in Atlanta, the 2017 High Demand Career Initiative Conference at Jekyll Island, GA, and the 2016 School Superintendents Association/Georgia School Board Association Conference in Atlanta.

Deirdre Haywood-Rouse, Director of Diversity Education and Community Initiatives for the Center for Diversity and Inclusion, frequently provides training and consultation to community and state groups on diversity issues. Examples include training in “Generational Diversity, Women and Diversity, and Implicit Bias” for Walmart.com mid-level managers in Carrollton, and serving on the Ad hoc Committee for the State of Georgia MLK Jr. Advisory Board for the 50th MLK commemoration of Dr. King’s Assassination: Let Freedom Ring in 2018.

Amanda Wright, Assistant Director of Community Engagement, has facilitated numerous sessions as part of the Standards for Excellence for Nonprofit Executive Directors certification process in Carrollton. She has worked collaboratively with Kim Jones, President of the Community Foundation of West Georgia, and Mary Hughes from the Georgia Center for Non- Profits. Topics have included governance committees, human resources, financial and legal policies, and fundraising.

Todd Anduze directs the Small Business Development Center, a collaborative project of the UWG Richards College of Business, the University of Georgia, and the Small Business Administration. He and Business Consultant Cole Fannin provide confidential consulting services free of charge to companies seeking management, marketing, and financial advice. Some assistance is also provided to pre-venture businesses that have gathered the necessary information and are ready to move forward. The UWG SBDC serves Carroll, Coweta, Douglas, Haralson, Heard, and Polk counties.

Cait Oliver, Coordinator for Student Volunteer Programs, serves on the Assessment Committee for Georgia’s new Regents Administrative Committee on Community Engagement and Service.

The Carroll County Chamber of Commerce Women’s Business Alliance presented its Woman of the Year Award to Melanie McClellan in 2016 and to Deirdre Haywood-Rouse in 2018, two staff members at the University of West Georgia.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

Drake, J., Carter, T., & Buth, V. (2017 July). Enriching University of West Georgia Preservice Teachers Preparations through School and Community Partnerships. Poster presentation at the Noyce Summit, Washington, DC.

Gaquere, A. 2017. Enriching University of West Georgia Pre-service Teachers Preparations through School and Community Partnerships. Southeast Regional Robert Noyce Conference, Mobile, AL.

Harrison, R., Insenga, A., & Giebeig, H. (2017). Inquiry-Based Learning: Partnering to Increase Student Engagement. In R. Harrison & J. Galle (Eds), Teaching, Pedagogy, and Learning: Fertile Ground for Campus and Community Innovations. Vol. I (pp. 91-115). Baltimore, MD: Rowman and Littlefield.

Insenga, A. (2017, July 12). YA in the Wild: Building Literacy through Humanities-Based Service Learning Projects. [Blog post]. Dr. Bickmore's YA Wednesdays. <http://www.yawednesday.com/>.

Morris, J. (2017). Group presentation on Service Learning. Society for Photographic Education + Think Tank, Penland, NC.

Parsons, T. (2017). Community Engaged Scholarship: Experiences and Encouraging Student Participation. Georgia Sociological Association, Cordele, GA.

Wise, D., Schuessler, J., Cody, L., & Davison, D. (2017 June). Lessons Learned in Designing and Implementing a Mission Focused Study Abroad Course. *International Journal of Studies in Nursing*, 2(1).

Edelman, A.J., & Edelman, J.L. (2017). An inquiry-based approach to engaging undergraduate students in on-campus conservation research using camera traps. *Southeastern Naturalist* Vol. 16 (pp. 58-69).

Hong, J. E. (2017). Designing GIS learning materials for K-12 teachers. *Technology, Pedagogy and Education*. Vol. 26(3) (pp. 323-345).

Baylen, D., Hendricks J., Cook A., & Thomas K. (2017, February 2-4) SMART Professional Development for Elementary Teachers on Georgia's Ecosystems. The 2017 Georgia Science Teachers Association Conference. Stone Mountain, GA.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

Brandenburg, G. (2017). Implementing a Community-Clinical Linkages Initiative—Results from a Patient Referral Program in Rural Georgia. American Public Health Association Annual Conference, Atlanta, GA.

Dixon, E.(2017). The Great Escape: Drawing at the Town Square. Presentation at Foundations in Art: Theory and Education, Kansas City, MO.

Diaz, J. (2017). Intersectionality and Public Health. Southern Anthropological Society Conference, University of West Georgia, Carrollton, GA.

Diaz, J. (2017). Social determinants of health: Policy implications of a collaborative Photovoice project. American Public Health Association Conference, Atlanta, GA.

Gezon, Lisa. (2017). Public Anthropology: Discovering the Impacts of a Bicycle-Pedestrian Trail in Carrollton, GA. Southern Anthropological Society, Carrollton, GA.

- Gezon, L., & Diaz, J. The Promise and Challenge of Validity in Community Engaged Scholarship. Engaged Scholarship Consortium, Birmingham, AL.
- Parsons, T. (2017). University to Middle-School: Combining Scholarship and Service. Georgia Sociological Association, Cordele, GA.
- Wentz, E., Vito, A. (2017). Physical agility validation study-Phase 1. Submitted to Sandy Springs Police Department, Sandy Springs, GA.
- Mehdi, M.R., Arslan, M.H., Gazder, U., Kim, M., Seong, J.C., Namdeo, A., Chang, S.I. (2017). Who is the bigger culprit? Studying impacts of traffic and land use on noise levels in CBD area of Karachi, Pakistan. *Environment, Development and Sustainability*, <https://doi.org/10.1007/s10668-017-9941-9>.
- Sprayberry, T.R., & Edelman, A.J. (2017). Den-site selection and use by eastern spotted skunks in the southern Appalachians. *Journal of Mammalogy*, <https://doi.org/10.1093/jmammal/gyx168>
- Edelman, A.J. (2017). Habitat selection and survivorship of eastern spotted skunks in the Talladega National Forest, Alabama. Final Report. Alabama Department of Conservation and Natural Resources. 12 pp.
- Payne, G. (2017). Laboratory Evaluation of Selected Insecticides on Field-Collected Populations of Bollworm and Tobacco Budworm. Georgia Cotton Commission/Cotton Incorporated Report.
- Seong, J. Annual Report, StateView Program Development and Operations for the State of Georgia, 27 pp.
- Chowns, T.M., & Kath, R.L. (2017). A review of ore deposits in the Cartersville District, Bartow County, Georgia, including related deposits in Polk and Floyd Counties. In R.L. Kath, & D.S. Sneyd, (Eds.) *Repurposing and Aggregate Quarry for Raw Water Storage in Metro-Atlanta and the Origin of Barite at the Emerson Mine, Cartersville Mining District*. 68th annual field trip of the Highway Geology Symposium, Marietta, GA (pp. 37-46).
- Kath, R. (2017, May 1-4) Guidebook Editor: *Repurposing and Aggregate Quarry for Raw Water Storage in Metro-Atlanta and the Origin of Barite at the Emerson Mine, Cartersville Mining District*. 68th annual field trip of the Highway Geology Symposium, Marietta, GA, p.62.
- Kath, R. (2017). Geologic Characterization along the City of Atlanta Raw Water Tunnel alignment, Fulton County, Georgia. In R.L. Kath & D.S. Sneyd (Eds), *Repurposing and Aggregate Quarry for Raw Water Storage in Metro-Atlanta and the Origin of Barite at the Emerson Mine, Cartersville Mining District*, 68th annual field trip of the Highway Geology Symposium, Marietta, GA (pp. 1-16).
- Patron, H. & Smith, W. (2017 Jan.) The Revenue Impact of the Selective Elimination of the Georgia Corporate Net Worth Tax.

D. Community Engagement and other Institutional Initiatives

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

D.1.1. Please describe and provide examples:

Recognizing that UWG's diverse student body and resources are uniquely positioned to engage cross-culturally with our surrounding communities, we are deliberate about partnership relationships that align diversity and inclusion with our community engagement efforts and ensure that all our outreach programs support the UWG value of inclusiveness. Implemented primarily through the work of the Center for Diversity and Inclusion (CDI), but also through various other university collaborators, our diversity and inclusion work engages community partners, faculty, and students through service and social justice, and enriches the community by providing varied educational programs and community-supported initiatives. We cite the following as examples.

Programs: CDI organizes a number of open and free signature events in collaboration with many community partners, including the following:

- The Village Youth Summit Back to School Rally - an annual community event for Carroll County geared towards secondary students.
- The annual Dr. Martin Luther King, Jr.'s Week of Celebration featuring a community parade, a day of service, and a keynote lecture.
- The Global Hunger Banquet - an annual event about the causes and effects of chronic hunger on our campus and in our communities.
- The annual World Festival - aiming to bring the world to our local communities.

Presentations: Leveraging UWG assets to address the needs of the larger community, the Center's staff provides training and support to community organizations, businesses, and local governments, such as:

- The Center's Staff collaborated with community and county officials in the proclamation of The N.I.C.E. Initiative (Neighborly Inclusive Committed to Everyone success) last December. A N.I.C.E council is being formed for implementation.
- Protect Our Pack's Blue Mocktail's Town halls-- a collaboration with the local police forces to host discussions between students and local law enforcement officials each semester.
- UWG launched an anti-bias training campaign to eliminate negative bias that includes local businesses and partners working along our faculty and staff.

Faculty are further supported in their works aligning diversity and inclusion with community engagement.

- For example, one of CDI's current Faculty Resident Scholars is working on a project to give the emerging Carrollton Latino community a voice through storytelling that will be turned into an exhibit and eventually into a book of stories and artworks.

Students:

- Through experiential events, special events, trainings, presentations and workshops, students have opportunities to become competent interacting among a variety of cultural and identity groups, including their own and that of our local communities.
- UWG has more than 150 student organizations, with nearly half being identity-based. Our identity-based student organizations serve as mentors/big sisters/big brothers to local youths, take part in community clean-up days, and perform a variety of service to the communities, thus extending access to our diverse resources well beyond the college campus and across the region.

D.2. Is community engagement connected to efforts aimed at student retention and success?

Yes

D.2.1. Please describe and provide examples:

At UWG, retention and student success extend beyond the classroom and campus into the local community. Such extension creates an engagement opportunity for students and allows them to see the larger picture of how the institution and individual students are connected to the broader community. Beyond the academic experience of civic engagement and experiential learning, the programs and services in which students participate help to develop them holistically through out-of-class involvement. Such high impact practices include:

- Two annual Community Involvement Fairs, which bring community partners on campus to meet students and recruit volunteers.
- The Big Event: 400+ student volunteers engaged wide-ranging community projects, a university-wide service day for the community
- Give Back Days: day of service for local community/in-county service partners
- Pre-screening by the Center for Student Involvement of students interested in volunteering with Tanner Health System to be sure they will meet Tanner's requirements and understand the nature of the experience, thus improving the chances for a meaningful experience
- Alternative Spring Break trips: week-long service projects in the region
- Graduate Assistant in Volunteer Programs gets direct experience in community engagement.
- A Co-curricular Transcript that tracks service via OrgSync
- A Community Health & Wellness Living Learning Community
- An Outdoor Recreation & Leadership Themed Learning Community that partners with community members on projects

UWG uses our federal grants to help students engage in the community through experiential employment to enhance career goals while benefiting the community. Through the America Reads America Counts (ARAC) and West Community Student Engagement (WCSE) grant programs, UWG facilitates the employment of approximately 50 students at 35 community organizations and schools in Carrollton and the surrounding area. Examples of community organizations and participating schools include Carrollton City Schools, Boys and Girls Club of Carrollton, West Georgia Regional Library, Sharp Creek Elementary, Newnan High School, Carrollton Senior Center, Housing Authority of Newnan, and the Villa Rica Library. UWG students working under these programs have indicated greater levels of college satisfaction and major choice satisfaction and must maintain a minimum GPA of 2.50.

Research confirms engagement in the university and community enhances students' success, including retention and graduation. These programs are high impact practices with a history of increasing engagement in the community, creating stronger partnerships with agencies and non-profits, and enhancing retention. Our practices have resulted in a high return rate of community partners and student volunteers.

Recognizing the role of parents in students' college choices (especially for first-generation students), UWG has parent programming concurrently with New Student Orientation. As a direct result of participation by university leaders in the 2015 Engagement Academy for University Leaders, we moved a parent event downtown to the Carrollton Center for the Arts to encourage parents to experience the community.

