

**REGENTS' AWARD FOR EXCELLENCE IN HIGH-IMPACT PRACTICES AND EXPERIENTIAL LEARNING  
DEPARTMENT OF ENGLISH–KENNESAW STATE UNIVERSITY PORTFOLIO MATERIALS**

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KSU Provost & Executive Vice President of Academic Affairs, Dr. Ivan Pulinkala

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November 15, 2025

Dr. Denise Domizi  
Director, Teaching and Learning Excellence  
University System of Georgia

Dear Dr. Domizi and Awards Selection Committee:

I am pleased to nominate the Department of English in the Norman J. Radow College of Humanities and Social Sciences at Kennesaw State University for the Regents' Award for Excellence in High-Impact Practices (HIPs) and Experiential Learning. The Department of English is by far the largest department at KSU between majors and the General Education courses, which means that the impact of HIPs reached over 10,000 students in First Year Composition and over 2,000 students in General Education Literature this fall semester alone. Our most recent QEP focused on HIPs, which means the Department of English provided a key element of our pedagogical strategy. As the application documents, the range of HIPs they deploy is vast: community-engaged learning, undergraduate research, work-based learning, global learning—and of course, writing intensive courses, a foundation of instruction for the Department of English.

The department's commitment to the pedagogy of HIPs is pervasive, extending from the curriculum to faculty scholarship, to professional development, to positions and roles in the department to its tenure and promotion guidelines. Multiple metrics included in this application document the increase of HIPs-designated courses over the years and their impact on student success. I wish to highlight an almost 9-fold increase in the number of HIPs courses designated in Banner since 2019 and a steady decrease of DFW rates in those courses. Their commitment has been fruitful, and some of the achievements of the English department have been recognized and funded by prestigious entities, including the Teagle Foundation and the USG itself.

The HIPs the department has prioritized all fall in the category of experiential learning, and as such they could not be deployed without strong relationships with the community. Our community partners are extremely pleased with the department's approach, preparing students for success. For instance, Ms. Niki Jaquish and Ms. Jill Wells, English Department Co-Chairs at Kennesaw Mountain High School, report: "Four of our current department members were hired after their internships in our department and their graduation from KSU. These four were standouts as they wrapped up their college experiences and were already valuable contributors to our department. Since being hired, they have become integral parts of the KMHS community, not only teaching English but also piloting A.P. Seminar; coaching soccer; advising the yearbook staff; teaching an innovative course that integrates research, technology, and literature; and sponsoring multiple clubs."

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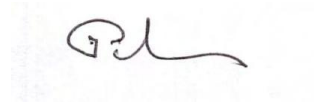
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The impact of the experiential learning approach the department takes is not lost on the students, as documented by the multiple letters in this application. Ms. Courtney Bradford states: “I engaged in at least nine HIPs all of which expanded my educational experience and were critical to my professional development. [...] Working on these various projects—i.e., facilitating a public reading and writing workshop, interviewing immigrant authors from around the globe, editing narratives written by individuals who do not speak English as a first language, participating in internships and a practicum—shaped my professional life and helped prepare me significantly more for the professional world than typical classroom instruction. These learning opportunities have served as a cornerstone for my current career, having prepared me to work with diverse voices in multiple settings and to collaborate with numerous other editors. The KSU English Department provided me with unique experiences that have benefited me personally and professionally.”

Through HIPs and experiential learning, the Department of English is making a difference in the lives of countless students. We are excited about its success and proud to submit it for consideration at the state level.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Ivan Pulinkala', is written over a light blue rectangular stamp. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Ivan Pulinkala, Ed.D.  
Provost and Executive Vice President for Academic Affairs

## **KSU Department of English Narrative Statement**

The Kennesaw State University English Department is a leader in supporting student success through the implementation of High-Impact Practices (HIPs) and Experiential Learning throughout our curriculum and across our programming. All of the eleven HIPs designated by American Association of Colleges and Universities are incorporated in unique and meaningful ways; in addition, the volume of research and scholarship produced by faculty and students affirms the impact and value of our commitment to this work. Our enthusiasm for HIPs is evidenced by the hiring of a tenure-line Director of Community Engagement in 2015 who was charged with strengthening existing programs and developing new HIPs opportunities. We then created the Community Engagement & Internship Co-Working Lab, a physical space in the English Building for faculty, students, and community partners focused on experiential learning initiatives. In 2019 KSU adopted a HIPs-focused Quality Enhancement Plan. Two of our faculty members served on the University Steering Committee, and when the University System of Georgia explored how to increase HIPs across the state, one of our faculty members served on the Leadership Implementation Team. In a recent survey to assess experiential learning activities, all faculty respondents confirmed the implementation of at least one, and often multiple HIPs in their courses. HIPs and experiential learning is the hallmark of all our degree programs.

**Program Overview and Impact.** Our department has the largest faculty on campus, with 113 full-time faculty, plus a significant number of additional part-time teaching faculty. We support two significant areas of the university's General Education curriculum: First-Year Composition and General Education Literature. In Fall 2025, we served 10,044 students in First-Year Composition and 2,205 in General Education Literature. We have two undergraduate degrees, four minor degrees, and two master's degree programs. Currently, 332 students are enrolled in our English BA, 91 English Education BS, and 109 MA in Professional Writing programs. Our faculty are trained in multiple disciplinary areas, including literature, cultural studies, writing, linguistics, film, and education. Our work in General Education is rooted in HIPs such as Common Intellectual Experiences and Learning Communities, and faculty in our department have been leader in KSU's First Year Experience initiatives and Diversity/Global Education. Integral to our undergraduate and graduate programs are Collaborative Assignments & Projects, ePortfolios, and Capstones Courses & Projects. In addition, Service Learning, Community-Based Learning, Undergraduate Research, and Writing Intensive Courses are hallmarks of our pedagogical approach to teaching and learning.

