



Council on Postsecondary Education 2006-08 Regional Stewardship Program Infrastructure Plan

Overview

The following document summarizes Western Kentucky University's plan to utilize infrastructure dollars through the Regional Stewardship Program. WKU has a long tradition of engaging students, faculty and staff with the community, and is committed to working with our community partners to address regional needs in its role as a public institution. Herein, we propose to utilize \$200,000 in state dollars to:

- Designate the ALIVE Regional Stewardship Center as the hub of our public engagement infrastructure, and provide operational support for its mission to coordinate the university's regional stewardship efforts;
- Hire a Community Engagement Coordinator to serve as the primary interface with our community partners in identifying regional needs and exploring opportunities for university/community collaborations;
- Hire a tenure-track Faculty Engagement Coordinator to serve as the primary interface with faculty in advancing projects that bring their disciplinary or interdisciplinary expertise to bear on projects that address identified regional priorities;
- Hire an Information Coordinator to serve as the primary point-of-contact for data and source material related to our regional stewardship mission;

Western Kentucky University will demonstrate its commitment to the Regional Stewardship Program through its commitment to:

- Invest \$215,000 in recurring university base funding to complement the capacity established through state funding;
- Provide 50 % release time of a tenured faculty member to serve as Stewardship Director, responsible for overseeing development an strategic implementation of the university's Regional Stewardship Plan;
- Provide and fund a position of Service Learning Coordinator to serve as the primary interface with faculty and departments in developing service learning opportunities for students, and to serve as the university representative to the Kentucky Campus Compact;

- Fund an Americorps VISTA volunteer to serve as the primary interface with in-need constituencies throughout the region, bringing their voice to the discussion of regional needs and priorities;
- Provide recurring summer support for the Faculty Engagement Coordinator as a means of further advancing the professional development of faculty and staff in the area of the Scholarship of Engagement;
- Dedicate a portion of the effort of the Associate Vice President for Research and Economic Development, the Assistant Vice President for Institutional Planning and Assessment, and an Information Specialist in the area of Information Technology to support the initiatives of our Regional Stewardship Plan;

I. Programmatic Plan Narrative

a. Mission/Vision/Strategic Priorities

- i. Dedication to public engagement is deeply embedded in the fabric of Western Kentucky University. This commitment is clearly reflected in our Mission Statement, which reads in part, “WKU is responsible for stewarding a high quality of life throughout its region.” It is prominent in the guiding document of our institution, our *Challenging the Spirit* Strategic Plan, which lists “Enhance Responsiveness to Constituents” as one of our five institutional Strategic Goals. Elaborating further on this goal, *Challenging the Spirit* expressly states our intention to “respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.” Personnel within each unit of the university, academic as well as administrative, annually develop and evaluate an Action Plan that articulates the specific activities they will undertake to contribute to the overall achievement of the institutional mission and strategic goals, including that to Enhance Responsiveness to Constituents. Additionally, performance indicators are established by every unit to track progress on each activity.

WKU’s commitment to Community engagement also is evident in a number of seminal documents that inform institutional decision-making on a daily basis. For example, our Quality Enhancement Plan (QEP) has as its theme *Engaging Students for Success in a Global Society*. The central learning goal of this plan is that “Students will engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society.” This goal is linked to three attendant student learning outcomes: (1) Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community and society; (2) Students will demonstrate respect for diversity of peoples, ideas, and cultures; and (3) Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society. Through our implementation of the QEP, the concept of student engagement with community is becoming a major driver in each academic program of the university.

There can be little doubt that the WKU administration articulates a vision for the university that is built upon engagement with community. In his 2006-2007 opening remarks to the faculty and staff, President Gary Ransdell noted that: “*My comments this morning would be incomplete if I did not acknowledge the nature of our publicness as a state university and an important agency of state government. While we intentionally and strategically control our own destiny as an institution, ... we first and foremost are here to serve this Commonwealth and its people. We are proud of our publicness and our responsibility to be a good steward of this region even*

while our mission is rapidly changing in dramatic ways. Our pursuit of national prominence, our desire to be a leading American university,...is largely energized through a growing institutional capacity and firm belief that quality, on a national scale, positions us to better serve the Commonwealth to which we are dedicated.”

In an event celebrating the opening of WKU’s Clinical Education Complex, President Ransdell pointed to the CEC as an example of how the university and the community can partner to meet a need. *“At WKU these days we are about identifying and solving problems that affect people within our reach. People in this community identified a problem and set about the business of solving it and we could not be more proud to play a role in helping to bring those solutions to our community and to the young people who need those solutions.”* At the same event, Provost Barbara Burch highlighted the theme of engagement that runs across the WKU campus: *“We talk about engaging our faculty and our students in ways that increasingly connect them to the community. That engagement produces a more lasting learning experience that helps our students develop habits, attitudes and skills that make them contributors to the community in addition to achieving strong academic preparation for their careers.”*

For several years, campus leadership has incorporated an emphasis on public engagement into the Mission and Vision of the university and into the principal documents guiding our actions and our accountability. Leaders frequently reflect upon the importance of our contribution to public good to audiences both large and small and demonstrate this commitment in numerous ways publicly and privately.

- ii. Although we believe that our Mission/Vision/Strategic Priorities are aligned with public engagement, implementation of the regional stewardship program will enable us to bring regional priorities to the forefront of campus planning conversations in concrete ways and put these concerns into even sharper focus as we identify our unique capacities to contribute to solutions. It is true that Mission and Vision frequently do not get translated into specific activities with associated accountability measures. However, the stewardship program gives us a greater ability to operationalize and institutionalize those aspects of our mission that affirm the public purposes of our university. We anticipate a heightened awareness of stewardship goals at all levels of the campus community and an enhanced ability to articulate specific, targeted initiatives and activities to achieve the objectives of a publicly engaged institution. Clearly, the stewardship program provides us with a greater opportunity to engage students and faculty in community-based, applied research and enhances the type, quality, intensity, and impact of campus-community interactions. It also encourages faculty to place community-based research high on their own personal and professional agenda. Perhaps most importantly, through the formation of a Regional Advisory Committee, the

stewardship program will allow us to connect with our community and regional partners more meaningfully than ever before in terms of collaborative strategic planning and true partnership building.

- iii. We believe that these transformations will begin immediately. Discernable increases (over Fall 2006) in regional stewardship activities will be seen in the unit Action Plans by the Fall 2008. Community-based scholarship and applied research initiatives will also increase by Fall 2008.

b. Planning/Budgeting

- i. Western Kentucky University actively supports creative initiatives that engage students, faculty and staff with community. WKU's Strategic Plan, *Challenging the Spirit*, identifies five university strategic goals, namely: (1) Increasing Student Learning; (2) Developing the Student Body; (3) Assuring High-Quality Faculty and Staff; (4) Enhancing Responsiveness to Constituents; and, (5) Increasing Institutional Effectiveness. Elements of public engagement are embedded within each of these goals, and progress in advancing the university's overall stewardship commitment is tied to specific performance indicators to be achieved by 2008. This guiding document orients and drives the planning process of all units.

Each unit within the university is responsible for developing yearly Action Plans that outline their strategic priorities and targets. Units identify objectives for the coming year, activities to be undertaken to address those objectives, and specific performance indicators to be used to assess their progress towards meeting the objectives. Action plans are organized around the five university strategic goals outlined above, such that their planning processes are consistent with overall priorities of the institution while still sufficiently flexible so as to reflect the unique mission of each unit. In this way, the university's public engagement agenda is translated down to individual units in a tangible, impact-centered way.

WKU views public engagement as a powerful pedagogical tool for enhancing students' learning, and their professional and personal development. The university's Quality Enhancement Plan, *Engaging Students for Success in a Global Society*, identifies three targeted student learning outcomes associated with the student learning goal of engaging students with "communities other than their own" as a means of enhancing student learning (see I.a.i.). Academic units are responsible for developing implementation and assessment strategies that define and address each student learning outcome in ways that are relevant to their students and discipline. As such, the QEP theme of student engagement influences units' curricular and co-curricular planning and assessment.

Each academic unit is responsible for developing Outcomes Assessment Plans that identify locally relevant student learning outcomes with associated assessment mechanisms and performance targets. Beginning in 2006-2007, units are expected to incorporate one or more QEP outcomes into their assessment plans. This process of targeting QEP outcomes will continue until such time that all academic units are systematically addressing all three QEP outcomes on behalf of their students. Because the QEP is built on the premise of student engagement with community, the university's stewardship and public engagement priorities are becoming more deeply inculcated into our teaching mission.

Funding for public engagement initiatives consistent with QEP and Strategic Plan goals comes through line-item allocations for specific programs as well as competitive grant programs that support the creative energies of faculty, staff and students.