In 2015 Dual Enrollment policies and processes were revised and communication with local high schools was improved, resulting in an increase of dual enrolled students from 324 to 680 by 2017. This allows students to accumulate substantially less debt, important for students with our demographic profile.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

No

D.3.1 Please describe and provide examples:

Although the IRB at the University of West Georgia does not provide different guidance for researchers regarding human subjects protections that is specifically for community-engaged research, there are policies and training in place for research regarding human subjects in general that are applied to community-engaged research. All researchers and key contacts who perform research on human subjects must complete Collaborative Institutional Training Initiative (CITI) training modules to ensure they understand all policies related to their research. CITI defines a human subject as a living individual about whom an investigator conducting research obtains data and identifiable private information, which includes individuals on and off of the campus. In addition to these guidelines, The Code of Federal Regulations stipulates that the members of the IRB be able to take community attitudes into consideration when reviewing potential studies. In the section of the federal regulations that pertains to membership (45CFR46.107), the following policies are laid out pertaining to the community voice:

“(a) Each IRB shall have at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB shall be sufficiently qualified through the experience and expertise of its members (professional competence), and the diversity of its members, including race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects.

(c) Each IRB shall include at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution.”

As an example, the Director for the College of Social Sciences Center for Research goes through CITI training and submits an IRB application that discloses how his research will affect human subjects and what he plans to do in order to minimize risks and to stay within ethical boundaries with his research. He then responds to any comments from the IRB reviewers. All identifiable data is kept confidential when the results are published. This process is required for any faculty or staff member on campus who does research involving human subjects.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

UWG currently has federal funding that directly engages the community. Examples from our Office of Research and Sponsored Projects include a professor of Mathematics who has been awarded an NSF CAREER grant, which addresses underrepresented minorities in mathematics fields. His research impacts underrepresented minority students in both mathematics and mathematics education. It does this in the content of the research, the reach of the findings, and in the direct impact on students, both undergraduate and graduate, involved in his project. As a result of his work with this grant, he has worked with 100 Black Men of Atlanta, an organization seeking to establish a chapter in the West Georgia region to empower men in the area. His research led him to join as a charter member of this chapter, which will come to fruition in 2019. Note that although “Black Men” is in the title of the organization, they mentor and support students beyond this racial-gender demographic.

A professor of English and Philosophy has been awarded an NEH Advancement grant that is focused on growing the English department's undergraduate research journal, LURe. This grant supports students--both undergraduate and graduate--working on the journal in editorial capacities. Further, it supports the broadening of reach of the journal, supporting participation by undergraduates both nationally and internationally to travel to UWG to present at the annual conference that highlights the research of the students who have published in the journal. This event is open to the public, and LURe issues are available to the public as well. Additionally, this grant is a challenge grant, meaning that members of the UWG community have helped support it by raising money that NEH matches in order to run the program. This program is truly a collaborative project with the larger UWG and west Georgia community.

D.5. Does the institution encourage and measure student voter registration and voting?

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

The University of West Georgia encourages student voter registration and ballot participation, primarily through the American Democracy Project (ADP) campus program. ADP specifically seeks to build civic engagement and leadership skills in college students through a multi-campus initiative coordinated by the American Association of State Colleges and Universities. The Political Science Department plays an active role in this process, not only by encouraging students to register and vote, but by serving as the campus' central coordination point for all student voter registration drives. All entities wishing to register students to vote on the UWG campus are required to go through the Administrative Assistant in Political Science to arrange a time and place for the registration table. The Administrative Assistant also reports to the Carroll County League of Women Voters to provide off-campus groups the opportunity to visit campus for purposes of student registration.

Beyond registration, ADP also provides opportunities for potential voters to become informed citizens in preparation for voting. ADP, academic departments across campus, the Ingram Library, and student organizations such as Student Government and the Political Science Club convene and sponsor events including candidate debates on campus, ideological discussions of political topics, and panel discussions on topics and candidates during election campaigns. Faculty regularly give public presentations and provide quotes to media (both on-campus and off) about election campaigns and use those opportunities to encourage student voting.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

Political Ideologies Panel: The Political Science Club partnered with Young Americans for Liberty, the College Republicans, Young Democrats, and UWG Debate to host the event, which included four panelists representing ideologies across the political spectrum who engaged in a discussion about various public policies and how their respective ideological approach would respond.

Public Debates:

UWG Debate hosted a public debate in the Fall 2017 semester in which two experts on health care policy were brought to campus to debate national health care. In Spring 2018, UWG Debate hosted a public debate in which students debated multiple topics all within the larger subject of social protest. Each of these debates drew a crowd in excess of 250.

Deliberative Dialogues: The student organization, Young Americans for Liberty, along with UWG Debate, have hosted multiple open forums at which facilitated discussion among the audience occurred on such topics as gun control and police brutality.

In addition to these events, UWG also sponsors students who compete in Ethics Bowl, a competition in which students engage in discussions over ethical dilemmas faced within societies. Additionally, UWG is hosting an Ethics Bowl competition for high school students this semester.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?

Yes

D.7.1. Please describe and provide examples:

Launched In 2014, the Southwire Sustainability Honors Program is the only one of its kind in the U.S. Participating UWG students complete a BBA in Economics, Finance, Management, Marketing, or Real Estate; an MBA; and a Certificate of Sustainability in only four years. The program includes traditional coursework, service learning, and other experiential learning.

Southwire, headquartered in Carrollton, is North America's leading manufacturer of wire and cable used in the distribution and transmission of electricity. Businesses face a fluid and changing landscape, shaped by a variety of factors from shifting market conditions to evolving tastes and technologies to developing customer needs. Today's companies must ensure they meet these challenges in a sustainable manner that is focused not just on profit, but also on social, environmental, and ethical responsibility. Thus, the next generation of workers needs to meet these challenges head-on as well. That's what this program is all about—preparing students to lead thriving businesses focused on the next generation, not just the next earnings report.

Students learn traditional business practices through Southwire's sustainability tenets of Building Worth, Growing Green, Living Well, Giving Back, and Doing Right. Instructors weave these ideals into lectures, assignments, projects, and experiences, both in the classroom and in real applications as students work alongside members of the Southwire team. As they build experience in sustainable business practices, students create positive impacts reaching the university, the factory floor, the community, and within themselves.

Coursework includes Environmental Law, Environmental Economics, International Marketing/Study Abroad, Economics of Sustainable Development, Energy and Sustainability, and Sustainability in Accounting. Students participate in four Project GIFT volunteer events (that respond to local needs and natural disasters throughout the region), develop and deliver life skills presentations for 12 for Life students (a program that allows at-risk high school students to work while getting their diplomas in a structured business/education environment), work with the Sustainability Community Advisory Panel to foster communication on environmental matters, measure Southwire employee engagement and develop plan for communicating results, study other companies' health/wellness programs and create implementation plans for recommendations, participate in a two-semester internship divided between operations and commercial to develop a knowledge of how the two work together, and plan and develop a life-cycle project for the university campus.

An example of a student project is Carrollton's Bike Share Program. Students were given an open directive to create or improve a wellness program for Southwire employees for \$20,000. They proposed the Bike Share program, which was ultimately created and co-sponsored by Southwire, Tanner Health System, and UWG. The program has 10 stations along the Carrollton GreenBelt, each with 20 bikes available for rent. Southwire, UWG, and Tanner employees can use their company ID cards at the stations, while Carrollton residents and visitors can swipe a credit card. UWG students have the option of paying per ride, with the first hour being free and paying \$3 for every additional hour for the bike. Students also have the option to pay for monthly or yearly passes.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about re-framing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

Outreach	Selected	Description
Learning centers	Yes	<p>The College of Education's Comprehensive Community Clinic (CCC) is an educational training facility for UWG students, both undergraduate and graduate, to apply the skills and knowledge gained during their academic studies in a highly supervised clinical environment. Services are offered in: Speech-Language Pathology, Counseling, Tutoring, as well as community outreach projects. They have clinic locations at the UWG Carrollton Campus, the West Georgia Technical College Waco Campus in Haralson County, and Heard County Elementary School, as well as offering Math Clinics at Elm Street Elementary School in Newnan, conducting hearing screenings for the Carroll County School System. The community can receive services at minimal costs, while also allowing UWG students to receive training and applicable experience to complement their studies. Tutoring to the community is available through their Literacy Lab and Math Lab. The Literacy Lab provides services in reading and writing for students in grades K-12 as well as adults. The Math Lab provides tutoring services to students in grades K-5 by early childhood education majors in their senior year of school.</p>
Tutoring	Yes	<p>As a result of conversations among members of the CCEC, a tutoring program was established and began January 25, 2019, with the local K-12 school systems in partnership with UWG. 30 UWG students majoring in Elementary Education, Speech-Language Pathology and Special Education were hired as tutors for students in local schools. Four schools are involved in the pilot program: Carrollton City Elementary, Carrollton City Middle School, Sharp Creek Elementary and Glanton Hindsman Elementary. The tutors were divided among the four schools and received a UWG orientation as well as an on-site orientation at each school. The tutors at Carrollton City schools focus on literacy instruction and receive specialized training. The County tutors provide instruction in both literacy and mathematics and work in classrooms with designated teachers. Each school site has a designated individual that supervises the tutors. This is a true partnership with mutually beneficial aspects for each party. Each school system contributed \$5,000, and UWG provided a stipend for the Milestone Tutoring Coordinator and manages all Human Resources aspects of the program.</p>
Extension programs	No	

Non-credit courses	Yes	UWG Continuing Education delivers courses to anyone 18 years or older. Courses are taught by faculty, staff, community members, or UWG partners and are instructed in Carrollton, Newnan, online, and at other off-site locations. Offerings include professional and personal development topics such as business training, photography, CNA courses, and much more.
Evaluation support	Yes	The College of Social Sciences' Center for Research offers evaluation support services on data analysis and visualization as well as survey research. Clients for the Center for Research include those on campus as well as within the surrounding communities. The Data Analysis and Visualization lab offers data analysis, program evaluation and assessment, data consultation, preparation and cleaning, market analysis, GIS mapping, and report preparation. The Survey Research Center provides services on survey and questionnaire design, data entry and coding, qualitative and quantitative data analysis, report writing and generation, and types of surveying that can be used when performing research.
Training programs	Yes	"Greystone University" provides a variety of professional and career development courses to Greystone Power employees. Courses are led by UWG instructors and are conducted on-site at the Greystone Power facility in Douglasville, GA on a monthly basis. Course selections include Conflict Resolution, Emotional Intelligence, Basic Computer Skills, Business Writing, Team Building & Team Dynamics, Learning to listen, and more.
Professional development centers	Yes	The UWG Small Business Development Center (SBDC) is part of the Richards College of Business and is one of 17 centers in the Georgia SBDC network. The center provides professional development consulting to companies seeking management, marketing, and financial advice free of charge. The UWG SBDC serves Carroll, Coweta, Douglas, Haralson, Heard, and Polk counties. Through their consulting, they become aware of the challenges and issues which small businesses in our community endure and in turn, develop training tools as a response.