**Philosophy of Support for HIPs.** While there are many examples of our commitment to HIPs, one important area is in faculty evaluation for advancement. In 2022, working from the Boyer model of engaged scholarship and the scholarship of teaching and learning (SoTL), we revised our Promotion and Tenure Guidelines to include recognition for significant community-engaged, public scholarship, and SoTL projects as evidence of research and scholarship. We recognize that the development of and implementation of HIPs can be labor-intensive, and while no less impactful, can take a different form than more traditional forms of scholarship and creative activity; thus, we believe HIPs pedagogies that result in public scholarship and community impact deliverables are valuable. For example, significant regional and national projects such as Dr. Lara Smith-Sitton's work with Green Card Voices and Dr. Jeanne Law's with the Atlanta Student Movement Project are examples of projects that were rewarded in this way—both projects focused on community-engagement and public scholarship and were important examples of these scholars' work in their promotion portfolios. In 2024, we revised our P&T Guidelines again to incorporate the KSU five-point annual review scale, specifying that HIPs could be articulated as evidence for an "exemplary rating" in the area of Teaching, Supervision, and Mentoring. We also specify include HIPs as a preferred qualification in our faculty search ads and encourage the hiring of stellar faculty who are well-prepared to succeed in our rewards systems.

**Faculty Professional Development.** Our rewards systems have been doubly important because acknowledging faculty who invest in community-engaged and SoTL scholarship has created culture for faculty to provide leadership in motivating the HIPs-based work of colleagues and provide models for other departments. Our faculty have presented and published on the subject—in the department and college through presentations, across the university through faculty learning community communities and workshops, as well as regionally and nationally through conference participation. Their approach regularly includes practicing what they preach is evidenced by the mentoring student researchers who work alongside them. Our “Major Dialogues” allows for faculty to learn from each other on topics such as Undergraduate Research, Service Learning, and Internships/Work-Based Learning. We also have a “Works in Progress” series where faculty share ongoing research projects and many of these have included major projects related to community writing, service learning, and HIPs. This approach enables our faculty to see discipline-specific examples of experiential learning possibilities and connect with others to develop course-level projects and assignments. Faculty have scaled this work from the department to national spaces such as the Modern Language Association, Conference on Communication and College Composition, and the Conference on Community Writing as workshop leaders, plenary speakers, and panel presentations. Examples are provided on the Fact Sheet included with this portfolio.

**Experiential Learning in Courses and Beyond.** We integrate experiential learning in our courses and provide opportunities for students to continue this work outside of the classroom. For instance, the Social Media and Branding Team consists of a faculty coordinator (currently Dr. Erin Bahl) who oversees several students who create written and visual socials content. These student roles provide opportunity to develop content-creation skills and portfolio items while enhancing the Department’s ability to tell our story. The Game Narrative Lab, directed by Dr. Victoria Lagrange, engages students in both usability studies of video games as well as the development of games for external distribution, with the exemplary result of contributions to the publication of the first KSU Game Studio game, *Corporation, Inc.* Participating students develop both research and content-creation skills. The Publishing Lab, coordinated by Dr. Kurt Milberger, oversees the publication of an undergraduate literary journal, *Watermark*, and interfaces with other projects such as Dr. Milberger’s First-Year Scholars Programs to research and produce media content regarding the history of arts engagement in Cobb County. Students are primary contributors to all of these initiatives. The Undergraduate Research Poster Symposium, the *Emerging Writers Journal*, and the *Fusion Journal* create opportunities for General Education students to have appropriate and meaningful venues to share their work, enabling us to increase our number of General Education HIPs-based courses. Additional examples include Anna Weinstein’s Women Writers of Film and Television, a digital humanities project, has engaged numerous students through the KSU Office of Research First- and Second-Year Scholars Programs; students create researched content for the website and many have presented their work at conferences such as the Popular Culture Association. *The Headlight Review* is our national literary journal. Overseen by Drs. Kurt Milberger and Andrew Plattner, the journal engages Graduate Assistants in the process of making creative and operational decisions regarding the production of a literary journal. We have integrated a service-learning opportunity into our College’s annual can drive. After collecting cans for donation to the KSU CARES Center for students experiencing food insecurity, we recruit students from our clubs to design and build an art installation. In 2024, this resulted in the college adding an award category for “Best Community-Engaged Participation.” We have also established a successful undergraduate research assistant program, where advanced undergraduates work faculty members on research projects such as data collation and bibliography integration on major publications. These are but a few of the many examples of the department’s continued investment to prioritize the availability of HIPs experiences to students.

**Curriculum-Based HIP Incorporation.** The Department has also integrated HIPs into its curriculum. In 2023, we approved a revision to our English BA, adding a requirement that students complete either an Internship or Careers in English Studies course. Similarly, our English Education Program also deliberately implements HIPs as it requires students to complete an internship placement. To enhance the

effectiveness of this experience, we embed mini-internships throughout several courses early in the program of study to introduce students to workplace learning experiences and our faculty facilitate strategic partnerships with select schools that entail the formation of advisory councils at those schools as well as professional development for educators contributing to managing student teaching. We also have a Digital Community Engagement course that creates opportunities for students to engage with community-based learning each semester.

The above investments are reflected in a steady increase in the number of courses our department codes for the university. In 2019, KSU chose to focus its QEP on HIPs, specifically Undergraduate Research, Service/Community-Based Learning, and Work-Based Learning/Internships. As can be seen in Evidence 2, we achieved numbers of coded courses in the single and low double digits in the early years of the campaign, which was perpetuated by a deemphasis during the COVID-19 pandemic, but then achieved in the 40s and 50s in coded courses in the final two years, from Fall 2022-Spring 2024. This exemplary increase in our contribution to the university's institutional improvement efforts has laid the groundwork for sustained engagement with these practices for years to come.