The ALIVE Center (the acronym stands for A Local Information and Volunteer Exchange) currently serves as WKU's organizing unit for service learning and engagement of students with the local community. Originally established through a federal appropriation from the Department of Justice, the ALIVE Center is a core infrastructure unit supporting the university's community engagement initiatives. In 2005, WKU purchased the property in which the ALIVE Center is housed. University time allocation for the Center's Director is being transitioned from grant funding to the university's budget. Additionally, the university has permanently funded a full-time Service Learning Coordinator for the Center. These steps are being taken in anticipation of incorporating the ALIVE Center as a central component of the infrastructure plan for the university's stewardship initiative. The university has invested over \$200,000 in purchasing the building and approximately \$120,000 per year thus far in recurring dollars to institutionalize the Center as the hub of the stewardship infrastructure.

The Clinical Education Complex (CEC) is a community-university partnership that assists individuals and families by providing skill development for individuals with autism, early childhood education, family counseling, brain injury rehabilitation, and professional services in the area of communication disorders. Construction of the first portion of this newly opened facility was facilitated through partnerships between the university and private donors in order to meet clearly identified community needs.

The Provost's Initiatives for Excellence (PIE) program is a competitive grant program established in 2004-05 to provide seed money for projects that advance the university's student engagement and stewardship missions. In excess of \$820,000 per year is allocated from the university's base budget to fund the PIE program. Of this total, \$114,000 in recurring funding is earmarked specifically for supporting initiatives related to the QEP; \$295,000

supports P-16 and teacher preparation initiatives. The remaining funds support a wide range of initiatives that enhance student learning through engagement, increase the university's capacity to be responsive to its constituents, and enhance the quality of life in the region.

A number of other competitive programs exist that allow individuals and units to undertake public engagement and outreach. Units can make budgetary requests for new initiatives through the strategic planning process. Requests are justified on the basis of the proposed initiatives' alignment with and potential impact on university strategic goals, including public stewardship. These budgetary requests are reviewed annually. Unit Productivity Awards and Priority Initiative Awards also are monetary incentives that are distributed on an annual basis. These awards recognize units who have contributed meaningfully to advancing university priorities (including stewardship). The Division of Extended Learning and Outreach (DELO) was structured to create incentives for faculty to contribute to programs designed to meet regional needs. During the current year, \$350,000 was distributed to faculty and colleges as incentive rewards for their participation in outreach and stewardship initiatives.

- ii. WKU's stated aspiration to become "a leading American university with international reach" has served as the impetus for a broadening of the university's public engagement profile over the past five to six years. Identification of community engagement and social responsibility as major QEP themes, in conjunction with steady growth of the Applied Research and Technology Program of Distinction, establishment of the College of Health and Human Services, and participation in the American Democracy Project, has led to more explicit emphasis being placed on the relationship between public engagement and student learning. Together these factors have established a framework in which WKU is a responsive partner in the community.

Implementation of the Regional Stewardship Program will offer the university an additional mechanism for building strong, reciprocal partnerships with business, governmental and non-profit sectors. This will further strengthen our ability to prepare students for success while stewarding a high quality of life in the region. As regional stewardship becomes a more explicit component of the university's service mission, a number of positive changes in our planning and budgeting systems will accrue, namely:

- Increased attention on articulating the connection between planning components and budgeting decisions with respect to public engagement
- Focused intentionality in ensuring support for stewardship
- Meaningful accountability systems to show value for that support

- Clarity in the roles each of the different university divisions have to play in supporting a public engagement mission
- Significant inclusion of community partners in the planning and decision-making processes.

The Regional Stewardship Program will provide both a strong university context as well as enhanced fiscal capacity to increase the impact of the university's public engagement agenda. By helping define specific stewardship priorities for the institution, we will be in a better position to allocate effort and resources in ways that maximize efficiency and impact. In addition, by providing real dollars in support of regional priority initiatives, the Program will allow the university, together with community partners, to create and sustain innovative programs to effect meaningful change in the region. Finally, growth of the Regional Stewardship Program will focus individuals' and units' thinking about public engagement, creating a synergistic effect that will bring additional university monies to bear on the public agenda.

As an example of this latter impact, the PIE program has proven to be an exceptionally successful in advancing our capacity for engaging students and serving regional needs. In 2005-2006 alone, \$621,000 was allocated in support of initiatives that directly linked campus and community and/or supported engagement initiatives. This program certainly will continue. However, we anticipate that as public engagement becomes an increasingly prominent point of emphasis at WKU, the number and/or proportion of PIE proposals that have a stewardship focus will increase as well. More resources and creative energy thus will be brought to bear on regional priorities.

- iii. University planning and outcomes assessment processes are already established, and units are well along in the process of integrating public engagement goals and initiatives into those plans. Over the near term (1-2 years), we will continue to refine our planning and budgeting processes to operationalize systems that will facilitate and support our public engagement agenda. Alignment of rewards and recognition systems with this agenda will be of paramount importance during this time (see I.e.ii.).

c. Engagement Infrastructure

- i. One of the greatest assets that Western Kentucky University has to connect it with regional partners and collaborative initiatives is the ALIVE Center. The Center was established in 2003 with an original mission "to promote placement and effective use of volunteers and to provide access to information and resources enhancing human service delivery." The ALIVE Center offers the following services free of charge to nonprofit organizations in the region:
VOLUNTEERISM
 - Maintains an online list of short-term and ongoing volunteer opportunities

- Connects youth and adult volunteers to service organizations
- Matches WKU faculty and student interests with agency needs

INFORMATION AND REFERRAL

- Maintains a comprehensive directory of regional service organizations and support groups
- Responds to inquiries regarding childcare, health, education, recreation, housing, monetary/food/shelter needs and other service requests
- Maintains a regularly updated listing of community events
- Provides large and small conference rooms for agency or coalition meetings
- Provides tables and chairs to be checked out for community events

GRANT ASSISTANCE

- Conducts grant research and provides online listing of funding opportunities for service organizations
- Offers free editing and review of grant applications
- Facilitates workshops on grant topics

YOUTH OPPORTUNITIES

- Engages young people in service projects, leadership opportunities and community events
- Empowers youth to have a voice through governance and board membership
- Provides support to youth organizations and initiatives
- Connects families with children to needed health and human services

To provide a brief summary of the Center's activities, in 2005 there were 345 organizations, 48 support groups and 145 volunteer opportunities listed on the website directory (located at www.alivebg.org). Three hundred sixteen meetings with 3,844 people in attendance were held at the Center and 3,238 calls were received for human service information and referrals. Staff at the Center participated in 95 meetings in the community (with 2,815 people in attendance) to promote volunteer opportunities. Staff also facilitated workshops on the following topics: grant writing; volunteerism; youth development; team-building; bullying prevention; board development; computer literacy; special event planning; fundraising; community resource mapping; and service learning. In total, the Center offered 34 workshops to 652 participants over the course of the year. Over 50 nonprofit agencies were provided with grant assistance and as a result, \$322,000 in grant funds flowed into the community. Youth accessed \$26,000 in grant funding for service projects awarded to teams of youth from 29 different organizations. The ALIVE Center coordinated volunteer work for 457 youth. In addition, the Center compiled valuable listings for the general public of summer activities for children, regional clothes and food banks, and seasonal giving needs (agencies requesting donations and volunteer help during the holiday season). The full version of the Center's annual report is included as Appendix 1.

Comments about the Center from community partners include “ALIVE Center’s continued support enables us to provide positive role models in the lives of underprivileged children in the community. Thank you for helping us make a difference in the world” (from Big Brothers, Big Sisters), and “The Center is such a connector. It is also a really good thing for agencies that the ALIVE Center offers training opportunities to teach service providers how to work with volunteers and give them a meaningful experience” (from Bowling Green/Warren County Community Education).

With the mission of serving the public, the university, and regional human service agencies, the ALIVE Center is ideally situated to be the hub for WKU’s stewardship initiative. The work of the Center is, by its very nature, stewardship. Located one block from campus, the Center is easily accessible to both university and community partners; large and small conference rooms are available to support the work of regional organizations. Staff at the Center serve on boards, planning committees and coalitions, and participate in numerous community and university events (for a complete listing, reference the “Community Outreach” section of the annual report). The Center helped to establish and provides ongoing leadership for two active regional councils: Vision Multi-Agency Council and Youth Alliance of Bowling Green/Warren County. These groups share information, identify community needs, and seek to leverage resources to collaboratively address pressing social issues. To support this effort, the Center matches students, faculty and staff at Western Kentucky University with local organizations to meet real needs through volunteerism and service learning. All of these capacity-building activities exemplify “stewardship” to the region.