<p>Career assistance and job placement</p>	<p>Yes</p>	<p>The Office of Career Services assists students, faculty, staff, alumni, and employers who are looking to recruit UWG students. In partnership with Career Services, the Office of Community Engagement manages the Dual Career Opportunities Program (DCOP) for the spouses/partners of prospective faculty/staff who are new or currently being recruited by UWG. This program does not guarantee a career placement but assists the client with customized resources for their career search, whether it be posting searches, interview preparation, resume/cover letter assistance, or other career counseling. The Office of Community Engagement serves as the main contact for job searches and any questions the client may have during the search process, while Career Services works with each client on resume and cover letter critique, as well as career counseling and assessment.</p>
<p>Other (please specify)</p>	<p>Yes</p>	<p>The West Georgia Non-Profit Network (WGNPN) was created in 2015 for the purpose of strengthening the non-profit community through professional networking, leadership development, and information sharing. The Office of Community Engagement is the administrative home for the network, with support from other relevant campus offices. The WGNPN has a workgroup, which serves as a steering committee to make decisions as well as to update and approve the network's purpose and goals every two years. There are currently 91 member organizations and 143 individuals on the listserv.</p> <p>The Carrollton-Carroll County Education Collaborative (CCEC) was ignited in 2014 when leadership from the University of West Georgia, West Georgia Technical College, local K-12 school systems, the Carroll County Chamber of Commerce, and the community all came together for the first meeting as a response to the Governor's High Demand Career Initiative and the Complete College Georgia effort. Since the first meeting, the CCEC has committed to assuming the shared responsibilities of fostering change, achieving coherence in curriculum and promoting success for students past high school graduation. Since its formation, the collaborative model has been expanded into four additional counties: Coweta, Douglas, Haralson, and Heard; thus, as a whole forming the Education Collaborative.</p> <p>Other great community partnerships include the College of Social Sciences State of Community event, the West Georgia STEM Fest hosted by the College of Science and Mathematics, and the Economic Forecast Breakfast hosted by the Richards College of Business.</p>

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings		<p>The College of Arts and Humanities, including the School of the Arts, offers opportunities and programming specifically aimed at drawing on the interest and needs of our wider community. For many years, we have had performances and exhibitions on campus that are open to the public. In recent years, as a result of consulting with community partners, we have moved many events off campus, including concerts at the Carroll County Schools Performing Arts Center. In Spring 2018, the Theatre department ended their season with a children’s show produced at Carrollton Center for the Arts. In 2018-2019, the opening gallery showing of the biannual faculty exhibit was held for the first time at the Carrollton Center for the Arts.</p>
	Yes	<p>The Other Night School, a collaborative effort of eight campus departments, two businesses, and an advisory board of community members, is a lecture series with the goal of resurrecting the notion of the public intellectual. In three years it has evolved from semesterly salon-style gatherings in the homes of School of the Arts patrons to a lecture series featuring eight different professors in four different locations in Carrollton, Newnan, and Serenbe, and it is now fully funded by community businesses and charitable trusts. We have begun to target certain audiences now and so can reach a wider swath of citizenry. For example, our lectures at The Carnegie Library in Newnan seek to link topics with the local high school reading lists. The last talk there on The Odyssey was attended by more than 150 people, many of whom were high school students. This reinforces the bonds between community and university, yes, but also—and perhaps more crucially—between the work done by high school teachers, many of whom are our own graduates and our institution.</p>

Athletic offerings	Yes	<p>The Athletics Department has welcomed community attendance at athletic events for many years. Athletic Department staff work with the various high schools and recreation departments to provide any guidance or support needed for their athletic programs, including helping them identify prospective coaches. In 2011, we began working collaboratively with local high schools to create the annual Kick-off Classic, a preseason football game between two local high schools held on campus at University Stadium. The event helps to increase the visibility of area schools and provides an opportunity for our community to visit our campus. With the relatively low college attainment level of population in Carroll and surrounding counties, this exposes some high school students and their families to a university environment for the first time, thus decreasing the potential intimidating factor of visiting campus, which may increase their likelihood of enrolling at a later date. UWG Athletics staff provide support for the event including planning, ticketing, stadium operations and security.</p>
Library services	Yes	<p>Ingram Library's Penelope Melson Society, founded in 2008, supports the library and assists in bringing culturally enriching programs to the university and regional community. Through nationally-acclaimed exhibits, literary events, lectures, performances, and information access education, the Melson Society enhances university program opportunities and helps share the resources of an academic library with the surrounding community.</p> <p>For example, the Spring 2017 Exhibit, Jackie Robinson: Baseball & Civil Rights Pioneer, included two community presentations: Racism in the Era of Jackie Robinson and Jackie Robinson – His Life and Legacy. The Fall 2018 American Soldiers Exhibit included the community presentation, American Soldiers in the Great War.</p> <p>The local community also makes extensive use of the library's archives documenting local history. For example, the Carrollton Civic Woman's Club used the records in Fall 2018 to prepare a program celebrating their 50th anniversary of service to the community, state, nation, and world.</p>

Technology	Yes	<p>The College of Science and Math, in collaboration with the College of Education, the Division of Information Technology, and GreenCourt Legal Technologies sponsors an annual Hackathon event for high school students. Students use the MIT App Inventor to learn to design and develop applications that help to build a better community. Specific topics are presented by community members the day of the event. Students then work in teams, assisted by professional mentors, to implement their own apps, and the day closes with an exhibit where all teams showcase their work. Students who do not have their own laptop or mobile Android device can use university computers and share mobile devices with other team members.</p>
		<p>In 2018 students addressed bullying and suicide prevention through the use of visual storytelling. This process included idea formation, outlining, storyboarding, animation and programming for use on a mobile device. More advanced students made their stories interactive, with multiple choices and possible outcomes. The project, "Under Pressure," earned the top prize for computing excellence, with a game showing how a bullying victim tried to dodge negative signs while grabbing positive signs,</p>
		<p>GreenCourt project manager Becca McCorkle explains that "The Hackathon is a microcosm of what we do at GreenCourt, We start with the problem, try hard to understand the factors that are negotiable and those that are not, experiment with solutions and test everything based on how well we help people move over, through and around the problem at hand."</p>

Faculty consultation	Yes	<p>The College of Social Sciences Center for Research (COSS CFR) offers research and evaluation consultation and services for stakeholders both on campus and within surrounding communities. While the center specializes in program evaluation and the design and implementation of research projects to assist regional government agencies, non-profit organizations, and K-12 schools, the scope of stakeholders served can be as broad as the existing need. In 2018, the Community Foundation of West Georgia contracted with the COSS CFR to evaluate grantees' programs toward helping CFWG make informed decisions about renewing funding for grantees. The COSS CFR's evaluation services were paid, but the relationship between the COSS CFR and CFWG is evolving and growing in its mutual benefit. Through this contract, the COSS CFR is learning more about regional non-profit organizations by working with these grantees to discuss an appropriate evaluation of their programs; and the evaluation (and other research) services of the COSS CFR gain visibility to other regional stakeholders. The Center is directed by Winston Tripp, Associate Professor of Sociology.</p>
		<p>iCARE is an ongoing collaboration between the College of Education and YMCA Early Childhood Development Co., LLC Head Start and Early Head Start of Atlanta (YMCA ECDC), coordinated by Katherine Green, Assistant Professor of Literacy and Special Education and involving other faculty and students. YMCA ECDC approached UWG because they were concerned that they 1) were not appropriately identifying children with disabilities, 2) needed professional development for teachers on disabilities, and 3) wanted to support families in terms of having children with disabilities. UWG faculty consult with YMCA ECDC on planning and provide screening, professional development, and family education centered on academic, social, and emotional support for educating children with exceptionalities.</p> <p>The Center for Business and Economic Research, under the leadership of W.J. Smith, Professor and Chair of Economics, regularly consults with community members. The center sponsors an annual Economic Forecast Breakfast for community and business leaders from six counties to share information from campus and national experts about national, state, and local economies. Examples of consulting in the past year include working with the Georgia Department of Audits in Atlanta to conduct an economic impact of the Georgia Movie Tax Credit; working with state legislators to update and expand the fiscal impact of changes to the TAV-T (the replacement for the motor vehicle ad valorem tax); providing information regarding housing for the Heard County Chamber of Commerce; and providing information regarding empty lots for the Haralson County Chamber of Commerce.</p>

Faculty consultation	Yes	<p>Other examples of individual faculty consultation include:</p> <ul style="list-style-type: none"> -Burton, James - Management Leadership Academy, Carroll County Chamber of Commerce -Council, Morris - Atlanta Technical College General Education Development Division. -Drake, Jill - Douglas County Schools. -Evans, Georgia - Bremen City Schools. -Harrison, R. - local schools on Replicating the STEAM model. -Mayes, Brent - Newnan Kiwanis Club. -McKendry-Smith, Emily - LaGrange Thread Trail -Schuessler, Jenny- Selected by Nurse.org to contribute to "35 Leaders in Nurse Education Share Their Best Advice for Getting Hired."
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E.1. Partnerships

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

Carrollton-Carroll County Education Collaborative (CCEC)

1.1. Project/Collaboration Title: Carrollton-Carroll County Education Collaborative (CCEC)

1.2. Community Partner:

Dr. Scott Rule, West Georgia Technical College President;
 Daniel Jackson, Carroll County Chamber of Commerce;
 Dr. Mark Albertus, Carrollton City Schools Superintendent;
 Mr. Scott Cowart, Carroll County Schools Superintendent
 Mr. Daniel Jackson, President, Carroll County Chamber of Commerce



1.3. Institutional Partner:

Dr. Melanie McClellan, Mr. Russell Crutchfield, Dr. John Green

1.4. Purpose of this collaboration:

Addresses UWG Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations). The CCEC is a community-based approach for P-16 student success in the West Georgia region with the ultimate goal of increasing opportunities for students by leveraging the support mechanisms provided by community partners to either enroll in higher education, enlist in the military, or become employed in a meaningful career within four years of high school graduation. This leveraged support can come through multiple avenues, including but not limited to: assisting in meeting financial gaps with program deliveries/executions, providing access to area/topic experts in the community and at large, and supplying critical tools needed for research, assessment.

1.5. Length of Partnership: 5 years

1.6. Number of faculty involved: 16

1.7. Number of staff involved: 17

1.8. Number of students involved: 9



1.9. Grant funding, if relevant: As a result of the collaboration among the entities involved in the CCEC, there was \$73,762 received in grant funding for four special projects in fiscal year 2018. Of these grants, two went to the university and two went to other CCEC partners.

1.10. Impact on the institution: The CCEC is directly aligned with the University's Engage West! Initiative and provides opportunities for meaningful engagement at multiple levels. The institution has formed and is sustaining invaluable relationships with the education entities in our region as well as local community and business leaders. The two public school districts (city and county) have not had a strong history of collaboration as they compete with each other for students, resources, recognition, and athletic victories. Similarly, the university and the technical college do not have a strong history of collaboration because they also compete with each other for resources (such as donor support), recognition, and for some students. With the advent of the CCEC, for the first time the university, technical college, city school district, and county school district are all working together to break down barriers and build bridges to reach everyone's ultimate goal: student success. Student enrollment and retention rates have increased, in part from streamlining dual enrollment processes in support of the CCEC goal to provide opportunities to equip students to enroll in higher education after high school graduation. Faculty and staff involved in this collaborative partnership are able to work with faculty and staff from other entities, which broadens their outlook and increases the impact on our students.

1.11. Impact on the community: Through this collaborative approach, community partners have also created invaluable relationships with entities that have the same values and goals. The CCEC has opened the door for these organizations to communicate with each other and understand what each other does and the resources they can provide. Opportunities have been created for students that might not have otherwise been realized without the understanding of available resources. Community partners are being involved and informed on educational issues as the CCEC members cooperate to overcome barriers to student success. More than 200 community members come together for an annual summit to hear about what the CCEC is doing as well as learn about important issues that the CCEC prioritizes. Some examples of community impact programs include expanding outreach to new parents through partnership with Tanner Health System, educating parents on the importance of reading to children in partnership with Ferst Readers of Carroll County, providing literacy and mathematics remediation for students in local school districts by UWG student teachers and in-service teachers from the local schools, partnering with the Carroll County Chamber of Commerce on an annual 8th Grade Career Expo that allows current 8th graders from many local schools to explore career options, and bringing national experts to train K-12 teachers on administering financial literacy curriculum to their students.

Power Up for 30 Certificate Program

1.1 Project/Collaboration Title: Power Up for 30 Certificate Program

1.2. Community Partner (and email contact information for community partner):

Christi Kay, HealthMPowers;

Therese McGuire, GA DOE

1.3. Institutional Partner: Dr. Brian Mosier

1.4. Purpose of this collaboration: Addresses UWG Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations).

Early Childhood and Physical Education Majors have the opportunity to design and implement activities in schools in an effort to promote a physically-active lifestyle to students and faculty in the K-12 environment. This model, known as a comprehensive school physical activity program, focuses on the whole of school approach. The goal of Power Up for 30 is for students to get 30 minutes of physical activity daily, outside of physical education. This goal is supported by the Georgia Department of Public Health and the Georgia Department of Education; however, it remains difficult for schools to find time for physical activity. This whole-of-schools approach helps schools figure this out. Since its inception in 2013, it has been researched and now published as an evidenced-based program that makes multiple positive contributions to the K-12 school climate.