**Highlight: Global Learning.** Our department is a university leader in global learning, as we not only have faculty teaching in a range of study abroad initiatives, but also have faculty coordinators in four major programs: Montepulciano, Italy; Oaxaca, Mexico; London, England; and Paderborn, Germany. Global Learning also is incorporated into courses; for example, Dr. Miriam Brown-Spiers designed an ENGL 2145 course working with an American Studies class at Johannes Gutenberg University Mainz where they read literature and used Zoom for collaborative discussion. Similarly, during the COVID-19 pandemic, when travel was limited, faculty participated in a Stevens Initiative Grant to create virtual global learning opportunities with Moroccan students. One class, taught by Dr. Nina Morgan, involved students studying women's leadership stories and publishing illustrated children's books based upon that research. These students procured funding to present at a conference in Morocco, and one student achieved employment with a Moroccan non-profit (see evidence 5).

**Impact of HIPs Implementation.** Our investments in HIPs have led to tangible student outcomes. For instance, in our First-Year Composition Program, HIPs-coded courses had better DFWI rates, supporting improvements in DFWI over time. Further mitigating these rates may be the implementation of Block Schedules in 2024, in which ENGL1101 and MATH/STAT sections are paired to support community-building (see evidence 3). Similarly, based on its partnerships, English Education achieved retention rates that exceed Georgia norms (see evidence 4). Our leveraging these partnerships as well as student research experiences are illustrated in letters from students and community partners (see evidence 6, 7, and 8).

Lastly, our efforts in HIPs-based learning have garnered several competitive recognitions, contributing to KSU's prominence as an institution. Examples include [Green Card Voices Atlanta](#), which won the USG Community Service and Engagement Award for Outstanding Student Research or Creative Accomplishment Project. This community-engaged project to collect Atlanta-area immigrant narratives supported undergraduate research. Another example is the [Atlanta Student Movement Project](#) to produce digital histories of Atlanta Civil Rights elders. This undergraduate research project received a Rich Foundation Grant. Lastly, KSU English faculty contributed to the Teagle Foundation Grant, [Journeys in Justice](#), to support community-engaged learning regarding Atlanta's Civil Rights history in area schools. Faculty and students working on these projects have been acknowledged for devoting their research and learning to supporting their communities (evidence 9 and 11). Our partners also attest to phenomenal support they receive from our students and us, reflecting our contribution to the community (evidence 10).

## FACT SHEET: KSU ENGLISH DEPARTMENT AT A GLANCE

- Programs: English BA, English Education BS, MA in Professional Writing
- Number of majors: 532 across the three programs as of Fall 2025
- Number of seats enrolled in English classes: 14267 as of Fall 2025 (includes General Education)
- Number of faculty: currently 108 full-time faculty, plus ~60 part-time faculty depending on semester
- Number of faculty using HIPs (based on course coding since 2019): 60
- Number of student awards for HIPs:
  - Three for best presentation at KSU Research Symposium, e.g., Aaron Bell won the Spring 2023 KSU Symposium of Student Scholars top undergraduate award out of nearly 400 competitors for "The Symbiotic Relationship of Screenplay and Storyboard: Arguing for the Crucial Role of Screenplay in Animation."
  - USG Community Service and Engagement Award for Outstanding Student Research or Creative Accomplishment Project
- External grant funding supporting HIPs: 375k (via Rich and Teagle foundations)

### **Evidence 1: Sample faculty scholarship on HIPs and/or involving mentored student research**

*Below is a representation of some of the HIPs-related scholarship by faculty and students.*

#### **Published Scholarship**

- Erin Bahl, John Havard, and Jenny Rissen. "Supporting Student Success and Department Reach through Social Media and Branding Strategy." *The Department Chair*, Fall 2024. (Publication with student.)
- Michelle D. Devereaux, Chris Palmer, & Victoria Thompson. "Motivations and Frameworks for Pandialectal Learning." *American Speech*. Spring 2021: 235-252. (Publication with student.)
- Michelle D. Devereaux & Chris C. Palmer. "Using Memes to Teach Linguistic Concepts in the ELA Classroom," *How do you Meme? Critical Memetic Literacies in English Education*. Darren Crovitz and Leah Panther (Eds.). Routledge. December 2023.
- Michelle D. Devereaux, & Natalia Orlova. "A Comparative Study of Student Teachers' Experiences with Collaborating Teachers in the Czech Republic and the United States." *The Journal of Teaching English for Specific and Academic Purposes*. October 2023.
- Michelle Devereaux & Chris Palmer. "Linguists and Teachers Collaborating in an ELA Classroom: Teaching Around the Test." *Proceedings of the Linguistic Society of America*. Volume 9, No. 1. 2024.
- Jeff Greene, Kim Haimes-Korn, and Ruth McIntyre. "Undergraduate Research Course Design for the 21st Century Composition II Course," *Beyond the Frontier: Innovations in First-Year Composition*, Cambridge Scholars Publishing, 2025.
- Kim Haimes-Korn. "[I'm with the Banned - Speaking out on the Freedom to Read \(and Think\)](#)." Multimodal Mondays, 28 October 2024. (Publication regarding community engagement initiative.)
- Michelle Miles and Rita L. Bailey. "The Impact of Daybook Reflection Practices in the Honors First-Year Seminar." *Honoring the First-Year Seminar: Exploring High-Impact Learning Experiences for the First Year in Honors*, edited by Anton Vander Zee and Trisha H. Folds-Bennett, National Collegiate Honors Council, 2025.
- Tammy Powell, Julie Newell, Stephen Bartlett, Sam Lee, Brayden Milam, and Lauren Snider. "Student Success Innovations vs. Faculty Workload Concerns: How to Find a Balance for Success." *Conference Proceedings from the Thirteenth International Conference on Mobile, Hybrid, and On-line Learning*. El&ml, 2021. (Publication with students.)
- Tammy Powell, Julie Newell, Stephen Bartlett, Deborah Mixson-Brookshire, Julie Moore, Sam Lee, Tiffani Reardon Tijerina, Brayden Milam, Lauren Snider, and Justin Cochran. "[Time-Efficient Techniques for Improving Student and Instructor Success in Online Courses](#)." *International Journal on Advances in Intelligent Systems* vol. 14, 2021, pp. 3-4. (Publication with students.)