Successful stewardship involves trust, healthy relationships, effective planning, knowledge of the essential elements of true collaboration, and a strong leadership team dedicated to guiding the initiative through the phases of development and implementation. The ALIVE Center has many of these pieces in place. Staff members have spent years building positive relationships with community partners. They have extensive experience in strategic planning, building coalitions, and implementing collaborative initiatives. In the nonprofit world, the ALIVE Center has earned a reputation of providing reliable services and valuable resources. The stewardship initiative will receive a substantial jumpstart by building on the network of relationships and resources already established by the ALIVE Center.

- ii. While we hope to continue much of the positive work of the ALIVE Center related to nonprofit organizations and human services, we also seek to create significant change to transform it into the ALIVE Regional Stewardship Center. The Center will formulate a new mission and organizational goals to promote regional stewardship. Additional partnerships with the business and governmental sectors will be established to build the four aspects of regional leadership, which include collaborative government, innovative economy,

livable community and social inclusion. Staff members dedicated to this initiative will oversee the four strategic planning steps of establishing a regional context, assessing university-system-state resources and capacity, developing goals and success measures, and developing a stewardship roadmap. The ALIVE Regional Stewardship Center will have direct responsibility for bringing together campus and community leaders to identify and address regional priorities in a comprehensive and collaborative way.

Our infrastructure plan provides a spacious facility and the expertise and energies of five professional positions. Currently, the ALIVE Center facility is owned by Western Kentucky University. It is approximately 2100 square feet with a front lobby, one large and one small conference room, three office suites, three bathrooms and storage space including an outdoor shed. The building will be dedicated to the stewardship initiative and the Center will be renamed the ALIVE Regional Stewardship Center.

Two of the five positions supporting the work of the ALIVE Regional Stewardship Center will be funded through WKU. One is a half-time faculty position of Stewardship Director. The person identified for this role secured the initial grant funding for the ALIVE Center and has overseen the development of numerous outreach programs connecting Western with its surrounding community. She has a strong network of connections to service providers and leaders in the region. In her role, she will guide the transition of the ALIVE Center into the Regional Stewardship Center, directly supervise the activities of the stewardship team, provide oversight for the planning and implementation processes of identifying and addressing regional needs as outlined by the CPE, and serve as a liaison to state and national leaders involved in stewardship.

The other university-funded position is a full-time professional staff position of Service Learning Coordinator. This individual will bridge community involvement with academic curriculum through service learning, internships, and volunteerism. The Service Learning Coordinator will connect with other engagement activities and relevant units on campus, including the American Democracy Project, American Humanics, the Student Volunteer Bureau, International Center, Leadership Studies, Freshman Seminar, National Panhellenic Council and Interfraternity Council, student government, and students clubs and campus organizations. She will serve as the university representative to the Kentucky Campus Compact and draw from the wealth of Compact resources available to institutions to enhance student engagement. The Service Learning Coordinator will deliver or sponsor workshops, seminars, and other training opportunities to help faculty incorporate community-based learning into their classes, as well as maintain an extensive library of print and electronic media resources for community engagement and service learning. She will be a key player in supporting the university's QEP theme of "engaging students for success in a global society."

There will be three full-time positions funded in the infrastructure plan. These will be the Community Engagement Coordinator, Faculty Engagement Coordinator and Information Coordinator. The Community Engagement Coordinator will be a professional staff position. This individual's responsibilities will be to identify and recruit community leaders to participate in the planning process, to facilitate meetings and ensure the integrity of the process, to promote ongoing and effective communication between partners, to interface with the Alliance for Regional Stewardship, to gather and disseminate data related to regional needs, and to leverage resources (university, community and grants) to support stewardship initiatives. For a detailed job description for the Community Engagement Coordinator, please refer to Appendix 2.

We also propose to hire a faculty member with specific disciplinary expertise in community based research and engagement to serve as the Faculty Engagement Coordinator. This individual will be responsible for assisting faculty (and staff) in bringing their teaching and scholarly activities to bear on regional priorities in collaboration with community partners. Working together with the Community Engagement Coordinator, this faculty member will identify opportunities for collaboration with community partners and match interested faculty and staff with relevant community based projects. As partnerships develop, he or she will provide assistance with needs assessments, program planning, evaluation, sustainability and research publication. This individual will be responsible for connecting with other model stewardship/community based centers in the United States to access information regarding successful programs and best practice in the field. Please refer to Appendix 3 for a detailed job description for this position.

Finally, the Information Coordinator will manage the collection, storage and dissemination of data related to current ALIVE Center functions (serving nonprofit organizations) and new stewardship needs. The ALIVE Center website is highly interactive and requires an extensive amount of maintenance. With the new stewardship initiative, technical demands will increase and the need to stay abreast of new developments and transmit the information to relevant stakeholders will be paramount. The Information Coordinator will interface with the public (answering phones and responding to online inquiries), with advisory council and committee members, with Western faculty and students, as well as with stewardship staff. This individual will be responsible for marketing and public relations related to the stewardship initiative. Appendix 4 contains a detailed job description for the Information Coordinator.

- iii. The university is poised to move forward on its expansion of the ALIVE Center's role in regional stewardship. We anticipate that this transition will be complete by Fall 2007. The Office of the Provost and Vice President for

Academic Affairs will provide oversight for this unit and it will be closely affiliated with other university interdisciplinary initiatives.

d. Recruitment/Professional Development

- i. An emphasis on student and public engagement permeates the processes of recruitment and professional development of faculty, staff and administrators. From the initial contact with prospective members of the university community, the linked university priorities of enhancing student learning through community engagement and responding to the needs of constituents within our reach are made clear. These points of emphasis are carried through university programs for professional development, such that all members of the university community appreciate our collective role as a public institution with a responsibility to act as a steward of place.

In the last five years, WKU has successfully conducted national searches for an (1) Associate Vice President for Academic Affairs (overseeing faculty personnel and academic policy), (2) Associate Vice President for Research and Economic Development, (3) Dean of the (newly-created) College of Health and Human Services, (4) Dean of the Gordon Ford College of Business, (5) Dean of the (newly-established) Division for Extended Learning and Outreach, and (6) Director of the University Honors Program. Additional searches have been conducted for department heads and directors of various units across the university. In every search, the university's commitment to public engagement and stewardship is well articulated, beginning with the advertisement and continuing throughout the screening and selection processes. A sampling of statements from each of the position advertisements testifies to this emphasis:

- (1) "The university has adopted an aggressive strategy of continuing growth in academic quality, resources and reputation with an emphasis on student learning, applied research, and stewardship of place."
- (2) The position of Associate Vice President for Research and Economic Development will provide leadership in areas of local, state and federal partnerships for economic development."
- (3) "We seek a visionary, creative leader who shares the College's commitment to academic excellence and to using the resources of the College to enhance the quality of life for our constituents."
- (4) Candidates should have..."Demonstrated commitment to building a strong learning environment for students that stresses academic quality, student engagement, experiential learning, global perspectives, entrepreneurship, and the role of technology..." and "evidence of ability to work with external constituencies to attract financial resources, build partnerships, and promote the College."
- (5) Requirements include "Demonstrated ability to interact dynamically and productively with academic and administrative leaders across the campus

and with business and industry corporate executives...” and “Knowledge of key issues and optimal strategies for identifying and meeting constituent needs...”

- (6) Qualifications include “Evidence of ability to engage students in challenging and enriching educational experiences both within and beyond the classroom.”

While the nature of public engagement varies in accordance with the specific duties of each position, there can be no doubt that supporting public engagement is a fundamental expectation of faculty, staff and administrators. The selected statements document that administrators in all areas are expected to provide leadership in community involvement in ways that are relevant to their units’ individual mission and purpose.

This expectation is reinforced in the performance evaluation of individuals and units. Each year, the Provost reviews the performance of Deans and other senior administrators with respect to their units’ contribution to ten university priorities. Among these priorities are a number that directly reflect our regional stewardship priorities, including student engagement, service to external constituencies, teacher preparation, and educational outreach to our extended campus communities. Through this process of shared accountability, Deans in turn work with department heads in their respective areas to identify means and targets for each college’s contribution to university strategic goals.

Enhancing human capacity for community engagement is a central focus of WKU’s professional development programs for faculty and staff. The university Faculty Center for Excellence in Teaching (FaCET) sponsors a series of workshops and symposia each year that help faculty and staff integrate active learning, service learning, and community engagement into their teaching.

Two years ago, the Office of Academic Affairs instituted the annual *Engaging the Spirit* conference for faculty and staff during the week immediately prior to the beginning of the Fall semester. This conference highlights best practices in student and community engagement being undertaken by WKU faculty and staff. It also features keynote addresses by nationally-recognized figures in higher education, including George Mehaffy and Dee Fink. This conference is integrated with new faculty and staff orientation, further emphasizing the importance of public engagement at WKU. In excess of 600 faculty and staff have participated in the *Engaging the Spirit* conference each year.