1.5. Length of Partnership: 3 years

1.6. Number of faculty involved: 2

1.7. Number of staff involved: 1

1.8. Number of students involved: 100

1.9. Grant funding, if relevant: No grant funding.

1.10. Impact on the institution: UWG faculty have presented multiple times on the effectiveness of this model, as well as published research. Students receive a certificate of completion; this certificate is also noted on their official transcript. Other institutions see the importance and cost-savings of this model, and it also creates excellent visibility for UWG. To this date 100 UWG Early Childhood and Physical Education majors have been trained in Power Up for 30. Due to UWG faculty being involved in the design and implementation of Power Up for 30, our students have benefited from our partners allowing us to use the Power Up for 30 materials with our pre-service teachers. Our pre-service teachers are in hundreds of schools, and our students are the only students in the state that have this specific partnership with state organizations and are seen as highly qualified for employment upon graduation. Lastly, UWG's newly renovated Wolf Wellness lab will provide additional opportunities for faculty and undergraduate research in this area.

1.11. Impact on the community: When UWG students are trained and certified in Power Up for 30 it generates significant cost savings for the state. Many of our pre-service teachers (students) are employed in K-12 schools all over Georgia. Rather than the state having to spend professional development dollars on the Power Up for 30 training, our students learn how to design, implement, and evaluate comprehensive school physical activity programs before graduating. This model is implemented in well over 800 Georgia K-12 schools. When K-12 students and faculty learn strategies to become more physically active, research shows many positive effects, including better on-task behavior, better cognitive function, and less absenteeism. Longitudinally, this leads to a healthy lifestyle outside of school and prevents the many sedentary behaviors that lead to disease such as diabetes, heart failure, and cancer.





West Georgia Non-Profit Network (WGNPN)

1.1 Project/Collaboration Title: West Georgia Non-Profit Network (WGNPN)

1.2. Community Partner (and email contact information for community partner):

Kim Jones, President of the Community Foundation of West Georgia
Cathy Robinson, Program Coordinator, Mentoring Village,
Taylor Key, Carroll EMC,

1.3. Institutional Partner: Amanda Wright

1.4. Purpose of this collaboration: Addresses UWG Strategic Imperative #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations). The purpose of the West Georgia Non-Profit Network (WGNPN) is to strengthen the non-profit community in Carroll, Haralson, and Heard Counties through professional networking, leadership development, and information sharing. UWG manages a listserve and chairs a work group to lead this effort.

1.5. Length of Partnership: 3 ½ years

1.6. Number of faculty involved: 1

1.7. Number of staff involved: 4

1.8. Number of students involved: 2

1.9. Grant funding, if relevant: \$1,500 was granted to WGNPN plus \$34,500 to administer Standards for Excellence courses/training by the Alice Huffard Richards Fund in Fiscal Year 2018.

1.10. Impact on the institution: The UWG Office of Community Engagement maintains an up to date database of local non-profit organizations (currently numbering 91) through this network and encourages campus departments to refer to the Office of Community Engagement for this list rather than trying to duplicate efforts to maintain a separate list. Also, the University maintains a strong relationship with its community partners through this program by organizing developmental topic discussions. This includes communication about each event, reserving a location, and recruiting an expert on the subject to speak. UWG is also able to use this platform to discuss best practices for managing volunteers and service learning opportunities, making the experience much more meaningful for our students and, in return, organizations more willing to host students from UWG.

1.11. Impact on the community: The UWG Office of Community Engagement provides the organizational structure and guidance for the WGNPN, thereby ensuring sustainability of the network and alleviating the administrative work from the already overloaded non-profit organizations. Local non-profit organizations benefit through networking and information sharing at events, workshops, and meetings. The WGNPN sets up developmental and informational sessions when a common need arises among organizations. The WGNPN work group organizes an annual half-day networking conference with developmental sessions and networking opportunities for the member organizations. The attendance for this event typically includes around 60 non-profit leaders from the region. WGNPN member organizations have access to a listserv where they can ask other non-profit leaders questions or advice or share information and opportunities. This listserv is managed and monitored by the UWG Office of Community Engagement.

Additionally, 10 member organizations are participating in a roughly 18 month training experience, facilitated by the Assistant Director of Community Engagement, with the support of the Community Foundation of West Georgia, to apply for National Standards for Excellence recognition. The grant funds from the Alice Huffard Richards Fund support the supplies needed plus the application fees for all 10 organizations. This process has required each organizational leader to look at his/her current infrastructure, including the governing body, and create policies and procedures where necessary to strengthen the organization as a whole which improves the sustainability and effectiveness of the organization. Topics in the training include but are not limited to: board member responsibilities and onboarding, mission and vision, strategic plans, human resources, and financial and legal accountability. Having this recognition and going through this process of improvement will open the door for these organizations to secure future grant funding.

Southwire Sustainable Business Honors Program

1.1 Project/Collaboration Title: Southwire Sustainable Business Honors Program

1.2 Community Partner (and email contact information for community partner):

Ashley Bush, Southwire

Kelley Park, Southwire

1.3 Institutional Partner: Richards College of Business

1.4 Purpose of this collaboration: Addresses UWG Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations), and #4 (Operational Success: Effectiveness and Sustainability).

To help train future leaders who understand both the imperatives of sustainability and the fundamentals of the business world, the University of West Georgia Richards College of Business and the Southwire Company collaborated to create the SSBH program. The SSBH program began in 2013 with a \$1.1 million gift from Southwire. The program allows students to complete undergraduate business studies with a certificate in sustainable business and earn an MBA degree in four years. The only one of its kind in the United States, the SSBH program uniquely prepares the leaders of tomorrow to support both the economic development and environmental sustainability of metro Atlanta and beyond.

Southwire, headquartered in Carrollton, is North America's leading manufacturer of wire and cable used in the distribution and transmission of electricity. Businesses face a fluid and changing landscape, shaped by a variety of factors from shifting market conditions to evolving tastes and technologies to developing customer needs. Today's companies must ensure they meet these challenges in a sustainable manner that is focused not just on profit, but also on social, environmental and ethical responsibility. Thus, the next generation of workers needs to meet these challenges head-on as well. That's what this program is all about—preparing students to lead thriving businesses focused on the next generation, not just the next earnings report.

The overarching theme of the SSBH program is that sustainable business practices require companies to plan years ahead – not just quarters –to ensure long-term profitability, the health of the environment and the strengthened social infrastructures of our communities. The program incorporates both the mission of the Richards College of Business and Southwire's five pillars of sustainability: Building Worth (profitability), Growing Green (nurturing the environment), Living Well (caring for employees), Giving Back (supporting the community), and Doing Right (acting ethically).

1.5 Length of Partnership: 4 years

1.6 Number of faculty involved: 7

1.7 Number of staff involved: 4

1.8 Number of students involved: 15 students

1.9 Grant funding, if relevant: not applicable

1.10 Impact on the institution: Students enrolled in the SSBH program meet University requirements for general education, including global perspectives and critical thinking, complete requirements for both a Bachelor of Business Administration and a certificate in Sustainable Business, and have the option to also complete a Master of Business Administration degree. They also engage in classroom and extra-curricular activities focusing on different aspects of sustainable business development, ethics, and corporate social responsibility. Extra-curricular activities include one-on-one mentoring with corporate executives, a unique internship, numerous opportunities for service learning, and hands-on experiences alongside members of the Southwire team throughout the program.

Instructors weave Southwire's sustainability tenets into lectures, assignments, projects and experiences, both in the classroom and in real applications as students work alongside members of the Southwire team. Faculty in the Richards College of Business have built several new courses to support these efforts. Additionally, several courses have been updated to enhance this focus. Students in this program have produced and presented undergraduate research focused on the ideas of sustainable business on four occasions- two national and two international conferences. As they build experience in sustainable business practices, students create positive impacts reaching the university, the factory floor, the community and within themselves.

1.11. Impact on the community: Through the Southwire Sustainable Business Honors Program, students are encouraged and motivated to contribute ideas toward meaningful business and community initiatives. Notably, these innovative thinkers have been at the forefront of projects including the introduction of Zagster BikeShare to the Carrollton Greenbelt, creating new attendance guidelines for 12 for Life students (Southwire's cooperative education program that helps high-risk high school students finish 12 years of school through classroom instruction, on-the-job training, key work/life skills, mentoring, and employment opportunities), encouraging employee engagement through gamification of Southwire's safety initiatives across the manufacturing and corporate footprint, development and support of community volunteerism and, most recently, through the introduction of a new employee engagement platform that provides Southwire with valuable employee feedback and real-time engagement metrics, including an employee net promoter score (eNPS). These ideas are making big impacts on the company and the community, while allowing students to gain valuable experience with Southwire's business strategy and leadership.



The Other Night School

1.1. Project/Collaboration Title: The Other Night School

1.2. Community Partner (and email contact information):

The Hollis Charitable Trust, Robert Hancock,
Milestone Investment Management, Michael Stone

1.3. Institutional Partner: School of the Arts

1.4. Purpose of this collaboration: Addresses UWG's Strategic Imperatives #2 (Academic Success: Academic Programming and Faculty Support) and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations).

The Other Night School, a collaborative effort of eight campus departments, two businesses, and an advisory board of community members, is a lecture series with the goals of resurrecting the notion of the public intellectual, reinforcing the bonds between community and university, and attracting funding for UWG's School of the Arts and College of Arts & Humanities. Specifically the series seeks

to:

- Reach potential donors by offering us a portal into the most intelligent, culture-hungry citizens in the community.
- Strengthen UWG's relationships in our two home communities (Carrollton and Newnan).
- Seek to define "West Georgia" in even broader terms by building community relationships in Serenbe, a pioneering community connected to nature on the edge of Atlanta which focuses on wellness and the arts. Improve faculty morale by recognizing and celebrating excellence.

1.5. Length of Partnership: Three years

1.6. Number of faculty involved: 8

1.7. Number of staff involved: 2

1.8. Number of students involved: Although not a student-centered activity, many attend. At Newnan's Carnegie Library, a large portion of the audience is high school students (about fifty each time).

1.9. Grant funding, if relevant: The series is fully funded by community businesses and charitable trusts.

1.10. Impact on the institution: Through The Other Night School, we have landed large gifts from trusts and individuals who may not have otherwise known what we were capable of. The Schulenberg family's recent support of COAH projects (totaling \$10,000 just this year) came as a direct result of their having hosted an early iteration of The Other Night School. And both the Hollis and Blackwell Trusts--who have to date given SOTA well over \$100,000 and have pledged much more)-- found us through The Other Night School.

1.11. Impact on the community: The Other Night School is a concerted, thoughtful effort to restore the notion of "the public intellectual," to offer to the communities that support the university a chance to engage in meaningful, intellectual pursuits outside the bounds of the classroom. We make a conscious effort, too, to appeal to as many different demographics as possible, with a broad range of lecture topics at four different venues, each with its own distinctive, built-in crowd. Our lectures, for example, at The Carnegie Library in Newnan seek to link topics with the local high school reading lists. (The last talk there, on The Odyssey, was attended by more than 150 people, many of whom were high school students.) While at Serenbe, the series comes into contact with a more "high-brow," often Atlanta-based crowd, and subsequently the topics trend toward headier concerns. This reinforces the bonds between community and university, even while it respects and cultivates the uniqueness of each audience.



State of Community

1.1 Project/Collaboration Title: State of Community

1.2. Community Partner (and email contact information for community partner):

Kim Jones, President, Community Foundation of West Georgia

1.3. Institutional Partner: College of Social Sciences

1.4. Purpose of this collaboration: Addresses UWG's Strategic Imperatives #2 (Academic Success: Academic Programming and Faculty Support) and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations).

The purpose of the State of Community is to bring awareness to and address issues that affect the quality of life in our West Georgia communities.

1.5. Length of Partnership: Four years

1.6. Number of faculty involved: 5-7 (depending on year)

1.7. Number of staff involved:3

1.8. Number of students involved: 2-5 (depending on year)

1.9. Grant funding, if relevant: n/a

1.10. Impact on the institution: External-facing communication describes the event as a "gift to our community," aimed at helping those who live in and serve the region better understand issues affecting the state of community and quality of life. The College of Social Sciences, in collaboration with UWG's Office of Community Engagement and the Community Foundation of West Georgia, began developing what is now an annual event, after CFWG hosted a luncheon of local non-profit leaders to learn about the services of the College of Social Sciences Center for Research. The State of Community partnership has allowed faculty to connect directly with local non-profits to identify service-learning opportunities, guest speakers for classes, and opportunities for community-engaged research.