- Lara Smith-Sitton and Brody Smithwick. "Building an Infrastructure for a Jail Writing Community Partnership through Student Internships and Community Writing Projects," *Reflections*, 19.2, Fall/Winter 2019–2020, pp. 170–194. (Publication with student.)
- Max Viars, "Overcoming the Jamaican Linguistic Identity Crisis: Jamaican Creole in Education," *The English Languages*, vol. 10, 2024, pp. 1-13. (Mentored student publication.)

### **Presentations**

- Isabel Alford. "Pre-Code Versus Contemporary Female Screenwriters: Working Toward More Authentic Depictions of Women on Screen," NCUR 2023. (Mentored student presentation.)
- Michelle Devereaux and Jason Meilands, Amy Plackowski, and Mary Millette. "Lifting Student Voice: Sociolinguistics in the English Classroom." National Council of Teachers of English, National Conference. Boston, MA. November 2024. (Presentation with students.)
- Michelle Devereaux and Chris Palmer. "Integrating Linguistics into English Language Arts: Teaching Language Concepts in a Diverse Ninth-Grade Classroom in Georgia." LAVIS/SECOL, International Conference. Athens, GA. April 2024.
- Michelle Devereaux and Chris Palmer. "Integrating Sociolinguistics into Existing Curricula." Georgia Council of Teachers of English, State Conference. Jekyll Island, GA. February 2024.
- Michelle Devereaux and Chris Palmer. "Using Memes to Teaching Linguistic Concepts in the ELA Classroom." Georgia Council of Teachers of English, State Conference. Jekyll Island, GA. February 2024.
- Michelle Devereaux and Chris Palmer. "Linguists and Teachers Collaborating in an ELA Classroom." Linguistic Society of America Conference, National Conference. New York City, NY. January 2024.
- Michelle Devereaux, Constance Reynolds, Ashlyn Myers, and Jack Martin. "The Power of Language: How Rhetorical Language Choices Can Influence Individuality." Georgia Council of Teachers of English, State Conference. February 2022. (Presentation with students.)
- Michelle Devereaux, Michelle Goodsite, Kassidy Gaffigan, Laura Kasper, Katherine Matthews, Cole Ross, Evan Adams, & Kayle White. "From the Classroom to the Classroom: Professors and Pre-Service Teachers Explore How Early Field Experiences Influence Local Schools, Extended Internships, and Secondary Programs." National Council for Teachers of English, National Conference, Atlanta, GA. November 2016. (Presentation with students.)
- Michelle Devereaux, Holly Thomas, & Teigan Galloway. "Language Ideologies in Literature: Facilitating Critical Conversations of Power, Society, and Identity." Georgia Council for Teachers of English Conference, State Conference, Buford, GA. February 2016. (Presentation with students.)
- Mary Fite, "The Truth Untold"; Kristy Riley, "Strength through Faith: The Cherokee Religion"; Melissa Walcott, "Cherokee Spirituality: Progression through Conversion and Time" -- student group from Miriam Brown-Spiers's class that presented at NCUR 2019. (Mentored student presentations.)
- Jeffrey Greene. "Internship Pedagogy: High-Impact Practices for the Humanities," Modern Language Association: Leadership Institute Plenary, Virtual, 2023.
- Ruth McIntyre. "Undergraduate Research Course Design for the 21st Century Composition II Course," South Atlantic Modern Language Association, 2022.
- Ruth McIntyre and Kim Haimen-Korn. "Talking 'Bout My Generation: High Impact Practices for the Composition Classroom," South Atlantic Modern Language Association, 2023.
- Tammy Powell, Jeanne Law-Bohannon, Stephen Bartlett, Julie Newell, Brayden Milam, Kaylee Polk, Elly Sloman, Aiden Reichner, Tyler Tait. "Calling All Heroes: Adventures with Open Educational Resources," Online Educa Berlin. Berlin, Germany. November 23-25, 2022. (Presentation with students.)
- Tammy Powell, Brayden Milam, Julie Newell, Stephen Bartlett, Tamara Powell, Lesley Gabel, Kaylee Polk, Elly Sloman, and Aiden Reichner. "[Using the Tools at Hand: Creative Online Course Quality Management](#)," eLmL 2022, The Fourteenth International Conference on Mobile, Hybrid, and On-line Learning. June 2022. (Presentation with students.)

- Julie R. Newell, Mr. Stephen Bartlett, Mr. Sam Lee, Ms. Bryden Milam, and Ms. Lauren Snider. “[Student Success Innovations vs. Faculty Workload Concerns: How to Find a Balance for Success](#),” The Thirteenth International Conference on Mobile, Hybrid, and On-line Learning. July 2021. (Presentation with students.)
- Marion Quirici. “Writing Disability, Building Power: Writing Courses and Disability Justice in Higher Education,” *Disability, Access, and the Teaching of Writing*, edited by Stephanie K. Wheeler et al., Series in Writing and Rhetoric, National Council of Teachers of English (NCTE), 2026.
- Honey Santos with Chris Palmer. “Integrating Linguistics and Shakespeare: How Linguistic Concepts Can Illuminate Romeo and Juliet.” Georgia Council for Teachers of English. (Presentation with student.)
- Hannah Shearer, “Two Takes: A Media Analysis of Little Women and the Queer-Coding of Jo March,” Popular Culture Association 2025. (Mentored student presentation.)
- Stephen Bartlett, Ms. Brayden Milam, and Mr. Sam Lee. “The Research was Wrong: The Unlikely Outcome of Pandemic-Forced Changes in Training Models,” OLC Accelerate 2020. Online Learning Consortium, Virtual. November 11, 2020. (Presentation with students.)