- ii. With implementation of the Regional Stewardship Program, we anticipate that our recruitment of faculty, staff, administrators and students will more consistently articulate our commitment to public engagement. As the regional priorities become codified, we will likely adopt a more common language in our advertisements and position descriptions, at least with respect to

identifying specific university priorities underlying our stewardship mission. Such a confluence has already taken place regarding our stated emphasis on student engagement as a result of our QEP implementation; we would expect the same tendency as our Regional Stewardship Program unfolds.

Professional development of faculty and staff will continue to emphasize community engagement as a means of enhancing student learning. However, we expect that more emphasis will need to be placed on how to implement regional stewardship programs within a curricular or co-curricular context. At present, our faculty and staff are learning how best to engage students in experiential activities that promote learning and citizenship; the next step will be to expand our knowledge and capacity in working with community partners in conducting needs assessments, and building partnership programs that offer learning benefits to students, scholarly benefits to faculty and staff, and meaningful outcomes for the community and the region.

We believe the most effective way to catalyze such thinking and capacity in our faculty and staff is to make available such expertise on a continuing basis. Our infrastructure plan includes the proposed hiring of a faculty member specifically trained in community engagement; this individual will work with current faculty and units to design community based programs that complement their teaching, research and service aspirations. This new faculty member will identify opportunities for collaboration with community partners, match interested faculty and staff, and as partnerships develop, provide assistance with program planning, implementation, evaluation, and sustainability.

- iii. Again, WKU is well-positioned to advance quickly in integrating regional stewardship priorities into our recruitment and professional development. Changes to our advertising and screening processes can begin immediately. We can likewise respond quickly in the professional development area. For example, planning for the 2007 Engaging the Spirit conference will begin during the Spring 2007 semester; it is feasible that regional stewardship could be identified as the conference theme, providing a strong kick-off to our Regional Stewardship Program.

e. Incentive/Reward System

- i. All six of the institution's academic colleges reward the participation in community engagement activities in tenure, promotion, and merit pay decisions. In addition, all departments have been asked to review tenure and promotion guidelines to ensure that engagement of students with community is part of the expectations for faculty. Various departmental tenure and promotion criteria already include language that explicitly states the expectation for faculty to be active in community engagement. For example, the promotion and tenure policy for the Department of Educational

Administration, Leadership, and Research states “All faculty members are expected to insure that student learning connects academic experiences with purposeful activities that engage students in the community. The expectation is to develop students as responsible members of their community and society who contribute by addressing relevant concerns, who demonstrate respect for diversity of people, ideas, and cultures, and who demonstrate awareness of their opportunities as responsible citizens working and living in a global society.”

At the institutional level, we are currently moving to revise Faculty Handbook tenure and promotion guidelines to reflect the importance of community engagement as a scholarly activity. A performance indicator in our current institutional strategic plan (to be achieved by June 2008) requires that we “Review and revise promotion, tenure, and merit pay processes to ensure that reward structures are aligned with institutional priorities and a broad definition of scholarship that ensures the scholarship of engagement.”

The classification of community engagement scholarship varies by college/department. Depending on the nature of the engagement, it may be recognized as teaching, research, or service. In general, if the community engagement activity results in a scholarly product such as journal article or conference presentation, the work will be evaluated as part of the faculty’s research effort. As stated previously, all colleges are currently reviewing and revising tenure and promotion policies to more clearly delineate and classify community engagement under any of the three activity rubric areas as appropriate. For example, the following changes have been proposed to the Potter College of Arts and Letters Promotion and Tenure Policies:

- Under Effective Teaching: “...*faculty members may promote student learning using a variety of instructional methods and activities. These may include...use of service learning or community-based teaching strategies.*”
- Under Scholarship: “*The college recognizes that scholarship may take many forms...Scholarship may also be community based, addressing the problems and needs of a public beyond the campus.*”
- Under Service: “*[Faculty members] also use their expertise to address regional issues and to support public constituencies beyond the campus in keeping with the university’s commitment to serve as a regional steward.*”

- ii. We anticipate that implementation of the regional stewardship program will provide added impetus to our ongoing emphasis on increasing incentives for engagement activities. The program will not only encourage positive changes in tenure, promotion, and merit pay policies but will also facilitate increased visibility and recognition for faculty engaged in public engagement scholarship. Specifically, we believe that the infrastructure established by this program will accomplish the following:

- Facilitate department-level conversations concerning the acceptance of community-based scholarship on a par with other, more traditional forms of scholarship;
 - Provide examples of community-based scholarly/creative products that cover a broad spectrum of activities that contribute to community development;
 - Assist in the development of guidelines for the evaluation of community-based scholarship and creative activity that are recognized as equivalent in rigor to those standards applied to traditional forms of scholarship;
 - Advocate for the recognition of community-based scholarship in institutional reward systems (i.e. promotion, tenure, and merit pay);
 - Support faculty in identifying and developing the scholarly dimensions of their community-based activities including literature searches, research designs and statistical analysis;
 - Assist faculty in preparing their tenure and promotion dossiers in ways that highlight the scholarly/creative aspects of their community-based activities;
 - Encourage faculty to value community-based scholarship in their evaluation of colleagues.
- iii. As mentioned, a campus-wide review of tenure, promotion, and merit pay policies is already underway to ensure that community-based scholarship and engagement activities are included for consideration. We anticipate these changes to be complete by the end of the 2006/07 academic year. Changes in the overall institutional tenure and promotion policy will be completed by June 2008 in accordance with the *Challenging the Spirit* Performance Indicator.

f. Learning Environment

- i. Public engagement is a foundational component of WKU's Quality Enhancement Plan, *Engaging Students for Success in a Global Society*. The QEP articulates the following student learning goal:

“Students will engage with communities other than their own in purposeful learning activities that explicitly address the capacity and responsibility to contribute to community and society.”

As discussed previously, this goal is linked to three attendant student learning outcomes designed to enhance the student experience and promote community engagement and stewardship:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect [or appreciation] for diversity of peoples, ideas and cultures.

3. Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society.

Engaging students with individuals, groups and issues beyond the bounds of campus is integral to each of these student learning outcomes. Applied research, service learning, study abroad, civic engagement, and cultural exchange represent a few examples of the ways in which our students enhance their learning through engagement. Our stated intent is to produce students with both the capacity to excel professionally in a global environment as well as the commitment to respect and contribute to society and the world in which they live. To do so requires that we provide students meaningful opportunities to interact with real-world issues in a tangible way.

This approach to teaching and learning is not new at WKU. Our learning environment has long been built upon the premise that the more students are actively engaged in a broad educational experience, the richer their learning will be and the greater their potential to contribute to society in positive ways. WKU's founding President, Henry Hardin Cherry, established this commitment to engaged learning, stating his desire for the institution "*to be a live school and to impart to [our] students a burning desire to do and be something.*" The QEP and its learning outcomes represents the most contemporary formulation of WKU's underlying educational philosophy.

Every academic unit is charged with articulating each of the QEP learning outcomes in ways that are relevant to their students and their mission; they must implement strategies to enhance students' learning along these vectors. Significant institutional resources have been dedicated to providing the necessary infrastructure and human capacity to allow departments to engage their students in creative and meaningful ways.

Service learning is becoming an increasingly important pedagogical tool across all disciplines. The university has adopted standardized guidelines that permit newly created courses to be identified as having a significant component of community-based learning. Many faculty have implemented community-based learning in already-existing courses as well. In WKU's inaugural Winter Term (2006), over one-third of the 130 courses offered included study abroad, service learning or alternative delivery as fundamental elements of the course. During the 2005-2006 Fall and Spring semesters, at least 60 courses were offered that included a significant service-learning component; this represents between 17 % and 35% of the total courses offered (the proportion varies by college). Eighty-four percent of the academic departments, and roughly 20 % of the faculty offered service learning courses during 2005-2006.

Over 300 students in the sciences each year conduct independent research activities under the auspices of the Applied Research and Technology (ARTP)

Program of Distinction. The mission of the ARTP centers is to provide technical expertise and services to external agencies, organizations, governments and businesses, while promoting the involvement of students in meaningful learning experiences. These community-based projects address regional problems and involve ongoing partnerships with local, state, federal and international agencies, organizations and governments.

Service learning and interaction with community is a fundamental element of the curriculum in the College of Health and Human Services. Each degree program in that college incorporates community involvement, and a number of large-scale programs have been developed to provide service to the community.

Although community involvement is not a graduation requirement at WKU at this time, the learning environment is such that students are inevitably in a position to place their learning within a broader public or societal context.

- ii. With implementation of the Regional Stewardship Program, we anticipate that we will become more explicit in defining the value of public engagement to students' professional and personal development. Our faculty and departments will be encouraged and receive support to seek community partnerships for applied learning and problem solving. This in turn will catalyze important reflection concerning the complementary roles that curricular and student life experiences play in advancing students' learning. We expect the result of this conversation to be a strengthening and expansion of the partnerships between the Academic and Student Affairs divisions of the university.