1.11. Impact on the community: In addition to the feedback shared with the College of Social Sciences via surveys, we often hear attendees discuss how much they appreciate the opportunity to learn more about the community from an academic perspective. State of Community helps educate nonprofit and business leaders on how to find and interpret data about the counties in the West Georgia area. Our primary community partner--the Community Foundation West Georgia--noted that the quality of grant applications in the 2017 and 2018 cycles significantly improved because nonprofit organizations were basing their applications on data and analyses shared at State of Community. One local nonprofit organization reached out to tell us they realized they were targeting their outreach and communications to the wrong geographic areas in the county; information shared at State of Community allowed them to redirect their efforts to reach more people in need of their services.

Project Search

1.1. Project Title: Project Search

1.2. Community Partner (and email contact information for community partner):

Carrollton City Schools, Kristi B. Simpson

1.3. Institutional Partners:

Auxiliary Services, Mark Reeves AVP

DineWest, John Lyons -Executive Director

Coliseum, Trent Ross – Director

Mail Services, Melba Haynes – Postal

Director Human Resources, Paula Kepps – Director

1.4. Purpose of this collaboration: Addresses UWG's Strategic Imperative #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations) and #4 ((Operational Success: Effectiveness and Sustainability)

Project SEARCH is a transition program designed for high school students with developmental disabilities. The partnership between Carrollton City Schools and the University of West Georgia is a business-led, school-to-work initiative that includes classroom instruction, career exploration and job-skills training, all focused on providing the foundation for a successful work experience. Carrollton High School students intern with Dine West, the University of West Georgia's dining services department, and learn valuable work skills as they are mentored by dedicated employees who are passionate about seeing the students succeed. Project SEARCH is more than workplace immersion; classroom instruction is a large part of the program with a focus on the soft skills needed to become a successful employee. Led by long-time Carrollton City Schools teacher Kristi Simpson, the program includes three 10-week work internships at various Dine West locations where students worked five hours a day with a 30-minute lunch break. The interns also have the opportunity to venture to community work sites off campus to expand their experiences. In May, a dinner is held at UWG to celebrate the students' accomplishments and graduation from the program. This strong commitment of the businesses and organizations that witnessed the benefits of the program in its first year supports a key goal that drove the school system's desire to pursue the program.

1.5. Length of Partnership: Two years

1.6. Number of faculty involved: 0

1.7. Number of staff involved: More than 40

1.8. Number of students involved: 5-10 high school interns each year, plus many UWG students serving as “mentors” in the workplace for the interns

1.9. Grant funding, if relevant: N/A

1.10. Impact on the institution: In the beginning, the expected impact was that the institution would get an opportunity to help some young people get the training and experience they needed that might position them for future job opportunities. However, as is typically the case when helping others, we quickly found the university benefiting in ways we never imagined. Helping others, especially through such a well-orchestrated program, becomes a “team” effort. Employees, especially the front-line ones, took the young adults under their wings and totally immersed themselves in contributing not only to the training and educations of the students, but also “encouragement,” “love,” “guidance,” and so much more. This program brought-out the best in the staff involved. While we have always fostered empathy and care at the University, there are often team members that just don’t get as many opportunities as others to contribute. Project Search became a personal commitment in the lives of our front-line staff and supervisors; they worked very hard to invest in the skills, confidence and guidance these students needed to move into our community work environment.

1.11. Impact on the community: These high school students are from our community, would most likely have not pursued a college education, and stood a significant likelihood of finding no employment opportunities and ultimately becoming home-bound. Through the collaborative efforts of so many, the students received the attention, support, encouragement, tools and opportunities needed to elevate their lives so that they could become productive members of our working community. Today they are making meaningful contributions on the job and in the community; they are much more independent, confident, and an inspiration to so many.





FROM GROUNDBREAKING TO RIBBON CUTTING



UWG Student Health Center Project in Alliance with Tanner Health System

- 1.1. **Project/Collaboration Title:** UWG Student Health Center Project in Alliance with Tanner Health System
- 1.2. **Community Partner (and email contact information for community partner):** Tanner Health System, Loy Howard, President & CEO; & Bill Hines
- 1.3. **Institutional Partner:** Student Affairs & Enrollment Management

1.4. Purpose of this collaboration: Addresses UWG's Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations), and #4 ((Operational Success: Effectiveness and Sustainability)

- To facilitate the construction of a new student health center to better serve the growing population of students with no increase to the mandatory student health fee.
- To improve significantly the facility in which we provide quality care to our students, while keeping the cost of that care affordable.
- To leverage Tanner Health System's expertise and lower construction costs for the University.
- To positively and progressively impact the health of the campus and the community.

In the University System of Georgia, state dollars are not available to construct non-academic facilities. UWG's Health Service, completely funded by the student health fee, is extremely important to serving students by providing medical services, pharmacy services, immunizations, health education, and victim and advocacy services. Health Services has a longstanding collaborative relationship with Tanner Health System – for example, UWG's Sexual Assault Nurse Examiners have provided services to non-students at Tanner for 20 years; Tanner provides emergency services for UWG students. Health Services had outgrown their 1971 building. It looked as if our only option for a new facility would be to increase the student health fee. Because of the financial ability of our students and mindful of the national student debt crisis, we began actively exploring other options. Tanner Health System agreed to step in and build a new facility, located on our campus, to be owned by UWG, and managed and staffed by UWG Health Services staff. Although UWG and the USG have constructed many student life facilities through public private partnerships, one of this nature was unprecedented and only possible because Tanner Health System recognized that the health of our students was a key part of the health of our community, because we have a strong history of other successful collaborative projects (as described in other sections of this report), and because they trust the qualifications of UWG health services staff.

1.5. Length of Partnership: 3 years.

1.6. Number of faculty involved: 0

1.7. Number of staff involved: 25 staff members associated with the Student Health Center

1.8. Number of students involved: All students can benefit if they choose to use the services.

1.9. Grant funding, if relevant: Not applicable

1.10. Impact on the institution:

- Enhances the medical care available to students.
- Provides high quality affordable healthcare to students in a state of the art facility with no increase in the mandatory student fees.
- Eliminates barriers to academic success in support of progression, retention and graduation.
- Partnership with Tanner is the first of its kind in the University System of Georgia.
- Partnership will offer students better access to the growing line of services Tanner offers in the region, from primary care to behavioral health to wellness education and more.
- UWG can now house all Health Services components under one roof.

1.11. Impact on the community:

- Improves the health of the community.
- Makes a long-term difference in the health of the community.
- Expands health care access.
- Symbolizes the relationship between the university and the community.

Although this facility only opened in January 2019, the collaboration began in 2016. We chose to include it because at the grand opening (which occurred while we were writing this report), we were struck by the fact that every speaker (Chamber of Commerce president; Tanner Health System president; construction company president; as well as the UWG president, vice president, associate vice president, health services director, and chief facilities officer) talked about university-community collaboration.

At the dedication, Loy Howard, president and CEO of Tanner Health System, said, “Two elements that you need for a vibrant, growing community are strong educational institutions and quality health care. It’s a unique partnership to ensure that the university can continue to provide an accessible, affordable education for the residents of our region while also meeting the health needs of their students, which is directly in line with Tanner’s mission to improve the health of the communities we serve.”

West Georgia Textile Heritage Trail

1.1 Project/Collaboration Title: West Georgia Textile Heritage Trail

1.2. Community Partner (and email contact information for community partner):

Southeastern Quilt and Textile Museum — Marilyn Hubbard,
Newnan-Coweta Historical Society — Dorothy Pope,
Carrollton Area Convention and Visitors Bureau — Jonathan Dorsey,
Bowdon Area Historical Society — Judy Rowell,
Sewell Mill — Robin Worley

1.3. Institutional Partner: Center for Public History--Dr. Ann McCleary and Ms. Keri Adams

1.4. Purpose of this collaboration: Addresses UWG Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations).

The purpose of the West Georgia Textile Heritage Trail is to tell the history of the textile industry throughout the West Georgia region while focusing on the people who worked in the industry. It is a research project conducted by students and History Department faculty in the Center for Public History. The Textile Trail is a heritage tourism initiative, whose shared history is curated and researched by students in order to tell the stories of communities throughout northwest Georgia. The Trail spans from Dalton to Columbus, Georgia, along the U.S. Highway 27 corridor, and focuses on this region from antebellum to the present day, while telling the history of the textile industry in the region. The Textile Heritage Trail focuses on the people who lived in communities along the Trail and how their lives changed due to the textile industry throughout Georgia.

1.5. Length of Partnership: 8 years

1.6. Number of faculty involved: 3

1.7. Number of staff involved: 1

1.8. Number of students involved: 9

1.9. Grant funding: The Center continued a \$30,000 grant strategic planning grant for the Textile Trail from the Fuller E. Callaway Foundation Inc. in May 2017.



1.10. Impact on the institution: Students benefit from the research and training opportunities, and the university name goes out throughout the broad region as doing good in the community. The program has also created opportunities for collaboration with faculty and students in other departments and colleges. For example, in Spring 2017 Dr. Andy Walter, Associate Professor of Geosciences, taught an advanced economic geography seminar in “Mapping the Economy.” With the Textile Trail serving as the semester-long object of analysis, students learned about economic spatial relations through a cartographic lens while developing capacities with mapping tools including Google Maps, CartoDB, and ArcMap. Public History faculty introduced students to the Davison Blue Book, an annual directory of establishments in the various sub-sectors of the textile industry by location. Using the 1901 and 1910 editions of the book, students extracted raw data for the towns on the Textile Trail (e.g. number of employees, number of boilers, capitalized value, etc.), created new variables (e.g. number of workers per boiler), organized datasets appropriate for use with the different mapping tools, and worked to create clear, effective maps. In addition, through the Student Research Assistant Program, the Trail's undergraduate assistant studied the growth and change of Carrollton's business districts by examining historic Sanborn Fire Insurance maps and presented their work at the UWG Undergraduate Research Conference.

1.11. Impact on the community: The Trail documents, preserves, and promotes public discussion of the history and cultural, architectural, and folklife resources of the broader West Georgia region. The nearly 40 communities and 20 counties along the Trail benefit from an increase in tourism, due in part to self-guided walking and driving trail brochures and the website developed as part of the project. The organizations along the trail (museums, archives, convention and visitors' bureaus, etc.) benefit from additional training in best practices in the field.

A specific example of an impact on tourism is the Southeastern Quilt & Textile Museum, which opened in Carrollton in 2012. The research from the Textile Heritage Trail was one of the factors that led to the decision by the Georgia Quilt Council to choose this location for the museum; the founding director of the Center for Public History has served on the Museum Board; and the museum employs a Public History graduate student as its daily operations manager. In 2018 the Museum had 3,662 visitors from 20 states and four foreign countries.

Community Engagement: Nursing Students

Beyond the Walls of the Hospital

1.1 Project/Collaboration Title: Community Engagement: Nursing Students Beyond the Walls of the Hospital

1.2 Community Partners: Tanner Health Systems' Get Healthy Live Well Coalition , Denise Taylor, Community Service Learning Project Partners (SLPP), Carroll Co. Homeless Shelter, Carroll Co. School System, Gentiva (Kindred), Georgia Baptist Children's Home, Rapha Clinic, Fayette Care Clinic, Gentiva Hospice, Pregnancy Resource Center, Troup Cares Clinic

1.3 Institutional Partner: University of West Georgia Tanner Health System School of Nursing (THS SON)

1.4 Purpose of this Collaboration: Addresses UWG Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development) and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations). Schools of Nursing across the country have embraced the reality that nursing and health care are not constrained by the four walls of the hospital. Care in nontraditional settings that focuses on health promotion teaching, risk factor screening, preventative care, and chronic disease management and prevention are critical to the health care of the nation and the world. This focus offers the perfect opportunity for Schools of Nursing to engage sympathetically and productively with members of the community. Engagement envisions true community partnerships, jointly defined. The Tanner Health System School of Nursing at UWG has devised two approaches to ensure nursing students develop an understanding of engagement with the community: 1) The semester before graduation, all students participate in a service learning project partnership (SLPP), where they work with a community-based group to identify a healthcare related need, develop a project to address that need and implement the SLP. 2) During the final semester, all nursing students spend 20-28 hours working with clients who are part of the Tanner Health Systems' Get Healthy, Live Well Coalition (GHLWC). The GHLWC, launched in 2012, is an initiative seeking to reach more than 150,000 individuals in Carroll, Haralson, and Heard counties through a variety of evidence-based interventions to promote healthier lifestyles.



