IT'S ABOUT ENGAGEMENT

2023-2024 QEP HANDBOOK

KENNESAW STATE UNIVERSITY
NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES

TABLE OF CONTENTS . . . .

WELCOME TO THE QEP @ RADOW COLLEGE!

Congratulations!

Your college has coded one or more of your courses this semester as incorporating a high-impact practice (HIP).

HIPs are recognized pedagogical strategies that are defined in our QEP in three areas: 1) undergraduate research, 2) service learning, and 3) work-based learning that involve experiences outside the traditional classroom.

Research shows the beneficial effects that these kinds of engagement can have on students and programs, and so the institution thanks you for your commitment to ensuring a quality learning experience for KSU students.

KSU is so committed to these high-impact practices that it made them the focus of our institution's Quality Enhancement Plan (QEP). If you'd like to learn more about KSU's QEP, please visit this website.

If you believe that your course has been coded as a HIP in error, please contact Kris DuRocher (kduroche@kennesaw.edu) immediately to take you off the list.

This handbook is the result of the expertise of many groups across campus, and we are thankful for their feedback and guidance. This guide is a living document and will continue to evolve as faculty and other stakeholders offer input and engage with this resource.

DISCLAIMER: This guide is designed to be a resource. The information in this guide is subject to change. Every effort will be made to ensure the information in this guide is accurate and up to date; however, there is no guarantee, explicit or implied, regarding the information presented in this guide.

QEP SUBMISSION AND APPROVAL PROCESS

How was my course chosen? There are two ways a course can be submitted for inclusion in the QEP. Courses can be submitted by faculty by completing this submission form.

In addition, the chair must go into OwlExpress and submit the course for approval. This ensures that the chair is aware of the course's inclusion.

KSU SYLLABUS REVIEW

In order for KSU to include your experience as part of the QEP for accreditation purposes, we must have evidence to support that it meets the guidelines developed and approved by SACS-COC.

Your chair will coordinate collecting a syllabus for each QEP course. A committee of experts in the area of high-impact practice reviews each syllabus to determine if it meets the QEP criteria.

Since we know that often full information about the course assignments and projects is not contained in the syllabus, additional documentation may be helpful to ensure that the reviewer has all relevant information about your course.

Checklists that can be an addendum to your syllabus are included in this handbook to ensure that all aspects of your course are included in this review.

QEP CODES

Each QEP course receives a code noting what its HIP type is. This code is next to your CRN and sent to each chair and faculty member early in the semester.

The codes are:

ZURP = Undergraduate Research
ZWLP= Work-based learning
ZSLP = Service-learning

If the CRN is shaded pink, that means that the course has been coded for two or three HIPs.

CHARACTERISTICS OF A KSU QEP INTERNSHIP & CO-OP EXPERIENCE

In order for an internship or co-op experience to qualify to meet the standards of the QEP, it must meet ALL of the following criteria:

1.The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.

2.The skills or knowledge learned must be transferable to other employment settings.

3.The experience has a defined beginning and end, and a job description with desired qualifications.

4.There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.

5.There is an assignment in which students reflect on their experience.

6.There is supervision by a professional with expertise and an educational and/or professional background in the field of the experience.

7.There is routine feedback by the experienced supervisor.

8.There are resources, equipment, and facilities provided by the host employer that support learning.

KSU QEP INTERNSHIP & CO-OP EXPERIENCE CHECKLIST

Use this addendum to provide required evidence of alignment for each criterion. You can attach this addendum to the syllabus or provide it to the QEP office as a separate document.

CLICK HERE for a fillable PDF version of the checklist
Download and open for the best results

1. Is the students' experience related to the knowledge in the classroom? Yes/ No

2. Is the work students do different from just routine employee tasks at the site? Yes /No

3. If you'd like to provide more information, please do so here:

4. Are the skills students learn transferable to other employment settings? Yes/ No

5. If you'd like to provide more information, please do so here:

6. Include a brief job description, along with start and end dates. If there is more than one position, include a few as examples and note whether all have descriptions and start/end dates.