Whereas at this point the faculty's impetus for incorporate community-based learning elements is outpacing the course approval/modification process, we anticipate that more and more courses will be put forward for review by the curriculum committees to add service-learning designations as a result of the emphasis on regional stewardship.

A greater focus on community-based experiential learning will assist WKU in developing and implementing its co-curricular transcript/e-portfolio system for students. This initiative, just beginning, will track and record students participation in diverse types of learning experiences, including service learning, study abroad, and leadership, and will link activities to discrete learning goals. Engaging in the process of identifying regional priorities and developing university/community partnerships to address those priorities will help us codify the educational value of different types of experiences as well as provide students with new and more valuable opportunities to become involved in community based initiatives.

- iii. Development and implementation of strategies to address QEP learning outcomes is currently underway in each academic unit. Over the next two

years, QEP outcomes will be fully integrated into the curricular and co-curricular learning environment for all students. A working version of the co-curricular transcript will be available by Spring 2007; the Class of 2010 will be the first class to graduate with a four-year record of their experiences and accomplishments in the form of an electronic portfolio.

g. Information/Reporting Systems

- i. The university has no single, comprehensive data collection and reporting system used to track public engagement activities and campus/community interactions. These activities are currently captured within specific units (e.g., colleges, centers, institutes, etc.) for a variety of documentation and reporting purposes. For example, the Applied Research and Technology Program of Distinction details the engagement activities of students and faculty as part of its periodic reporting requirements to the council. The ALIVE Center tracks its services to partners in the non-profit sector for the purposes of developing proposals for community grants and gauging the efficacy of their programs.

At the institutional level, we have a mechanism for tracking the achievement of student learning outcomes related to engagement activities. As mentioned, the QEP targets three student learning outcomes. Achievement of these outcomes is tracked at the institutional level via the online Assessment Database. Beginning in Fall 2006, each academic unit must select at least one of the engagement outcomes, specify a means for its assessment, and establish criteria for determining if the progress has been made towards achieving the outcome. In Fall 2007, each program will report results into this database for review and dissemination.

A number of units on campus regularly scan regional needs to guide the development of community based initiatives and assess the impact of the university's community engagement. Most notably, scans are conducted in the areas of economics, health and human services, and education. Faculty and students in the Department of Economics annually assess the economic impact of the university's faculty, staff and students on the vitality of area businesses. Surveys conducted by community partners, including the United Way of Southern Kentucky, the Bowling Green Area Chamber of Commerce, and the Mayor's Task Force on Volunteerism, identified a critical gap in centralized information and referrals for the human service sector. These data led directly to the establishment of the ALIVE Center. The Center stands as an example of a successful university-community partnership that functions collaboratively to effectively address an identified regional need. Community needs assessments also played a key role in development of the Applied Research and Technology Program of Distinction and specific curricular programs in Engineering. The College of Health and Human Services draws on regional environmental scans to design outreach programs in the health services sector. Similarly, the College of Education and Behavioral Sciences develops

programs based on regional P-12 educational needs identified through the work of the Green River Regional Educational Cooperative.

- ii. A current *Challenging the Spirit* Performance Indicator requires that we “Build a system that records and documents student engagement experiences as part of a student learning portfolio.” WKU is in the process of developing a database and reporting system to achieve this indicator. Many departments and colleges have tracking systems in place for their student majors (including electronic portfolios), however, these databases do not interface, so a complete picture of the student’s university and community experience is not available. Creating this overarching system will have the benefit of linking existing databases to provide students with richer documentation of their educational experience and provide the university with comprehensive engagement data for students, faculty and staff. With this information, the university will be positioned to accurately and efficiently assess the extent and effectiveness of community engagement and responsiveness to regional needs.

The Office of Information Technology, in conjunction with Academic Affairs, has recently funded and filled a technical position to handle the systems analysis, technical design, and development of an integrated engagement tracking system. In addition, the university has dedicated in excess of \$100,000 in funding to develop a comprehensive institutional tracking system.

- iii. The expected completion of Phase I of the reporting system is Fall 2007.

h. Campus/Community interaction

- i. The President of Western Kentucky University has established and regularly convenes an external advisory group consisting of WKU alumni and members of the local community. This group provides the President with valuable strategic insight related to the university’s desire to be a contributing partner in driving economic development and enhancing quality of life in the region. In this way, the university is dynamically responsive to the changing needs of the community, as well as the perceptions of the community regarding our efforts and initiatives.

Most campus units having significant community outreach initiatives maintain external advisory boards to provide similar reflective assessment of the university’s performance. Among these units are the College of Health and Human Services, the Applied Research and Technology Program, the Clinical Education Complex, and the ALIVE Center. Each of these advisory boards include representatives from relevant agencies and constituencies in the community, and offer critical assessment of the effectiveness of university programs designed to engage students with regional issues, address and solve problems in the region, and provide enhanced opportunities and services for individuals and groups within our service region.

Feedback from community members serving on external advisory boards informs the strategic planning process. The university's strategic plan, *Challenging the Spirit*, is a dynamic document that ensures the university remains flexible and responsive to a changing environment. Goals, targeted outcomes and performance indicators are reviewed and revised as needed every two years. Ongoing conversation with our community partners is critical to this reflective process, and meaningfully shapes the discussion of university priorities and directions.

Similar processes exist for all units maintaining advisory boards related to their outreach efforts. The university's action planning process, modeled through *Challenging the Spirit* and its development, is very well developed and follows a similar process in every unit across the university. Quantitative and qualitative assessments (each locally-derived and mission-relevant) inform reflective consideration of unit effectiveness and form the basis for development of priorities, goals, and indicators for the coming year(s). These priorities and targets are linked to budgetary needs and requests to ensure that units are acting with maximally efficiency, relevance and with the greatest potential for meaningful impact.

Although no current strategic plan for the region exists, the university is involved in numerous partnerships and projects addressing pressing needs in our region. These collaborative initiatives include the Institute for Rural Health Development and Research, Clinical Education Complex, South Central Kentucky Area Health Education Center, Center for Gerontology, Kentucky Emergency Medical Services Academy, Adult Literacy Clinic, and Upper Green River Biological Preserve. A full list of partnerships is included as Appendix 5.

University outreach activities also are dictated by regional needs and serve to support regional development. The Applied Research and Technology Program is comprised of a multidisciplinary group of 13 research centers in the sciences, engineering and mathematics. ARTP centers provide technical expertise and services to external agencies, organizations, governments and businesses. The program is supported by the Commonwealth of Kentucky's Council on Postsecondary Education and through external grants and contracts obtained by ARTP faculty and staff.

The Division of Extended Learning and Outreach (DELO) Continuing Education Program provides programming for over 10,000 individuals each year, and coordinates awarding of Continuing Education Units (CEUs) to over 800 individuals annually on behalf of non-university sponsored workshops, conferences and seminars. DELO offers non-credit training courses through its Center for Training and Development (CTD). Customized training programs are offered with Siegel-Robert, ArvinMeritor (in Franklin, KY), Logan Aluminum, BG Municipal Utilities, City of Bowling Green, SCA Personal Care, Warren County Water District, Stephens Manufacturing

(Tompkinsville), Renaissance Mark, New Mather Metals, and Holley Manufacturing, on leadership, interpersonal skills, software training, listening, teamwork, decision making, problem solving, conflict resolution and other topics customized to meet business needs.

In the area of human services, the College of Health and Human Services offers a variety of undergraduate and graduate courses in which students work with community groups to assess and deliver programs on issues including rural health, Hispanic health needs, women's health, sexual awareness, and body image. Students in the College of Education and Behavioral Sciences provide after school tutoring to children served by the Bowling Green Housing Authority. The Clinical Education Complex provides evaluation and clinical services for members of the community in the areas of autism, K-12 and adult literacy, family counseling, and communication disorders.

Finally, a less interactive but nonetheless valuable way in which the university is engaged with the community is through sharing resources with the public. The University Cultural Enhancement Series brings world-renowned lecturers, literary figures, and performers to campus each year. Events are free and open to the public; generally, attendance exceeds 700 people per event. In the past several years, the Cultural Enhancement Series has brought to campus individuals and groups such as Jared Diamond, The Blind Boys of Alabama, Barbara Ehrenreich, E.O. Wilson, Steven Pinker, Los Lobos, Brian Greene, Anoushka Shankar, and the Los Angeles Guitar Quartet

The Bowling Green Western symphony Orchestra is a cooperative venture between the WKU Department of Music and the Bowling Green Western Symphony Orchestra Association. Founded in 1908, its purpose is to provide the opportunity for musicians, students and professionals, to perform in an orchestral setting and to contribute to the cultural enrichment and enjoyment of its audiences. Orchestra participants include WKU students and faculty as well as members of the local community.