### Grants

- Jeanne Law, PI. \$100k Rich Foundation Grant for the [Atlanta Student Movement Project](#), 2017. (Grant conducted with student contributors.)
- Michael Keleher, PI. With Jeanne Law et al. 250k Teagle Foundation Grant for the [Journeys in Justice Community Engagement Project](#), 2023. (Grant conducted with student contributors.)
- Tammy Powell, PI. With Jeanne Law, Keaton Lamle, Constance Briggs, Emani Collins, Patrick Carter, Elly Sloman, and Aiden Reichner. \$28,000 Affordable Learning Georgia Textbook Transformation Grant for “[ENGL 1101 Hybrid Template Project](#).” Spring 2022. (Grant conducted with student contributors.)
- Julie Newell, PI. Tammy Powell, Accessibility Specialist. Brayden Milam, Lesley Gabel, Kaylee Polk, and Tyler Tait. \$10,000 Affordable Learning Georgia Continuous Improvement Grant for “Open Wicked Problems.” Spring 2022. (Grant conducted with student contributors.)

Additional student presentations at University of North Georgia Linguistics Symposium, the Conference on College Composition and Communication (CCCC), the Georgia Game Designers Association, the Southeast Modern Language Association (SaMLA), etc.

### Evidence 2: English Departments HIPs courses coded by semester

The following data represents English Department courses coded for HIPs in alignment with KSU’s QEP definitions of undergraduate research, service/community learning, and work-based learning. Courses are across several undergraduate subject codes/prefixes, including ENGL (English), ENED (English Education), LING (Linguistics), FILM (Film Studies), and WRIT (Writing Studies). The data does not represent all courses that included a HIP, as it represents courses that align with the KSU QEP definitions. Moreover, our data reporting improved over time due to increased faculty buy-in as well as administrative stabilization. However, the data reflects increased implementation of HIPs over time.

| Semester    | Courses coded                    |
|-------------|----------------------------------|
| Fall 2019   | 7                                |
| Spring 2020 | 10                               |
| Fall 2020   | 15                               |
| Spring 2021 | No data reported due to COVID-19 |
| Fall 2021   | 9                                |
| Spring 2022 | 21                               |

|             |    |
|-------------|----|
| Fall 2022   | 55 |
| Spring 2023 | 48 |
| Fall 2023   | 41 |
| Spring 2024 | 53 |
| Fall 2024   | 50 |
| Spring 2025 | 58 |
| Fall 2025   | 61 |

### **Evidence 3: ENGL1101 and 1102 First-Year Composition (FYC) Grade Outcomes**

#### **DFWI 2021-2024 Overview**

- **2021:** 24.3%
- **2022:** 22.8%
- **2023:** 22.1%
- **2024:** 18.8%

This downward trend indicates improvement in students' completion rates and a reduction in the rates at which students drop, fail, or withdraw from FYC courses. The steady year-on-year decrease suggests that whatever interventions or changes have been implemented between these years could be contributing to the improved success rates. These factors include faculty development, changes in curriculum or pedagogy, academic support services available to students, changes in the admission standards or preparedness of incoming students, or external factors such as the shift to or from remote learning environments due to the pandemic in recent years.

Importantly, one factor is the increase in HIPs during this time period. During the QEP coding period (Fall 2019- Spring 24), we coded 83 FYC courses for HIPs. The number rose steadily during this time period, from one course in Spring 2020 to 21 in Spring 2024. The DFWI rate for HIPs-coded FYC courses for that period, which served 2036 students, was 17.4%, significantly lower than the overall rate.

#### **Evidence 4: English Education field retention data**

This data represents English Education's success in placing teachers who remain in the profession and thrive despite statewide trends that more than half of teachers who enter the teaching field leave the profession within five years. We attribute this to the prominence of expertly curated work-based learning in our curriculum, which empowers our graduates to enter the profession with the tools needed to thrive and growth mindsets that enable them to engage in continuous improvement so they do not burn out.

|                                                             |                                           |
|-------------------------------------------------------------|-------------------------------------------|
| 2015 Georgia five-year teacher retention rate               | 44%                                       |
| 2015 KSU English Education's five-year retention rate       | 66.7%                                     |
| KSU English Education's five-year retention rate since 2016 | ranges from 53.8% (2019) and 71.1% (2017) |

## **Evidence 5: Article attesting to impact of global learning initiatives**

Kennesaw State, Morocco partnership inspires graduate to work abroad

KENNESAW, Ga. | Jun 16, 2023

Over 4,300 miles may separate Kennesaw State University from Morocco, but one KSU graduate is taking the leap and starting a career there. The nearly 20-year collaboration between Hassan II University of Casablanca (H2UC) and KSU faculty helped to make that possible.

### **Planting the seeds**

Kennesaw State is no stranger to working with Morocco, with the initial partnership formed in 2005 by KSU President Emeritus Betty L. Siegel and then-H2UC President Rahma Bourquia. The two institutions have focused on projects over the years to foster global, cooperative research and teaching for the benefit of students, faculty, and staff.

As part of the 2018-19 Year of Morocco, KSU Global Education offered a study abroad program for students to learn about the country's history, culture, and human development initiatives. Students and faculty planted trees with the High Atlas Foundation (HAF), a Moroccan-based nonprofit organization that supports sustainable development in local communities through an emphasis on agriculture, women's empowerment, literacy, and youth development.

Dr. Nina Morgan, professor of English at Kennesaw State's Radow College of Humanities and Social Sciences (RCHSS), served as a member of the Year of Morocco Faculty Learning Community and has led numerous initiatives affiliated with the region since 2006. "It's a relationship that dozens of KSU staff and faculty have worked hard to build and sustain, and due to our collective work, many KSU students have benefitted from transnational research opportunities and experiences."

### **Rooted in impact**

KSU has continued to foster meaningful relationships with H2UC, including an interdisciplinary cross-cultural women's leadership virtual exchange (WLVE) program centered around digital storytelling from fall 2020 through spring 2023. Students from both institutions interviewed, wrote, and published a collection of biographies of women leaders from the USA and Morocco.

The work was supported by a grant from the Stevens Initiative, which is sponsored by the U.S. Department of State and administered by the Aspen Institute. The Stevens Initiative is also supported by the Bezos Family Foundation, the United Arab Emirates, and the Kingdom of Morocco. The grant was co-written by KSU faculty member Dan Paracka and H2UC faculty and administrator Samira Rguibi and has facilitated virtual exchange courses taught by several KSU faculty members, including Dr. Morgan.