7. Where on the syllabus are the learning objectives associated with the internship experience? If it is not explicitly clear from them, describe how these are related to professional goals.

8. Do students reflect on their experience in the internship? Yes/ No

9. On what page of the syllabus is this reflection assignment listed? _____

10. Are the students supervised by a professional with expertise in the area? Yes/ No

11. Do students receive feedback from their supervisor? Yes/ No

12. What resources, equipment, and facilities support the students' learning?

13. If you'd like to provide more information, please do so here:

CHARACTERISTICS OF A KSU QEP UNDERGRADUATE RESEARCH EXPERIENCE

In order for an engaged learning undergraduate research experience, it must meet ALL of the following criteria:

1. The research is supervised by a faculty member who has the necessary skill set to effectively mentor research projects in the course.

2. The research projects meet the ethical guidelines for responsible conduct of research. Projects involving animal or human subjects must undergo IRB approval, and the faculty member and students are (or will be) certified through the appropriate CITI training.

3. The undergraduate research experience is appropriately scaffolded. In other words, students have learned foundational information in previous courses or research experiences. If they have not, there is a plan regarding how to develop these skills in the context of the course.

4. The syllabus contains a list of measurable learning outcomes geared toward undergraduate research in this discipline.

5. The syllabus contains an assignment in which students reflect on their undergraduate research experiences.

6. There are frequent opportunities for students to receive feedback (by peers and/or the instructor) at different phases of the research.

7. If the undergraduate research is a group, rather than individual, project, then the project is structured according to best practices for collaborative projects

8. The research projects have the potential to make an original contribution to the literature in this discipline.

9. There is a tangible product at the end of the experience (i.e., paper, poster, oral presentation, and other products). There is a plan to disseminate this product publicly (i.e., peer-reviewed publication, presentation at a professional conference or on-campus symposia). It is possible that the dissemination will occur the following semester. All students should have the opportunity for presenting or publishing their undergraduate research work.

KSU QEP UNDERGRADUATE RESEARCH EXPERIENCE CHECKLIST

Use this addendum to provide required evidence of alignment for each criterion. You can attach this addendum to the syllabus or provide it to the QEP office as a separate document.

[CLICK HERE for a fillable PDF version of the checklist](#)
Download and open for the best results

1. Does the research involve animal or human subjects? Yes/No
2. If yes, is the research project approved by KSU's IRB? Yes/No
3. Is the research project scaffolded? Yes/ No
4. On what page of the syllabus is this scaffolding indicated? _____
5. If you'd like to provide more information, please do so here:
6. On what page of the syllabus are the learning outcomes for the course that are associated with undergraduate research? _____
7. Do the students reflect on their experience in undergraduate research? Yes/ No
8. On what page of the syllabus is this reflection assignment listed? _____
9. Do students receive regular feedback on their work? Yes/No
10. If you'd like to provide more information, please do so here:
11. Is this research project a group effort? Yes/ No
12. If yes, in what ways do you utilize best practices for group projects?
13. Does this research project have the potential to make an original contribution to the literature in your discipline? Yes/ No
14. If you'd like to provide more information, please do so here:
15. Do students publicly disseminate their research at the end of the semester? Yes/No
16. If you'd like to provide more information, please do so here

CHARACTERISTICS OF A KSU QEP SERVICE LEARNING EXPERIENCE

Service-learning goes above and beyond community service and volunteerism. While those activities are an important part of community-based learning, service-learning differs in several ways.

In order for an engaged service learning experience, it must meet ALL of the following criteria:

1. Is academically integrated — service is part of the coursework, not an unrelated "add on" requirement.

2. Is purposefully designed with service projects that focus on community needs AND academic outcomes; the service activities address specific community needs related to the learning objectives of the course.

3. Uses classroom and project experiences that build upon themselves and on the accumulation of classroom knowledge.

4, Includes an evaluation of student work based on the learning gained from their service experience, not on the number of hours served.

5, Connects the student to a structured reflection process (minimally, after the service project; ideally, before, during, and after the service project).