Each year since 1999, the University Libraries, Bowling Green Public Library, and Barnes and Noble sponsor the Southern Kentucky Book Fest. This event focuses on the importance of reading, love of books and literacy. Proceeds from the Book Fest are used for the promotion of literacy in our community. Held annually during National Library Week, the festival is a two-day event. The first day is devoted to schoolchildren; youth have the opportunity to meet their favorite authors, participate in dramatic and musical performances, and exercise their creativity in the make and do room. The second day is the major book signing and authors' readings event. The Southern Kentucky Book Fest is supported by a wide range of underwriters from the local community.

University Libraries provides community access to the Kentucky Virtual Library. This statewide service offers access to library materials and databases to anyone with a computer connected to the internet. The Virtual Library was the result of a successful collaboration between the states' libraries, the General Assembly, and the people of Kentucky. The Kentucky Library and Museum is dedicated to the preservation and appreciation of Kentucky's cultural heritage. Established in 1939, the Library and Museum resides on the WKU campus. It houses primary source material related to Kentucky history and personalities, offers a speakers bureau accessible to civic groups, historical societies, and literary groups, and provides public cultural events throughout the year.

- ii. Several key elements of regional stewardship were presented at the Regional Stewardship Workshop sponsored by the Council on Postsecondary Education in July, 2006 (and are outlined in the Alliance for Regional Stewardship monograph *Regional Stewardship: A Commitment to Place*). These elements include focusing on the four target areas of innovative economy, livable community, social inclusion and collaborative governance and understanding the importance of a commitment to place. The shift in mindset from traditional academic endeavors to regional stewards includes movement towards idea application, collaborative innovations, interdisciplinary focus, sustained involvement, strategic institutional commitment, an emphasis on community/regional well-being, and shared responsibility for results. The greatest change we can expect to see in campus/community interactions at Western Kentucky University as a result of the stewardship initiative is to see these elements begin to emerge in practice across numerous outreach and engagement initiatives.

The university will benefit from engaging in the four-step stewardship process of establishing regional context, assessing university system-state resources and capacity, developing goals and success measures, and developing a stewardship roadmap. This will model to all participants the process of true university-community collaboration and regional innovation. Once the success of this priority of "making place matter" catches on, it will become infused into many of the current outreach activities the university supports and will lead to the development of new collaborative partnerships.

- iii. Although culture change does not occur rapidly, evidence of the types of shifts indicated by a stewardship of place (as listed above) will be apparent in university-community interactions in Fall 2008. Perceptions and actions of both university and community partners will be assessed to document this change.

Regional Stewardship Infrastructure Funds - Budget Year 1 (2006/07) and Year 2 (2007/08)

Budget Year 1 (2006/07)	Regional Stewardship	WKU	Total
A. Salaries and Wages			
Community Engagement Coordinator (Professional Staff)	\$ 40,000.00		\$ 40,000.00
Faculty Engagement Coordinator (Faculty)	\$ 46,000.00	\$ 8,000.00	\$ 54,000.00
Information Coordinator (Professional Staff)	\$ 32,000.00		\$ 32,000.00
Director (1/2 Faculty plus 2 months)*		\$ 43,330.00	\$ 43,330.00
Service Learning Coordinator (Professional Staff)		\$ 44,000.00	\$ 44,000.00
Information Technology Specialist (50% @ \$50,000)		\$ 25,000.00	\$ 25,000.00
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)		\$ 6,250.00	\$ 6,250.00
Asst. VP for Inst. Effectiveness (10% @ \$100,000)		\$ 10,000.00	\$ 10,000.00
Americorps Vista		\$ 5,500.00	\$ 5,500.00
Subtotal Salaries	\$ 118,000.00	\$ 142,080.00	\$ 260,080.00
B. Fringe Benefits			
Community Engagement Coordinator (Professional Staff)	\$ 14,596.00		\$ 14,596.00
Faculty Engagement Coordinator (Faculty)	\$ 15,566.40	\$ 1,954.40	\$ 17,520.80
Information Coordinator (Professional Staff)	\$ 11,676.80		\$ 11,676.80
Director (1/2 Faculty plus 2 months)*		\$ 14,662.87	\$ 14,662.87
Service Learning Coordinator (Professional Staff)		\$ 16,055.60	\$ 16,055.60
Information Technology Specialist (50% @ \$50,000)		\$ 9,122.50	\$ 9,122.50
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)		\$ 2,280.63	
Asst. VP for Inst. Effectiveness (10% @ \$100,000)		\$ 3,649.00	
Americorps Vista			
Subtotal Fringe Benefits	\$ 41,839.20	\$ 47,725.00	\$ 89,564.20
C. Operating Costs			
Travel for professional development in key areas and to support stewardship initiatives (multiple individuals)	\$ 8,000.00		\$ 8,000.00
Equipment (Computers, copying machine, furniture, other office equipment)	\$ 10,000.00		\$ 10,000.00
Supplies (Office items, copying, disposable items phone, printing, postage, marketing)	\$ 10,160.80		\$ 10,160.80
Convening Regional Advisory Board, facilitating meetings, etc.)	\$ 12,000.00		\$ 12,000.00
Information/Tracking systems cost		\$ 25,000.00	\$ 25,000.00
D. Total Direct Costs, Year 1	\$ 200,000.00	\$ 214,805.00	\$ 414,805.00

Budget Year 2 (2007/08)	Regional Stewardship	WKU	Total
A. Salaries and Wages			
Community Engagement Coordinator (Professional Staff)	\$ 40,000.00		\$ 40,000.00
Faculty Engagement Coordinator (Faculty)	\$ 46,000.00	\$ 8,000.00	\$ 54,000.00
Information Coordinator (Professional Staff)	\$ 32,000.00		\$ 32,000.00
Director (1/2 Faculty plus 2 months)*		\$ 43,330.00	\$ 43,330.00
Service Learning Coordinator (Professional Staff)		\$ 44,000.00	\$ 44,000.00
Information Technology Specialist (50% @ \$50,000)		\$ 25,000.00	\$ 25,000.00
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)		\$ 6,250.00	\$ 6,250.00
Asst. VP for Inst. Effectiveness (10% @ \$100,000)		\$ 10,000.00	\$ 10,000.00
Americorps Vista		\$ 5,500.00	\$ 5,500.00
Subtotal Salaries	\$ 118,000.00	\$ 142,080.00	\$ 260,080.00
B. Fringe Benefits			
Community Engagement Coordinator (Professional Staff)	\$ 14,596.00		\$ 14,596.00
Faculty Engagement Coordinator (Faculty)	\$ 15,566.40	\$ 1,954.40	\$ 17,520.80
Information Coordinator (Professional Staff)	\$ 11,676.80		\$ 11,676.80
Director (1/2 Faculty plus 2 months)*		\$ 14,662.87	\$ 14,662.87
Service Learning Coordinator (Professional Staff)		\$ 16,055.60	\$ 16,055.60
Information Technology Specialist (50% @ \$50,000)		\$ 9,122.50	\$ 9,122.50
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)		\$ 2,280.63	
Asst. VP for Inst. Effectiveness (10% @ \$100,000)		\$ 3,649.00	
Americorps Vista			
Subtotal Fringe Benefits	\$ 41,839.20	\$ 47,725.00	\$ 89,564.20
C. Operating Costs			
Travel for professional development in key areas and to support stewardship initiatives (multiple individuals)	\$ 8,000.00		\$ 8,000.00
Equipment (Computers, copying machine, furniture, other office equipment)	\$ 10,000.00		\$ 10,000.00
Supplies (Office items, copying, disposable items phone, printing, postage, marketing)	\$ 10,160.80		\$ 10,160.80
Convening Regional Advisory Board, facilitating meetings, etc.)	\$ 12,000.00		\$ 12,000.00
Information/Tracking Systems Cost		\$ 25,000.00	\$ 25,000.00
D. Total Direct Costs, Year 2	\$ 200,000.00	\$ 214,805.00	\$ 414,805.00

Community Engagement Coordinator

Job Summary:

This individual's responsibilities will be to identify and recruit regional leaders to participate in a regional strategic planning process, to periodically facilitate meetings of this and other advisory groups and task forces, to promote ongoing and effective communication between partners, to interface with the Alliance for Regional Stewardship, to gather and disseminate data related to regional needs, and to work with the Faculty Development Coordinator to leverage resources (university, community and grants) to support stewardship initiatives. The Community Engagement Coordinator will possess the knowledge and skill sets necessary to facilitate a process that engages WKU staff, faculty and students with traditional and non-traditional community partners to identify, prioritize, and address regional needs.