The WLVE proved to be impactful across campus and inspired the KSU English department to take it a step further. Department chair John Havard credits the Stevens Initiative with fostering continued innovation. "Encouraged by what we observed in these courses, we have sought to scale what we learned from this experience by sharing strategies for building virtual exchange into relevant courses throughout our curriculum. We are grateful to our collaborators in Morocco for working with us to make these learning experiences possible."

Seeing the opportunity to inspire the next generation of leaders, Dr. Morgan developed a course in which KSU and H2UC students co-created and produced illustrated children's books based on the biographies. With support from Dr. Havard, the idea quickly became a reality through curricular development, conference presentations, and related coursework for student involvement.

### **Branching out**

As a commuter and working student, global opportunities had never been a priority for Selah Randolph. It wasn't until participating in Dr. Morgan's virtual exchange class focused on Morocco and women's leadership in fall 2022 that the Class of '23 English (BA) graduate explored a more globalized approach to her coursework and career path. She talked multiple times a week to students at H2UC, developing key relationship-building skills in cultural teamwork and communication. Another valuable skill Randolph gained was grant writing to support production of the children's books in alignment with KSU's Quality Enhancement Program and Undergraduate Research initiatives.

Selah Randolph on her second day on the job at HAF in Morocco visiting a recently completed solar-powered irrigation system

Along with three of her classmates, Randolph traveled to and presented her research at a conference in Morocco in spring 2023, with assistance from the RCHSS Dean's Office's student research support grant program. While in the country, she built her network, experienced personal growth, and gained an understanding of the world she might not have had without the commitment from faculty mentors. "I wasn't considering a career abroad before it was suggested to me by Dr. Morgan. This encouraged me to expand my professional and personal goals to a global context."

Her professor connected her to HAF, the sustainable agriculture nonprofit Dr. Morgan had worked with years ago during her Year of Morocco trip; a few days later, Randolph was offered and accepted a position post-graduation as the organization's communications manager. She will support English communications through grants and global partnerships and credits the opportunity to the support of her professor and the English department.

Dr. Morgan believes that Selah's story is a testament to the collaborative efforts across campus to support students. "When professors can include students in research because grant funds are available for it, when department chairs are able to support collaborative international academic projects when well-funded global education opportunities for student travel create the conditions for life-changing learning experiences—then we have paved the path to a student's real-world success."

Selah moved to Morocco in May 2023, about a week after Commencement, but will always be connected to her time at Kennesaw State. "My professors were the single greatest benefit to attending KSU. I'm incredibly grateful for their personal investment in my education and future."

— Justin Roth

## Evidence 6: Letter regarding English Education program from recent graduate



Dr. Michelle Devereaux,

There is no other institution that has shaped my professional life and personal outlook on teaching more than the English department at Kennesaw State University (KSU). After eight years teaching high school English, I decided to continue my education at KSU, pursuing a doctoral degree in English education. I did not know what to anticipate entering the program, especially considering it was online and my undergraduate and Masters programs had been traditional, in-person experiences. I am currently a high school English teacher at Stockbridge High School, in Henry County GA, and I was especially anxious about managing my responsibilities as a teacher while taking a full class load. What I could not have expected was the level of support the faculty in the English department provided not only in class, but in strengthening my overall development as a teacher, writer, and researcher. Following, I will discuss two experiences that I feel elucidate this support.

During a course on digital literacy, I received a message from a professor, Dr. Jennifer Dail, about my interest in working as a co-author on a chapter with her and two other graduate students. I had never considered co-authoring and had never written anything for publication at that time aside from a thesis in undergraduate college. When we met, I realized that both students and I had been in other classes, but I had never spoken to them except in discussion posts online. After talking about ideas for the chapter, I genuinely was excited to work on it. After several drafts and rounds of revisions, we submitted the chapter, the book it was in was published, and we presented at a round table at a NCTE conference with the other graduate students and professors. This experience, of co-authoring, editing, and presenting a published academic work, is one that has provided me with experience as a writer and researcher that I never would have received through traditional coursework or the dissertation process.

While at KSU, I also worked as a graduate research assistant for Dr. Dominique McDaniel after my name was suggested by other professors in the department. I was initially hesitant about becoming a GRA, as I was worried about keeping up with those responsibilities, my classwork, and teaching. However, I am incredibly glad that I did. As a GRA I not only had the opportunity to assist Dr. McDaniel in her research, but also worked with her in co-authoring a research article, "From platforms to pedagogy: Exploring how youth's social media practices can shape teacher education through Culturally Digitized Pedagogy," for publication, and revising that article for CITE - English, a peer-reviewed academic journal. I do not think without having worked with her on this piece I would fully understand the process or feel confident submitting future work for peer review. Even after working as a GRA and graduating, Dr. McDaniel has continued to provide voluntary mentorship and support in my aim to grow as a professional, sending opportunities, suggestions, and advice regularly. In summary, I want to express my gratitude to the department for these experiences.

Thank you for fostering my development as an educator and researcher. These were transformative experiences that have greatly impacted my personal and professional life.

Sincerely, Matthew Osborn

NORMAN J. RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

*Department of English*

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English Building • Room 155 • MD 2701 • 440 Bartow Avenue • Kennesaw, GA 30144  
Phone: 470-578-6297

**Evidence 7: Letter from student regarding English Education program**



## **Kennesaw Mountain High School**

**Cobb County School District**  
***"One Team, One Goal: Student Success"***

**Nathan Stark**  
*Principal*

October 23, 2025

To Whom It May Concern:

One of the most valuable lessons I learned during my time in the Kennesaw State University (KSU) English Education program is that an educator's development depends not only on formal studies but also on real-world experiences that bridge theory and practice. Because the program is committed to supporting the whole student, I had numerous opportunities to extend my education outside the classroom, enriching my pedagogical skills.