1.5 Length of Collaboration: three years

1.6 Number of Faculty: 15

1.7 Number of Staff: 0

1.8 Number of Students: 115

1.9 Grant Funding: none

1.10 Impact on Institution: As a practice-based discipline grounded in the principles of social justice, service learning experiences give nursing students the opportunity to connect with a population in the community in a very real way. The service learning projects are based on assessments of need so that the projects are mutually beneficial, not merely the students coming in doing what they think needs to be done.

Integration into the GHLWC experience has helped students see a different side of health care while working with clients in the community. Students have learned so much through this program that will make them better nurses. For example, the GHLWC team trains students in motivational interviewing, integral to health promotion and disease prevention. Students love the opportunity to practice hands-on health assessment on ambulatory patients and are so excited when they notice a problem and know what to do about it. Students get the opportunity to take the lead in prevention and health promotion.

In summary, through the GHLWC and the SLPP, nursing students have learned, in a very real-world, hands-on way, that nursing care is far more than treating hospitalized patients during an acute illness. The School of Nursing was able to document that students get the variety of experiences required for accreditation including caring for people in non-episodic, non- acute care environments.

1.11 Impact on Community: SLPP Projects served 739 clients, with projects on reducing stress for abused children in the clinical setting, identifying drug and alcohol abuse in an elementary school, handwashing in middle and high school, fighting childhood obesity, nutrition and wellness, influenza vaccination clinic, early hospice care intervention, postpartum contraception teaching, smoking cessation program, health teaching regarding blood pressure and cholesterol, diabetes prevention, stress management, support for pregnant mothers, and educating the community with social media. However, the overall impact is greater than this due to the ongoing nature of the SLPPs, which are integrated into a senior nursing course that is taught twice a year. Many more community entities benefit. The top seven projects through the GHLW initiative were Health Fairs and Screenings in 10 occupational settings (52 students/50 clients), interactive health promotion through Kids' Health Exhibit (59/658), Church Health Assessments (36/455), Move it Mondays health education focused on exercise (32/524), West Georgia Track Club health education focused on exercise (25/225), need-based medical services and disease management with the Rapha Clinic (4/350), and Teen Maze Interactive event to educate high school students about risky behaviors (20/1,400), for a total of 3862 clients. However, there were 18 more GHLWC activities in which one or more nursing students contributed. The THS SON's participation in the GHLWC has significantly expanded the reach of the work of the GHLWC, contributing a total of 1771 hours of community engagement in 2017-2018.

Carrollton GreenBelt

1.1 Project/Collaboration Title:
Carrollton GreenBelt

1.2 Community Partner (and email contact information for community partner):

City of Carrollton, Erica Studdard,
Community Development Director
Friends of Carrollton GreenBelt LLC,
Ms Laura Richards

1.3 Institutional Partner: UWG
Auxiliary Services, Mark Reeves – AVP
UWG Facilities Brendan Bowen – AVP



1.4. Purpose of this collaboration: Addresses UWG Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations), and #4 (Operational Success: Effectiveness and Sustainability).

To promote active lifestyles in support of a shared community goal of improving the health of the community. The Carrollton GreenBelt is an 18-mile shared-use path designed for pedestrians and non-motorized users. The trail connects existing neighborhoods with the city school campus, the University of West Georgia, the city parks, and several commercial shopping areas. The Carrollton GreenBelt is the largest green-space and greenway conservation project that the City of Carrollton has undertaken. It is also the largest paved loop trail system in the state of Georgia. The Carrollton GreenBelt serves the community in several capacities. It serves as a recreational opportunity. Given the planned, strategic location of the trail, the community can also utilize the trail as an alternative to vehicular travel. With an increase in population and sedentary lifestyles, the GreenBelt provides an opportunity to integrate recreation with transportation, combating several negative health trends impacting Carrollton.

University of West Georgia faculty have engaged their services by researching the sociological, environmental, economic and other impacts of the Carrollton GreenBelt. Their findings and reports have been extremely beneficial in providing feedback and guidance for future enhancements to the overall program.

Further collaboration around the GreenBelt led to the formation of Carrollton's Community Bike Program. Through a network of 10 stations located across the town, a total of 50 cruiser bikes are available in the Zagster bike share program, providing members with access to bicycles for on-demand, local trips. Riders can pay per ride or join the program by signing up for monthly or annual passes. Bike share members — who must be 18 or older — can check the bikes out for free for the first hour, and then pay three dollars per each additional hour of use. Made possible by the partnership between the City, Tanner Health System, Southwire Company, the University of West Georgia, and Friends of Carrollton GreenBelt, the wide-reaching bike share program makes Carrollton a healthier and more bike-friendly community. With several stations located at the Carrollton GreenBelt's trailheads, the bike share provides easier access to the 18-mile shared-use path. "With miles of greenspace to enjoy, Carrollton is a perfect place for bike sharing to thrive," said Carrollton Community Development Director, Erica Studdard. "This bike-share program is a tremendous tool toward promoting active lifestyles in our community, so we're pleased to partner with Zagster and these great local organizations to improve the quality of life for all our residents."

1.5. Length of Partnership: 8 years

1.6. Number of faculty involved: At least twenty

1.7. Number of staff involved: More than 50 (planning, maintenance, marketing and communications)

1.8. Number of students involved: The Carrollton Bike Program, which was made possible by the GreenBelt, is Zagster's most highly used program. The data clearly indicates that the great majority of the Bike Program and GreenBelt usage is by University of West Georgia students.

1.9. Grant funding, if relevant: n/a

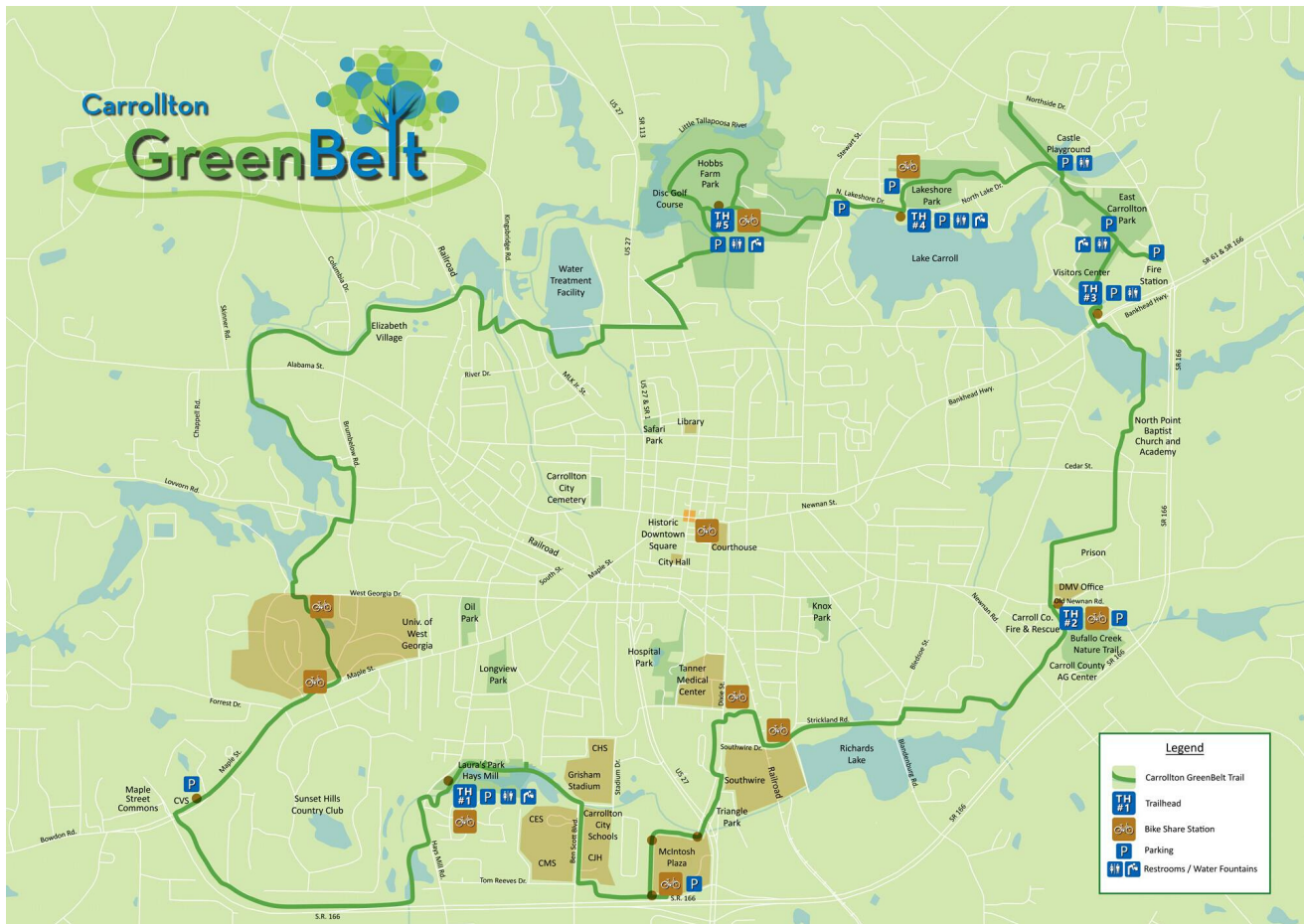
1.10. Impact on the institution: According to UWG President Kyle Marrero, “The GreenBelt is a unique amenity for a community our size. The GreenBelt is evidence of what a forward-looking community can do by coming together to pursue sustainable options for travel and recreation. That partnership spurred us on in our own sustainability efforts.”

UWG’s Campus Planning and Facilities, Campus Sustainability Council and Auxiliary Services designated and painted bike lanes and remodeled certain areas as bike and pedestrian friendly corridors. The bike lanes connect with the GreenBelt. Cyclists, and pedestrians can travel from campus to restaurants or retail centers. “Bike West” has been the new mantra for UWG since the debut of the GreenBelt and Community Bike Share Program.

Putting emphasis on “going green” and new technology, all 10 bike stations are solar powered and rely on cellular communication devices, like the average smart phone. Students, faculty and staff can use their campus identification to check out a bike free for the first hour. If the renter would like the bike longer than the allotted hour, a small fee charged from a debit or credit card will be needed.

Colleges and university campuses are unique environments for their high density, stimulating atmosphere and defined boundaries. These factors make them ideal environments to incorporate bikes. Many colleges and universities have built upon these good conditions and embraced the enthusiasm for more bicycle-friendly campuses. With fresh bike lanes and a role in Carrollton’s bike share program, the University of West Georgia was named a bike-friendly university by the League of American Bicyclists. UWG was recognized at the bronze level of the program, which also includes silver, gold and platinum tiers, allowing organizations to improve from year to year. Last year, the City of Carrollton was highlighted with a bronze seal as a bike-friendly community. “We always strive to provide students, faculty and staff with new possibilities for leading healthier and more sustainable lives,” said UWG President Kyle Marrero. “Our bike-friendly campus and innovative bike share partnership with the city, Tanner Health System and Southwire gives students another option to travel across town while getting in some exercise and shrinking their environmental footprints.”

1.11. Impact on the community: The Carrollton GreenBelt broke ground in 2011 and was completed in early 2017. It was designed as a public-private partnership between the Friends of the Carrollton GreenBelt, LLC and the City of Carrollton, with funding from private, city, state, and federal sources. Maximum connectivity was a central goal in its planning, and it links schools (K-12 as well as the university), major places of employment, commercial areas, and existing parks. It was designed to go through neighborhoods of various socioeconomic status, as revealed in census tract data. As assets to their communities, parks and green spaces have many recreational, social, and health benefits, including positive contributions to perceived quality of life (Bricker et al., 2016). Spending time in nature also has mental health benefits (Bratman et al., 2015). Parks, as features of the built environment, are increasingly identified as critical to public health, especially because of the ways they facilitate physical activity (Coutts 2009; Fitzhugh et al., 2010). These general findings were corroborated in a 2015 study of the Carrollton GreenBelt, led by UWG Professor Lisa Gezon (Gezon et al., 2016). Her team used a mixed-method approach, combining surveys with in-depth interviews. Important findings were that, “the majority of people reported that the GreenBelt makes it easier for them to find time to exercise, allows them to get more exercise than before it was available, increases their enjoyment of doing moderate or vigorous physical activity and leaves them feeling like they are in a better state of health and/or physical ability than they were before they started using the trail (Gezon et al., 2016).” Although Gezon’s study did not include any measure of accessibility to the GreenBelt as a variable, it was inferred that people who live closer to the GreenBelt would have easier access to the amenity, and as a consequence experience an increased quality of life.