Job Description:

- Periodically assemble a regional advisory committee comprised of local government and community leaders, business and industry representatives, education leaders, policy professionals, interest groups, and citizens to assist in identifying regional or state needs, opportunities, and stewardship priorities
- Periodically engage in environmental scanning activities, convene advisory committee meetings, and facilitate public forums to identify regional or state needs, opportunities, and stewardship priorities
- Identify key indicators of regional economic vitality, quality of life, and civic participation
- Produce a planning document (Roadmap for Action) that highlights regional needs, opportunities, and priorities and recommends strategies for addressing needs or taking advantage of opportunities
- Increase awareness among advisory committee members, the campus community, and regional stakeholders of university resources and how those resources can be directed to address identified needs or take advantage of identified opportunities.
- Work with the Faculty Development Coordinator to link regional needs and priorities with WKU faculty, staff, and students who have the necessary interest, knowledge, and skills to address those needs
- Identify areas for institutionalization of top stewardship priorities
- Work with the Faculty Development Coordinator to encourage faculty members to generate proposals and engage in stewardship activities that promote regional or statewide economic development, livable communities, social inclusion, creative governance, and civic participation
- Establish partnerships with local and regional governments, community and civic organizations, businesses, hospitals, foundations, and philanthropic organizations to garner financial or in-kind support for stewardship activities and increase program impact

- Work with the Office of Sponsored Programs to seek external funding to support activities and initiatives of the Center
- Work through the WKU Development Office to establish endowments for the advancement of community-based initiatives

Educational Requirements:

- Baccalaureate required/Masters preferred

Faculty Engagement Coordinator (Tenure-Track Faculty)

Job Summary:

This job requires a tenure-track faculty member with specific disciplinary expertise in community based research, engagement and stewardship to serve as the Faculty Engagement Coordinator. This individual will be responsible for assisting faculty (and staff) in bringing their teaching and scholarly activities to bear on regional priorities in collaboration with community partners. Working together with the Community Engagement Coordinator, this faculty member will identify opportunities for collaboration with community partners and match interested faculty and staff with relevant community based projects. As partnerships develop, he or she will provide assistance with needs assessments, program planning, evaluation, sustainability and research publication. This individual will be responsible for connecting with other model stewardship/community based centers in the United States to access information regarding successful programs and best practice in the field. The Coordinator work collaboratively with the Associate Vice President for Research and Economic Development and the Faculty Center for Excellence in Teaching (FaCET) to advance community engagement initiatives

Job Description:

- Provide professional development for faculty in community-based research, engagement and stewardship
- Collaborate with community partners, matching interested faculty and staff with relevant community-based projects
- Encourage faculty members to generate proposals and engage in stewardship activities that promote regional or statewide economic development, livable communities, social inclusion, creative governance, and civic participation
- Connect faculty to the numerous community-engaged resources and initiatives already existing on campus
- Provide examples of community-based scholarly/creative products that cover a broad spectrum of activities
- Assist in the development of guidelines for the evaluation of community-based scholarship and creative activity that are recognized as equivalent in rigor to those standards applied to traditional forms of scholarship
- Teach half-time in interdisciplinary courses that advance engagement and stewardship
- Encourage individual faculty, staff, and students to utilize available assistance in writing grants and seeking external funding for community-based projects (e.g. Office of Sponsored Programs, ALIVE Center)

Educational:

- PhD preferred in a relevant discipline
- Skills/experience in community-based research and/or engagement

Information Coordinator

Job Summary

The Information Coordinator will manage the collection, storage and dissemination of data related to the ALIVE Regional Stewardship Center. The Coordinator will be responsible for assisting in the design and maintenance of website and all newsletters and publications related to the stewardship initiative. The Information Coordinator will interface with the public (answering phones and responding to online inquiries), regional organizations and agencies, advisory council and committee members, Western faculty and students, as well as stewardship staff. This individual will be responsible for marketing and public relations related to the stewardship initiative.

Job Description

- Identify key indicators related to the nature and extent of institutional/ community interactions and configure information systems to collect, track, and utilize this data for assessment purposes.
- Document program growth and report program outcomes
- Coordinate web site development to meet current and future needs of the ALIVE Regional Stewardship Center
- Maintain current information referral database and hard copy file of all regional and community resources
- Develop marketing opportunities for the Center to all constituencies
- Manage correspondence among WKU and regional and community partners

Education

Baccalaureate

WKU Framework for Elective Classification Partnerships

Partnership Name	Community Partners	Institutional Partners	Purpose	Length of Partnership	# of faculty	# of students	External Funding	Institution Impact	Community Impact
1. A.L.I.V.E. Center (A Local Information and Volunteer Exchange)	Local non-profit agencies	The A.L.I.V.E. Center	To promote placement and effective use of volunteers and to provide access to information and resources enhancing human service delivery.	3 Years	32	268	1.8 M (Department of Justice)	Provide opportunities for service-learning and volunteer outlets for students. Provide opportunity for community based scholarship.	To offer the public complete and accurate information on health and human services available in Warren County and to provide support for volunteer activities
2. Institute for Rural Health Development & Research	Barren River Area Development District (BRADD) Schools; Foundation for a Healthy Kentucky; Hart County Amish Community, Rural Stores; Eagle industries; KY Cancer Program; KY Dental Assoc/U of L Dental School; U of K Coop. Ext.; Warren Co Health Depart.; YMCA Jefferson Co.; Warren Co. Head Start; Housing Authority of BG and Franklin; Senior Citizen Centers; County Farm Bureaus; Local Hospitals; RR Donnelly; Logan Aluminum; Mammoth Cave	College of Health and Human Services (CHHS), WKU Mobile Health Unit, Wellness Unit, Hazard Emergency and awareness Unit (HEAT) and school based dental sealand program.	To identify rural health and human service needs and facilitate collaborative arrangements engaging WKU students and faculty and community agencies in addressing these needs.	26 years 6 years for Mobile Health Unit	111 in 2005-06	271	HRSA grants totally more than \$2+M Delta Dental + \$3,000 HEAT +	Engage WKU students and faculty and community agencies in addressing health and human services needs. Provide gaps in service for 16,000 rural residents, mostly children and elderly.	Provide services including; program evaluation, health education and wellness interventions, market surveys, needs assessment, health/oral screenings, environmental and occupational health and safety services and social services. Mobile Unit delivered clinical/dental services 150 days in 2005-06. HEAT unit provided services to 6 partners and delivered 2 training to geriatric health care providers.
3. Clinical Education Complex (CEC)	Community Residents, Local Educational Association, First Steps; Kentucky Acquired Brain Injury Consortium; Area Churches; Head Start; TTAS partnership; Alive Center; Regional	CHHS (Communication Disorders, Nursing, Social Work) & College of Ed.	CEC houses the Acquired Brain Injury Resource program, the Communication Disorders Clinic, the Early Childhood Center, the Family Counseling Clinic, and the Kelly Autism Program. This complex is a comprehensive clinical	31 years	15	129	\$3.4M	Provides applied research and enriched educational opportunities for both graduate and undergraduate	Provides comprehensive clinical setting for valuable health and human services to the community. Approximately 250 children were serviced in the CEC for

	Child Development Clinics, Caveland Education Support Center;		setting for education and health and human services professionals.					students. Five National presentations have been accepted for 2006 by students and faculty.	2005-06, and 205 parents were engaged in the services.
4. South Central Kentucky Area Health Education Center (AHEC)	University of Louisville Health Sciences Center, School of Medicine, dentistry, and Kent School of Social Work. University of Kentucky, Colleges of Medicine, Dentistry, Pharmacy, Nursing and Allied Health. Centro la Esperanza, Inc. Family Resources/Youth Services Centers in 22 counties, Barren River District Health Department TJ Sampson Community Hospital. Glasgow/Barren County Family Medicine Family Residency, GEAR Up, Drive SMART KY, Old Order Mennonite Community, Health Occupation Students of America, Louisville Water Company, KY Partnership for Farm Family health and Safety, Inc. 18 Hospitals, Cooperative Extensive Services, South-Central KY Kids on the Block; Bowling Green Housing Authority; KY Board of Nursing, U of L Continuing Ed. Office; KY Telehealth program; KY Public Health Association; Barren River Long-term care Ombudsman; Barren River Mental Health & Aging Coalition; South KY Critical Care Nursing Assoc.; UK Summer Series on Aging	CHHS, Institute of Rural Health Development and Research, KEMSA, WKU pre-medicine program, Mobile Health Unit, CPR, all departments in CHHS Allied Health, Communication Disorders, Consumer and Family Sciences, Nursing, PE & Recreation, Public Health and Social Work	Promote health communities through innovative partnerships, by providing educational support services to health professions, students and health care providers, community health education, and programs that encourage health professions as a career choice.	20 years	63 WKU faculty, 550 community Faculty on 2005-06	500 in 2005-06	\$110,000 Federal; + \$400,000 Hispanic Initiative Federal, + \$280,000 state in 2005-06	Clinical, educational, cross-cultural communication, interdisciplinary opportunities for undergraduate and graduate students. Recruitment for WKU	Access to oral health care; hearing screening, child passenger safety checks, bone density screening, nutrition info; & access to medical interpreter training; identified needs of the Hispanic community in Warren and Barren counties. Enhanced knowledge about health opportunities and careers. Improved knowledge and screening for health problems and referrals. 302 Clinical Rotations, 57 CEU programs with 1773 participants, 47 Health Career Programs with 2402 students; 350 Health Education program with 11,980 participants;
5. Social Work Credit for	Kentucky Cabinet of Health and Family Services	Department of Social Work and Division of	Credit for learning is an opportunity of the Department for Community Based	2.5 years	13	262 in 2005-06	\$269,685	Enhanced Master of Social Work program	Kentucky has been able to support its Child Services