As an undergraduate, I served as president of the KSU National Council of Teachers of English (NCTE) student affiliate. With the guidance and support of KSU faculty and staff, our team led several community-oriented projects, including a college-wide book drive, National Day on Writing events, and a student-led conference. This conference, organized with the help of KSU alumni, invited local teachers to share their expertise with preservice teachers. Our affiliate's national recognition also gave me the invaluable opportunity to attend the NCTE national conference, where observing English teachers from across the country present their instructional practices broadened my perspective and deeply influenced my own teaching approach.

The KSU English Education program also maintains strong connections with the Georgia Council of Teachers of English, allowing students to engage with Georgia's broader educational community. Through these networks, I presented alongside my professors and led my own presentations during "The Future is Now" roundtable discussions. These interactions, supported by dedicated faculty, provided valuable research and networking opportunities and led to lasting relationships with fellow Georgia educators.

As my degree neared completion, my peers and I were placed at partner schools to complete our student teaching. KSU's commitment to building strong relationships with local schools ensures that students are placed in thoughtfully chosen environments that support preservice teacher success. These placements allow preservice teachers to explore classroom autonomy in a safe and supportive space, which is instrumental to our growth. I was fortunate to be placed in a supportive school with a mentor teacher who encouraged collaborative teaching and learning—an experience that ultimately led to a full-time position at that school, where I continue to teach today.

The KSU English Education program was instrumental in my journey as an educator. Its dedication to research, hands-on learning, and community engagement leaves a lasting impact on its students and the future of education.

Sincerely,

Alexandria Russom

KMHS English Department

## Evidence 8: Letter from English Education community partner school



# Kennesaw Mountain High School

**Cobb County School District**  
*"One Team, One Goal: Student Success"*

**Nathan Stark**  
*Principal*

October 13, 2025

To Whom It May Concern:

Ten years ago, the English Department at Kennesaw Mountain High School entered into a partnership with the English Education Department at Kennesaw State University. While this was not the first time Kennesaw Mountain had worked with preservice English teachers from KSU, it did mark a change in approach and was the beginning of what has developed into a symbiotic relationship with Kennesaw State and an important part of the identity of KMHS's English Department.

Young teachers bring energy and enthusiasm to a school, and this has certainly benefited our department and the students in our English classes over the past ten years, but they also bring understanding. Most of our student teachers have only been a few years removed from their own high school experiences, making them sympathetic listeners and positively impacting their ability to relate to our students and the challenges they may be facing.

One of our former principals once told our student teachers to think of their time at KMHS as "a year-long job interview." Considered in this light, an impressive number of the student teachers who have been at our school over the past few years have successfully "interviewed" for positions here: Four of our current department members were hired after their internships in our department and their graduation from KSU. These four were standouts as they wrapped up their college experiences and were already valuable contributors to our department. Since being hired, they have become integral parts of the KMHS community, not only teaching English but also piloting A.P. Seminar, coaching soccer, advising the yearbook staff, teaching an innovative course that integrates research, technology, and literature, and sponsoring multiple clubs.

Our partnership with KSU, however, has not only been about preparing student teachers for their careers. Members of our department have also become involved in the KSU English Education Department in various capacities. First-year teachers from our English staff have been invited to speak to classes, telling them what to anticipate during their first year of employment. As department chairs, we have often been invited to speak to classes, too, also providing an idea of what to expect during that first year, as well as discussing the application, interviewing, and hiring process. Finally, we have been included each year on an advisory council to review the program's efficacy in developing teachers. This has not just been a pro forma committee; the faculty members from KSU have listened and acted on suggestions and feedback provided by the members from its partner schools such as KMHS.

Teachers from other KMHS departments often comment that our English department "always has a bunch of student teachers." They aren't wrong. And the reason for this is the strong partnership we have built with KSU over the past decade. We know that our students—and our department members—will gain greatly from their year-long involvement with KSU's teacher candidates. We are proud of our involvement with KSU's English Education program and look forward to continuing it for a long time to come.

Sincerely,

Niki Jaquish  
Jill Wells  
KMHS English Department Co-Chairs

## Evidence 9: Letter from a student regarding several experiential learning opportunities



As a former student research assistant at Kennesaw State University, I can attest to the unwavering commitment, empathy, and diversity that characterize the KSU English Department. I worked with the English Department faculty on a variety of experiential research opportunities. These multi-semester experiences helped hone interdisciplinary skills such as archival studies, lesson planning, web design, and Gen-AI practices. I have also forged lasting relationships with several of my professors, whose guidance was paramount to my success at Kennesaw State.

My first experience on a professor-led project occurred in the summer of 2022. I interned for an organization called the Moonfish Collective, which created low-cost digital content for small businesses. As a summer intern, I worked with a graduate student to craft prose about software, research relevant information, and design website templates. I was able to practice collaborative authorship with a more experienced writer and gained valuable interdisciplinary knowledge in the realm of computer technology. The Moonfish Collective internship laid the foundation for further, more involved work with the English Department.

In January of 2023, I became involved with the Atlanta Student Movement Project, a collective headed by Dr. Jeanne Law at Kennesaw State. My role as a student researcher consisted of archival research on local civil rights protests, as well as designing First-Year Composition lesson plans based on this history. During the three years I worked with the Atlanta Student Movement Project, Dr. Law became my mentor and one of my most ardent supporters. With her encouragement, I presented humanities-related research at multiple conferences, including the Southern Regional Honors Conference and the National Conference in Feminisms and Rhetorics. I also co-authored two collaborative book chapters on English-focused pedagogy and interdisciplinary teaching methods.

The next major venture I participated in was Journeys in Justice, a KSU-based traveling program that took high school students to various civil rights sites around Georgia and Alabama. Along with historical education, they learned about literary themes of justice and perseverance through accompanying texts like *The Odyssey*. Dr. Seneca Vaught, the outstanding professor who organized Journeys in Justice, gave daily seminars on this material. In my position as KSU's assistant navigator, I led organized evening discussions that were designed to synthesize the students' daily education. The duration of Journeys in Justice taught me strong personal skills of leadership and communication, particularly interacting with younger students from diverse backgrounds.