Comprehensive Community Clinic (CCC)

1.1. Project/Collaboration Title: Comprehensive Community Clinic (CCC) (Note: Data for this project are reported for calendar year 2018.)

1.2. Community Partner (and email contact information for community partner):

West Georgia Technical College –G.W. Rogers, Retired,
Heard County Elementary School –Sheri Calhoun,
Sertoma Civic Club - Charles Hodges,
Elm Street Elementary School –Christi Hildebrand,
Carroll County School System --Kami Barker,

1.3. Institutional Partner: College of Education, Laura Smith,

1.4 Purpose of this collaboration: Addresses UWG’s Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations).

The UWG Comprehensive Community Clinic was established to connect the University with the West Georgia community and form partnerships for identifying and serving community needs. Specifically, the mission of the Comprehensive Community Clinic at the University of West Georgia is to 1) provide opportunities for practitioners in training to practice their skills under the supervision of faculty using multiple delivery models in a state of the art facility; and 2) provide high quality integrated and affordable clinical and support services including speech-language pathology, audiology, special education, counseling and developmental reading and math instruction to the west Georgia community.

1.5 Length of Partnership: 6 years. The CCC was founded in 2013.

1.6 Number of faculty involved: 15

1.7 Number of staff involved: 1

1.8 Number of students involved: Approximately 400

1.9 Grant funding, if relevant: \$214,604 for Fiscal Year 2018. Continuation of Service for Speech Therapy in Haralson, Heard, and Carroll Counties, \$10,000; Alice Huffard Richards Fund, \$204,604 for 3 years.

1.10 Impact on the institution: The CCC provides experiential learning for students and offers research opportunities for faculty from the departments of Early Childhood Education, Special Education, Speech and Language Pathology, and Communication Sciences & Professional Counseling, as well as from UTEACH, one of three innovative and highly successful teacher preparation program for students majoring in science and mathematics in Georgia.

Student clinicians' sessions with clients are recorded and archived in speech only. Students must do a self-assessment against specific criteria which faculty members also use to determine their grade for the course. Students also complete perception surveys to address their levels of confidence in administering various assessments, analyzing the results, and then implementing instructional strategies to address the needs of the client. Students working in the Literacy and Math Clinic also complete questions regarding their confidence in planning and conducting a parent conference.

Grant support for early intervention with speech clinics and community impact positioned the University well to apply for a grant from the Alice Huffard Richards Fund to partner with the Marcus Autism Center. A training and partnership infrastructure was already in place with the Comprehensive Community Clinic and the Carrollton-Carroll County Education Collaborative making this possible.

1.11. Impact on the community: Originally, all services were offered onsite at UWG. As a result of a community engaged approach, additional partners and off-campus sites have been added, including sites for Speech & Language Therapy at the West Georgia Technical College Murphy Campus in Haralson County (2015) and Heard County Elementary School (2018); Math Clinic at Elm Street Elementary School in Newnan (2017); and conducting hearing screenings for the Carroll County School System (2018). In 2018, the CCC added a partnership with Circles of West Georgia, a chapter of the national organization Circles USA, which is a community driven way to address generational poverty and promote prosperity through long-term education and social support. The CCC also partners with the Sertoma Civic Club, whose mission is to improve the quality of life today for those at risk or impacted by hearing loss through education and support. Specifically, the CCC works with the UWG baseball team to conduct an annual Fantasy Baseball Camp for children enrolled in Georgia School for the Deaf, as well as participating in educational programs about hearing loss.

In 2018, 468 community clients and 406 UWG students were served. Surveys were distributed to clients receiving services in the CCC. The survey questions addressed scheduling, professionalism of CCC staff and clinicians, and satisfaction of client progress. Surveys were returned from SLPA clients at a rate of 51% for fall and 72% for spring. The return rates for literacy and math clients were 47% and 66% for fall and spring sessions respectively. The overall satisfaction rating for all services was 4.50 with a score of 5 as the highest rating of excellent. Courtesy of staff and clinicians/tutors received an overall rating of 4.95 for all services. The criteria of "expectations met for client's progress" received an overall rating of 4.89 for speech and an overall rating of 4.60 for literacy and math services. One hundred percent of speech clients indicated they would recommend the CCC to others for speech services. One hundred percent of survey participants indicated that would recommend the CCC to others for tutoring.

The CCC is committed to enhancing the health and well-being of individuals and their families across their life span in Carroll County and the surrounding communities. The CCC provides vital services that would otherwise be unavailable to many clients who do not have health insurance and cannot afford services from private providers. The communities served by the CCC all have high poverty rates (Carrollton 27.7%, Newnan 20.5%, Haralson County 20.3%, Heard County 17%, with median incomes ranging from \$38,548 to \$56,357). The CCC charges minimum fees for services to community clients. Reduced fees are granted at the discretion of the Director for hardship cases. Funds for reduced or full scholarships are provided through an endowment by a private donor, in addition to other sources.

COMM 4444 Public Relations Campaigns Course (Experiential Learning Course)

1.1. Project/Collaboration Title: COMM 4444 Public Relations Campaigns Course (Experiential Learning Course)

1.2. Community Partner (and email contact information for community partner):

Kim Jones, Community Foundation of West Georgia

1.3. Institutional Partner: College of Social Sciences/Mass Communications Department

1.4. Purpose of this collaboration: Addresses UWG's Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), #2 (Academic Success: Academic Programming and Faculty Support), and #3 (Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations). Service learning partnership with local nonprofits in the West Georgia community

1.5. Length of Partnership: Six years

1.6. Number of faculty involved: One

1.7. Number of staff involved: None

1.8. Number of students involved: 15-25 (depending on year)

1.9. Grant funding, if relevant: n/a

1.10. Impact on the institution: The collaborative nature of the partnership allows UWG to participate in "making a difference" by providing professional public relations services to nonprofits who may not have the budget to meet their internal and external communications, media-related needs. Because nonprofits are limited in resources, this course allows students to learn to build community by engaging in activities that bring awareness to nonprofits and provide a tangible product (PR Plan) that can be executed by the nonprofit organizations. The nonprofit benefits from having an executable research-based strategic planning document that outlines their Mission, Vision, Goals, Objectives, Strategies and Tactics.

1.11. Impact on the community: When nonprofit organizations are able to reach their target audiences through planned, strategic efforts, they are able to broaden their reach in the community. These professional strategic plans provide nonprofits a road map to chart their future communication needs using traditional and new media technologies. The more people know about local nonprofit services, the more people can be served in the community. Our work helps bridge gaps, heal communities, and build communities through service learning projects and community engagement activities.

In fact, one nonprofit implemented a fundraising component of their plan to build awareness and raise funds for their annual event. They were so impressed with the students' work that they invited the students to present the plan to their board of directors. One of the students was hired on as an intern in 2018.

Long Term Water Quality Monitoring

1.1. Project/Collaboration Title: Long Term Water Quality Monitoring

1.2. Community Partner (and email contact information for community partner):

City of Temple; City Manager William Osborne

1.3. Institutional Partner: University of West Georgia Geosciences Water Quality Laboratory

1.4 Purpose of this collaboration (500 word limit): Addresses UWG's Strategic Imperatives #1 (Student Success: Enhanced Learning, Access, Progression, and Development), and #2 (Academic Success: Academic Programming and Faculty Support).

The West Georgia Long Term Water Quality Monitoring Project has been an ongoing partnership between UWG Geosciences and local communities since 2003 (after an initial large-scale watershed assessment was conducted in 2001, funded by the State of Georgia). The current long-term monitoring client is the City of Temple. The Water Quality Lab performs collection and analyses of surface water samples, with results reported annually to the State of Georgia EPD. Over the life of the project, over thirty-six students have been employed. UWG students trained in these EPA approved field and laboratory methods gain valuable experience, and many have stated that they only moved into their jobs post-graduation because of this project experience on their resume. Dozens of research projects have resulted from this work, and have been presented by students and staff at regional and national meetings. These water sources are visited 20 times a year, enabling us to keep good track of our local water resources, contributing to the public good. The local communities benefit from the skilled labor provided by UWG, rather than having to hire a private consulting company required to make a profit.

1.5 Length of Partnership: Current partnership with Temple – since 2015; previous partnerships since 2003

1.6 Number of faculty involved: 1 (Dr. Jim Mayer oversees paperwork but does not work in the lab)

1.7 Number of staff involved: 1 (Randa Harris – Lab Director)

1.8 Number of students involved: current project - 3

1.9 Grant funding, if relevant: \$36,549.60 over 3 years (beginning 2018).

1.10 Impact on the institution (500 word limit): The University of West Georgia maintains a well-equipped laboratory due to this project, with equipment to analyze BOD (biological oxygen demand), COD (chemical oxygen demand), fecal coliform bacteria, E. coli, total coliform bacteria, total suspended solids, TKN (total Kjeldahl nitrogen), ammonia nitrogen, nitrate-nitrite nitrogen, total phosphorus, hardness, and field parameters. The Lab Supervisor is able to train numerous students in EPA-approved procedures, providing them with valuable experience when they leave UWG. Research projects have resulted from this data collection, and numerous presentations have been given by faculty, staff, and students over the years.

1.11. Impact on the community (500 word limit): The City of Temple is required by the State of Georgia to collect this data. If UWG was not able to provide this service, they would be forced to rely on private consulting companies required to make a profit. UWG is able to offer a more reasonably priced service, while still providing the quality of data required by the State. The streams that are monitored in the City of Temple are visited twenty times a year for this project, and it's helpful to have "boots on the ground" that often to ensure that local water sources are in good shape.



University of West Georgia's Victim of Crime Act Grant

1.1 Project/Collaboration Title: University of West Georgia's Victim of Crime Act Grant

1.2 Community Partner: Criminal Justice Coordinating Council of Georgia-Criminal Justice Coordinating Council, Liz Flowers, Program Planner

1.3 Institutional Partner: Health Services

1.4 Purpose of this collaboration (500 word limit): UWG's Health Services department has a long history of providing innovative campus services for students in crisis, including victims of sexual assault, and for working collaboratively with the community on health issues. In 2017, the Criminal Justice Coordinating Council of Georgia asked UWG to apply for a grant to enhance services for victims of sexual assault, stalking, and intimate partner violence, with the goal of creating a university program the CJCC could duplicate on other campuses. We became the first campus in Georgia to receive funding for forensic medical and advocacy services. Writing the grant required Health Services to partner with both the campus and the community in order to share information, to work collaboratively with all agencies to serve victims, and provide ongoing training utilizing best practices. The staff member responsible for this project is Jill Hendricks, Advocate and Associate Director of Health Services.

1.5 Length of Partnership: 1.5 years.

1.6 Number of faculty involved: 4

1.7 Number of staff involved: 33

1.8 Number of students involved: 14 (Peer Educators, Health Education Graduate Assistant, Advocacy Services Graduate Assistant, Research Center Graduate Assistant & Student Assistant)

1.9 Grant funding, if relevant: Approximately \$935,000 over a three-year period

1.10 Impact on the institution (500 word limit):

- Provided funding for many features of the new Student Health Center to create a student-friendly, inviting, safe, easily accessible facility, including, furnishings, sound masking system, video surveillance security system, exam beds, lighting, extensive supplies and state of the art medical equipment: microscope, colposcope, two EVA portable colposcopes valued at more than \$5000 each, blanket warmer, swab dryers, evidence locker. Due in large part to the grant, we are able to provide a wing of the Health Center that includes a forensic medical suite consisting of advocates' offices, fully equipped exam, evidence, and consult rooms.
- Trained 5 Sexual Assault Nurse Examiners employed in Health Services. They are the only SANES in our county. The grant will fund their trainings, licenses, and certification requirements. Trainings address not only the acute care needs that follow victimization, but also long term recovery needs.
- Funded a full time counselor for the Counseling Center to serve solely victims of violent crimes. Provide ongoing training and conference opportunities for her. Funded biofeedback equipment and training for the Counseling Center
- Funded the LiveSafe App, a free mobile safety app for students, faculty, staff, parents, alumni and visitors, which allows the University Police Department (UPD) to communicate important safety alerts, allows UPD to track the location of users reporting emergencies, allows users to anonymously report safety concerns, allows users to text dispatchers as an alternative to calling, and allows users to activate the "Safe Walk" option which keeps individuals in constant communication with friends while traveling across campus.
- Partnering with the College of Social Sciences Center for Research to personalize the CJCC-provided survey instrument and to collect/analyze the grant research/data. We obtained permission for the Center for Research to create an online client survey instrument. Their work will most likely result in our online format being offered to other agencies in Georgia. They will also design a campus climate survey.
- Brought the of CJCC Supervisor of Sexual Assault and Human Trafficking to campus to provide Title IX training on Trauma Informed Interviewing & Response. Provide emergency legal services and emergency funding for victims.
- Provide both translation and interpretation services for limited English speaking and/or hearing/visually impaired students.
- Funded a portion of a patient portal and patient messaging systems.
- Funded a large portion of a golf cart to transport victims to other offices and residence halls.
- Fund the printing of important campus safety publications: UPD publications for sexual assault victims; "Back of the Door" posters that hang on the inside of each residence hall room door and include all emergency contact information; and SAFE Zone training manuals for the campus.
- Funding travel for staff to attend national training conferences, including the End Violence Against Women International Conference, the American College Health Association (ACHA), the International Forensic Nursing Conference (IFN), Integrative Health, and many regional/state trainings, including the Georgia Commission on Family Violence.