Learning		Extended Learning and Outreach (DELO)	Services to enhance professional development of staff, Foster/Adoptive parents and other human service professionals.					and benefited from a state wide cooperative approach to meet the state's need for University instruction in the areas of child protection services.	personnel with a system of state of the art professional development.
6. Master of Communication Disorders for New York City Speech Language Teachers	United Federation of Teachers Educational Foundation in New York City	Department of Communication Disorders and DELO	The program offers a unique target population-- speech teachers, specifically Speech Language Pathology Assistants, in New York City-- the opportunity to earn a Master of Science Degree in Communication Disorders through online instruction from Western Kentucky University with locally supervised and assessed practical clinical experience. This project is one of the few part time programs in the country, allowing the New York City speech teachers the ability to earn their Masters while continuing their employment.	4 years	10	130 students admitted since inception	\$400,000 in 2005-06	WKU has been recognized as a national program of distinction for this unique combination of online academic instruction and locally supervised clinical instruction.	The cooperative partnership between the UFT of New York City and Western Kentucky University has provided 130 students with a fully accredited, customized program at a substantially lower tuition rate than available from their local, fulltime, resident master's programs.
7. Center for Gerontology	BRADD, AARP (national, state and local), UK Gerontology Education Center	CHHS, College of Ed. , Potter College & GFSB	Center engages students, faculty and community to prepare new generations of aging advocates; contributes to new knowledge on aging populations and enhances local capacity for older adults and the communities in which they live. through the dissemination of community based research..	2 years	10	75 in 2005-06	\$1,459,684	Supports applied research and enriched educational opportunities for both graduate and undergraduate students.	Enhance local capacity for older adults and the communities in which they live .
8. Kentucky Emergency Medical Services Academy (KEMSA)	Hospitals throughout KY; Emergency Medical Services; American Safety Institute; University of Maryland Baltimore Campus; KY Board of Emergency	Institute for Rural Health and Research; AHEC: CHHS Department of Nursing	Provides a standardized Emergency Medical education process to the state of Kentucky.	10 years	2 staff	496 in 2005-06	\$55,630	Provide educational opportunities for students in KY.	Improving quality and quantity of EMS workforce.

	Medical Services								
9. CHHS- Living & Learning Community	Greenview Regional Hospital	CHHS	The community is partnered with Greenview Regional Hospital which allows the students to gain invaluable professional and educational experiences outside of the classroom!	1 year	6	37	\$2,000	Retention of students – Some of the benefits to this partnership are: professional mentors, tours of Greenview facilities, and networking with professionals early in your academic career	Engagement/interact with students and future professional.
10. Public School String Program	Bowling Green Independent Schools and the Warren County Schools	Department of Music	Provide string music instruction to elementary and middle school students in the region	2.5 years	3	450	none	Increased attention to community needs, and the need to provide responsible leadership in the arts.	Increased attention to the performing arts, and string music in particular throughout the region.
11. Foreign Language Exploration Program	Bowling Green Public Library	Department of Modern Languages	Provide introductory foreign language instruction to elementary- age children after school.	1	3	25	Internal	Increased awareness of opportunities to provide instructional services to the community, while expanding opportunities for undergraduate students.	Increased attention to the need for foreign language instruction in rapidly diversifying population.
12. KY Reading Project (KRP); KY Adult Educators Literacy Institute (KAELD); Read to Achieve (RTA) Research Project; Early Reading Incentive Grant (ERIG) Research Project; Adolescent Literacy Institute;	Collaborative Center for Literacy Development	WKU Literacy faculty	Professional development for teachers; research in the field of literacy/	7 years	5	175 students a semester	State grants fund these projects	WKU faculty work with K-12 public school teachers to increase effective reading instruction in classrooms; research studying the impact of reading programs and instruction in K-5 classrooms and reported yearly to the Governor and state legislators; work with Adult Educators to prepare them to meet the needs of adult	Increased partnerships with K-12 schools, teachers, administrators and students. Increased partnerships with KCTCS and Adult Learning Centers. ERIG and RTA research continues to measure K-4 student achievement in reading while studying effective reading instruction with struggling readers and students from diverse backgrounds.

								learners and especially adults who struggle to read;	
13. Adult Literacy Clinic	Dollar General Literacy Foundation	WKU Literacy Faculty	Implement adult literacy services in the community	4 years	2	35 students a semester	Dollar General Literacy Foundation grant with matching funds from the Provost's Office	Increasing adult learners' reading achievement; assisting adult's in reaching educational and/or career goals;	Adults passing the GED; adults passing tests in order to be employed; adult educators increased effectiveness in teaching adult learners to read at a variety of levels;
14. "Just Think"	Housing Authority of Bowling Green	WKU – CEBS faculty (LTCY, EXED, ADED, LME, PSY)	Provide instructional support for children and families at the Housing Authority of Bowling Green campuses	2 years	12	550	"Just Think" federal grant	Partnership with the Housing Authority of Bowling Green;	Achievement among K-12 children in reading and writing; middle school students participating in the summer reading programs were promoted to the next grade by the public schools;
15. Memorandum of Understanding – WKU and University of Nairobi	University of Nairobi	WKU	To promote exchange of students, faculty, knowledge, and research that solves community problems.	3 years	8	60	Grant awarded but unfunded	Study abroad opportunities, faculty exchange opportunities, applied research programs in wildlife management, establishment of permanent shared field station and research laboratories in Kenya.	Ongoing expansion of sustainable economic development strategies, Access to US markets for indigenous products, establishment of health education and preventive medicine programs, ecotourism development
16. National Park Service Mussel-rearing facility	WKU Department of Biology/ Upper Green River Biological Preserve	Mammoth Cave National Park	To establish a breeding and rearing facility for endangered species of freshwater mussels.	3 years	5	10	Federal appropriation	Opportunities for students and faculty to conduct research	Restore endangered species to the freshwaters of the state. Access to habitat outside of National Park boundaries
17. Upper Green	WKU Department of Biology	Nature Conservancy	Establish a nature preserve on the upper	5 years	30	300	Kentucky	Creation of a 700 acre	Create a protected a

River Biological Preserve		and the Kentucky Land Heritage Board	Green River				Land Heritage Board - \$2.0 M	teaching and research natural area.	protected area in Kentucky and preserve habitats and endangered species in a major biodiversity area.
18. Leaf Composting Initiative	WKU – Department of Agriculture	City of Bowling Green	Reduce leaf waste disposal costs and volume while producing usable compost for the community	19 years			City provides transportation costs of leaves	Opportunity for teaching and for obtaining funds for student scholarships	Reduces leaf disposal costs by \$400,000/year
19. Weyerhaeuser	Weyerhaeuser Technical Education Center	DELO and the Bowling Green Community College and the Department of Architectural and Manufacturing Sciences	To meet the needs of Weyerhaeuser’s worldwide workforce whose remote locations and shift work ma WKU developed an online Associate’s degree program curriculum in partnership with the company and expanded to a Bachelor’s completion program in 2006.	3 years	18	71 Weyerhaeuser Employees admitted since inception		WKU has developed an Associate’s degree and Bachelor completion degree in response to the Weyerhaeuser partnership such that other students have been able to benefit from the curriculum and online degree programs. The Weyerhaeuser program has increased the geographic diversity of WKU students and alumni.	To date, 15 Weyerhaeuser employees have earned degrees. Many have used their increased education for advancement and added responsibility within the company.
20. Logan County Training Consortium	Logan County Training Consortium	DELO (Division of Extended Learning and Outreach) and the Bowling Green Community College and the Department of Architectural and Manufacturing Sciences	WKU was requested to offer degree programs in Logan County to meet the needs expressed by Logan County industrial employers.	new	9	26 students admitted		WKU has another opportunity to deepen its expertise in educating students interested in Manufacturing Management.	The community has been able to promote that WKU is involved in developing the local workforce to existing and potential industrial companies.