In addition to the three positions described, I have also been a teacher's assistant in an upper-division Digital Engagement course, a beta tester for First-Year Composition courses, and the English Department faculty research assistant. All of my experiences at KSU prepared me for my current job as an academic advisor at Chattahoochee Technical College. The practices I learned as an undergraduate empower me to guide new students in achieving academic success. From the time I was a freshman, KSU entrusted me with its resources, allowed me to explore outside my comfort zone, and pushed me to shine in my strengths. I believe that KSU's English Department exemplifies high-impact practices, and I will continue to advocate for them as they have always done for me.

Sincerely, Ahlan Filstrup

**NORMAN J. RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
**Department of English**

English Building • Room 155 • MD 2701 • 440 Bartow Avenue • Kennesaw, GA 30144  
Phone: 470-578-6297

## Evidence 10: Letter from internship partner regarding English's contribution to its operations



Milan Richard  
48in48  
746 Willoughby Way NE  
Atlanta, GA 30312

October 29, 2025

### RE: Support Letter for KSU English Department Award Application

Dear Awards Committee Members,

On behalf of 48in48, I am pleased to support the KSU English Department's nomination for the University System of Georgia's Regent's Award for Excellence in HIP Practices and Experiential Learning. For the past three years, Dr. Pete Rorabaugh has been an incredible partner, connecting his students with 48in48's mission to equip nonprofits with professionally built websites and digital marketing tools that amplify their impact.

Through this partnership, KSU students have served as members of our website build and social media teams, collaborating with marketing and technology professionals to design and launch functional websites for nonprofits in need. Students have gained hands-on experience in client communication, project management, web design, and content development. Beyond technical skills, they've grown in confidence, expanded their professional networks, and learned how their creativity and writing can drive meaningful social change.

For 48in48, this partnership has made a tangible impact on our organization's ability to serve more nonprofits and strengthen their online presence. KSU students have helped streamline event operations, contributed to the creation of high-quality websites, and developed engaging content that extends our marketing reach. Their creativity and commitment have enhanced the overall volunteer experience, increased visibility for the nonprofits we serve, and supported our goal of helping organizations better tell their stories and connect with their communities online.

We are deeply grateful for Dr. Rorabaugh's ongoing commitment to fostering this collaboration and are excited about the continued growth of our work together. Looking ahead, we hope to expand opportunities for KSU students to engage with nonprofits after the build weekend, helping them maintain and grow their new websites while deepening community relationships and professional experience.

Sincerely,

A handwritten signature in black ink, appearing to read 'MR', is positioned above the printed name of the sender.

Milan Richard  
Community Engagement Manager

[www.48in48.org](http://www.48in48.org)

Mobilizing marketing and technology professionals to serve nonprofits worldwide

## Evidence 11: Letter from MA in Professional Writing graduate

Courtney Bradford  
courtneybradford@gmail.com  
678-983-9633

November 9, 2025

Letter in Support of KSU English Department Nomination of  
USG Regents' Award for Excellence in High-Impact Practices & Experiential Learning

To Whom it May Concern:

I offer this letter in support of the KSU English Department's nomination for the award noted above. I attended KSU from 2014 to 2020, earning my BA in English and MA in Professional Writing. During this time, I engaged in at least nine HIPs, all of which expanded my educational experience and were critical to my professional development.

My introduction to HIP and Experiential Learning was through a service-learning project in a 3000-level writing-intensive course; this project required me to collaborate with a group of classmates to support a writing workshop and public reading featuring a published author. We created marketing materials, visited English classes to inform students, and helped facilitate the workshop, allowing us to apply our learning outside the classroom walls.

Other projects that allowed me to apply skills outside the classroom were through the Green Card Voices nonprofit. I began working with this nonprofit during a 3000-level writing course and continued assisting with additional related projects throughout my graduate studies. These projects involved working with immigrants to tell their stories in their voices. Throughout my time at KSU, I worked with this nonprofit on three book collections: one from high school immigrants living in Atlanta, Georgia; one from high school immigrants living in Madison, Wisconsin, and Milwaukee, Minnesota; and one from immigrants living in Minnesota and working in STEM fields. Helping with these books taught me much about diverse cultures and experiences far removed from anything in my own life.

These projects have also been invaluable in my career, which often requires me to edit reports written by individuals who speak English as a second, third, or fourth language and who rely on their editors to work through any potential language barriers. Editing these Green Card Voices collections provided practical opportunities to work with narratives written by numerous authors who did not speak English as a first language and fully prepared me for my job in ways no classroom setting could have accomplished.

Related to these projects, I had the opportunity to be a co-researcher and co-writer on an article sharing the impact of HIPs. I interviewed other students who worked with the Green Card Voices nonprofit and learned how impactful such projects were to so many others: students who worked on the project shared how they grew personally and professionally due to GCV. This type of learning was only possible through the hands-on projects provided by KSU.

Both my BA and MA programs required a capstone course and project. For my BA capstone, I took a writing-intensive course and wrote a seminal paper that prepared me for the MA capstone. For the MA capstone, I interned with a local nonprofit to rewrite policies and procedures to align with the governing authorities. This internship, along with other internships during my time at KSU, shaped my professional career and college learning, creating practical learning opportunities and ultimately expanding my professional skills before I entered the corporate world.

Working on these various projects—i.e., facilitating a public reading and writing workshop, interviewing immigrant authors from around the globe, editing narratives written by individuals who do not speak English as a first language, participating in internships and a practicum—shaped my professional life and helped prepare me significantly more for the professional world than typical classroom instruction. These learning opportunities have served as a cornerstone for my current career, having prepared me to work with diverse voices in multiple settings and to collaborate with numerous other editors. The KSU English Department provided me with unique experiences that have benefited me personally and professionally.

Respectfully,  
Courtney Bradford