1.11. Impact on the community (500 word limit):

- Offer multiple trainings for community responders who serve victims of violent crimes, including area law enforcement, advocates, counselors, community service agencies, and medical staff. Partnered with faculty from the Department of Communication Sciences and Professional Counseling to host three nationally recognized trainers to conduct all day trainings on trauma informed care and response. Trainers have included leaders and authors in the field, including Dr. John Briere, Dr. Richard James, and Dr. Heather Trepal.
- Arranged and accompanied the CJCC's Director of Victim Services to meet with the District Attorney of our judicial circuit to begin the process of developing a working Sexual Assault Response Team for our circuit. The SART approach provides a coordinated multiagency community collaboration to provide victim-centered services. The result was a two-day training with representatives from the District Attorney's Office, all local law enforcement agencies, Prevention & Advocacy Resource Center (a non-profit providing sexual assault services for Carroll, Coweta, Haralson, and Heard Counties), UWG, Tanner Health System, and other campuses. Impressive trainers from the U.S. Attorney's Office, a retired FBI Victims Specialist, GBI Forensic Biologist, the State SANE Coordinator, sex crimes investigators from Atlanta and Athens, and multiple trainers from the Criminal Justice Coordinating Council provided the latest trainings available for a SART response to investigations, evidence collection, victim advocacy, and prosecution. It is an amazing opportunity for our rural community to have trainers of this caliber. The community is now developing a protocol incorporating best practices to ensure a coordinated victim centered, offender focused response to these crimes.
- Hosted a SANE (Sexual Assault Nurse Examiner) Training on campus and invited all colleges/universities as well as other medical providers to attend this week long training. Ms. Hendricks then met with 12 ER nurses from Tanner Health System who were unable to attend the SANE training and continues to work with them-sending them the latest information regarding best practices for forensic exams and available trainings.
- Enhanced UWG's communication and coordination of services with Tanner's Emergency Department in order to provide a coordinated response to all UWG students treated there.
- Share information from state meetings of Sexual Assault Centers with local law enforcement agencies, Tanner Health System, and others who could benefit.
- Hosted CJCC's Victim Compensation Funding training on our campus so that university faculty, staff, and graduate students working in the field as well as all community support agencies, clergy, and other educators in our region would not have to travel to Atlanta or other regions of the state to obtain this required training.
- Serve as members of the West Georgia Domestic Violence Task Force, sharing resources, trainings, and participating in awareness and educational events.
- Collaborating with the CJCC to develop protocols for other campus based services.

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

Communication: The basis for our approach to community engagement is the UWG Strategic Plan, which explicitly defines “successful partnerships” as “engaged, mutually beneficial collaborations.” The Community Engagement Office incorporates language into all of our communication to convey the importance of that: The website states that “Our goal is to provide both the local community and the UWG family with the resources they need to support one another and benefit from what each has to offer.” The Facebook page has the tagline, “Supporting mutually beneficial partnerships that make the region a better place to live, work, learn, and play.” The Director’s email signature line is “Community Engagement describes collaboration between institutions and their larger communities (local, regional/state, national, international) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Development of Principles: We have developed principles for determining what classes are designated as Service Learning. Two of the criteria are: “The need is identified by the community being served,” and “It is a mutually beneficial partnership that balances student learning with service to the community.” We will continue to consider whether additional formal principles need to be developed in the future.

Professional Development Activities: The Director of Community Engagement has facilitated more than 30 professional development opportunities on campus, including leading roundtable discussions at opening faculty meetings, conducting workshops as a part of the campus Leadership Development Institute, making presentations at divisional meetings of Student Affairs & Enrollment Management and Business & Finance, meeting with departmental groups upon request, holding several campus-wide training sessions, and making presentations to Vice Presidents, the Administrative Council, Staff Advisory Council, and Faculty Senate. In every presentation she emphasizes reciprocity and mutual benefit, gives examples, and invites conversation. She has had countless individual conversations with campus and community members exploring partnerships; she discusses those topics in every conversation.

Recognition: The rubric for evaluating projects to be designated as Outstanding Partnerships included the following items: How do you know that this project benefits the university? How do you know that this project benefits the community? Does it make a difference for the community being served? Does it have the potential to make a significant difference for the community with continued development? Does it have the potential to make a significant difference for UWG with continued development? Is this a true partnership?

Reporting: The Community Engagement Inventory asks respondents to describe how the community or non-UWG organization benefits from each collaboration and to describe how the University benefits from each collaboration. The Community Partners Perception Survey asks respondents to respond to four questions regarding mutuality and reciprocity. Respondents gave us a mean score of 4.44 (out of 5) on the statement, “The faculty and/or staff that we work with take specific actions to ensure that our partnership(s) are mutually beneficial.” Responses to the other three questions are shared in the next question.

E.2.2. 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

E.2.2.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

Many individual projects do an outstanding job of assuring that partnerships are mutually beneficial and reciprocal, and we have collected and shared that information on an ad-hoc basis as we address particular topics or issues. Respondents to the CPPS indicated that we have room to improve on this, as they gave us a mean score of 3.94 on the statement, "UWG collects and shares feedback and assessment findings regarding partnerships with mutual benefits, both from community partners to UWG and from UWG to the community."

We have only begun the process for systematically collecting and sharing that information, and we are actually using the Carnegie application process to kick off this next step, with several events and communication pieces planned for the coming months. Responses to CPPS open-ended questions were very encouraging that we are on the right path, as demonstrated by the following examples.

Question - Describe the actions and strategies used by UWG to ensure mutually beneficial partnerships:

"Thorough communication between all parties. Input and suggestions well-received by UWG."

"Available for a phone call, e-mail, provide research, information, etc."

"Open doors of communication."

"Willingness to engage in conversation at all levels whenever topics of mutual interest come up."

"Actively reaching out to our organization with optional supports."

"Our goals as we move forward are clearly defined, and the UWG team does a great job of creating timelines that feasibly align with student schedules and curriculum."

Question - Please provide any additional information that you think will be important for understanding how UWG partnering with you has enacted mutual respect, shared authority, and co-creation of goals and outcomes: "Though UWG spearheaded the initiative, everyone at the table felt as equals."

"I can say without hesitation that each of the UWG staff members I have had the opportunity to partner with have been knowledgeable, willing to lend their time, and a pleasant partner. They are able to lend expertise to teachers and do so in a way that transfers incredibly well to the practitioner. This skill makes partnerships and outcomes more likely and much more beneficial."

"UWG has been highly proactive in reaching out to community organizations to offer opportunities to recruit student volunteers. The research provided by various departments has been invaluable in strategic planning and use in securing funding through outside grant opportunities."

"We have built many new relationships with individuals from UWG. I also think we have achieved a new level of understanding both ways."

"Personally, the overall attitude between the community and UWG is light years from where it has been in the past. For many years, it seemed like there was an 'invisible drawbridge' that prevented any meaningful partnerships or collaborations. Now, it is a dynamic, vibrant exchange of people, resources and ideas. It seems like we are all moving in a positive direction to make our respective communities better and more productive for all. It is refreshing to be welcomed as a valued participant in the development of shared goals and outcomes."

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

Questions IIB & IIF: Candidly, we have struggled to create a systematic, comprehensive, meaningful, useful assessment process. Challenges included an ambitious approach to community engagement, campus initiative fatigue and information overload, and a community where major players are intertwined on multiple projects, making the analysis of discrete interventions difficult. It has been an evolutionary and iterative process, with several stages of collecting data, listening deeply, and using that knowledge to create a new process and begin the cycle again. We only recently arrived at a process we believe will work well for us, which includes unit Annual Reports, Faculty Activities Report, Community Engagement Inventory (CEI), and Community Partners Perception Survey, and we still have work to do.

2014-15 began with an attempt to catalog community engagement projects. Using language from our strategic plan, we collected lists of “mutually beneficial partnerships,” asking five questions about each. The resulting compilation of 567 partnerships demonstrated that definitions varied so widely that the Director of Community Engagement described it as “comparing apples and giraffes” rather than “comparing apples and oranges.” Many activities would not meet Carnegie’s definition, but this important first step was critical to understand and support different campus subcultures moving forward. We began educating the campus and seeking a common language as we developed Service Learning policies and began revising tenure and promotion policies while continuing to collect information.

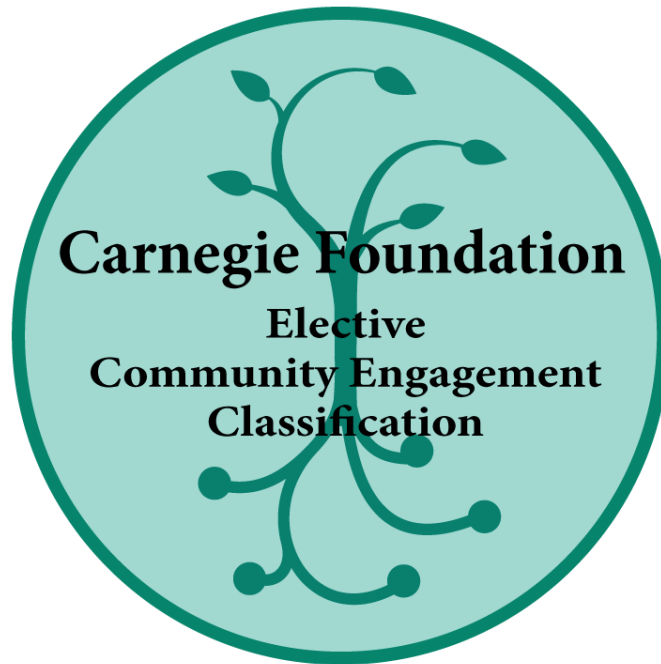
2016: We interviewed 17 faculty and staff engaged in projects that met the Carnegie definition. Responses to six open-ended questions revealed key success factors were support from deans and financial resources for administrative tasks. We, therefore, shifted to a narrower focus, asking deans and vice presidents to identify “signature projects.” This led us to identify some high-quality programs, but it also meant we had swung too far in the other direction and were failing to learn about some great innovative work by individuals and departments.

2017-18: Continued conversations resulted in two significant achievements: the revision of the 2017 Faculty Activities Report and the creation of the Community Engagement Inventory.

UWG’s August 2018 quarterly Leadership Development Institute, with more than 200 faculty and staff, focused on Community Engagement. It incorporated education, planning, and data collection via multiple methods.

The CEI was then emailed to all faculty and staff. We collected additional information from respondents about their assessments, began to “assess the assessments,” and are planning educational efforts for the campus based on that information. The CEI is now on the OCE website where faculty and staff can complete it at any time. Requests for completion will be sent each Fall.

While we are pleased with the progress we have made on assessment and excited about what it has allowed us to learn, the Self-Study Team has identified opportunities for improvement, including determining campus metrics for defining and measuring quality, continuing to educate faculty about assessment, and developing a more systematic approach to tracking impacts and outcomes on an institutional level, while continuing to support the decentralized, coordinated approach that has allowed creativity to flourish.



2020 Community Engaged Campus