6. Includes a service-learning activity which values community partner's knowledge and experience. When best practiced, involves community partners in the planning of the course and service project.

7. Is based on a collaborative and a reciprocal relationship among faculty, students, and community partners; projects are typically real-world challenges that students, community partners, and faculty attempt to overcome together.

Adapted from Coastal College of Georgia

KSU QEP SERVICE LEARNING EXPERIENCE CHECKLIST

Use this addendum to provide required evidence of alignment for each criterion. You can attach this addendum to the syllabus or provide it to the QEP office as a separate document.

CLICK HERE for a fillable PDF version of the checklist
Download and open for the best results

1. Is the service project integrated with the course content? Yes/No

2. If you'd like to provide more information, please do so here:

3. Is the service project focused on specific community needs and academic outcomes? Yes/No

4. How are these community needs related to course learning outcomes?

5. Do the service project experience(s) and classroom experiences reciprocally build on one another? Yes/ No

6. If you'd like to provide more information, please do so here:

7. Is the evaluation of student work reflective of the learning gained from service rather than just the number of hours they served? Yes/No

8. If you'd like to provide more information, please do so here:

9. Do students reflect on their service-learning experience? Yes/No

10. On what page of the syllabus is this reflection assignment listed? _____

11. Are community partners involved in the development of the project? Yes/No

12. How is knowledge and experience from the community partner included?

13. Do students, faculty, and community partners collaborate together? Yes/No

14. If you'd like to provide more information, please do so here:

ASSESSING THE QEP

STUDENT REFLECTIONS AS ASSESSMENT

An essential ingredient of all HIPs at KSU is student reflection. In fact, it's the only criteria common to all three HIPs. It's also one of the ways that we measure the impact of the QEP on the institution.

The completion and submission of student reflections is REQUIRED.

WHY REFLECTIONS?

What is Critical Reflective Practice? It is a systematic inquiry to enhance understanding of our own professional practices, which involves reflection on our emotional responses and assumptions.

For students this means asking them to do the following:
· Question our approach
· Reflect on our feelings
·Question our assumptions
·Enhance our self-awareness

Reflective practice can:
·Enhance deep thinking
·Help to evaluate and develop practice
·Prevent stagnation and foster growth
·Bring creative ideas about the practice
·Enhance self-awareness
·Become aware of assumptions
·Serve as a tool for supervision
·Enhance skill and knowledge development

Students tend to write descriptively and struggle to bring analytical perspectives to their writing. Thus, using a writing framework is helpful.

These questions can guide students reflections:

What? – Describe an event or experience: What I did and what others did.

So what? – Analyze the event or experience: How did I feel about it?

Now what? – Think of lessons learned and potential future actions: What will I do if I encounter a similar situation?

ADAPTED FROM KEI TOMITA, "REFLECTIVE PRACTICE OVERVIEW"

DEVELOPING CRITICAL REFLECTIONS

CRITICAL REFLECTIONS AND MEANING

Engaging in reflection has numerous benefits for students, such as increasing their confidence, self-awareness, and ability to make connections across disciplines or between coursework and personal experiences (e.g., Weber & Myrick, 2018).

Although reflection is less common in undergraduate research than other high-impact educational practices, like service learning, there is emerging research to suggest that reflective activity helps students process their research experiences more fully and generate new meanings regarding their work. Structured reflection helps students recognize the skills they are developing in the research experience, improving metacognition. In addition, undergraduate researchers report that self-reflection helps them in their applications for post-graduate work (e.g., Nye et al., 2016; Picardo & Sabourin, 2018; Wilson et al., 2016).

The critical reflection assignment is designed to measure four student learning outcomes:

1. Educational Value: Students will cite meaningful and valuable connections of their HIP experiences to their overall educational preparation.
2. Connectedness Insights: Students will gain new insights on the connectedness and integration of the academic preparation of their disciplines of study to the applied settings of their HIP experiences.
3. Integrated Problem-Solving: Students will build upon prior knowledge and experiences to respond effectively to the new and challenging demands of the HIP settings.
4. Values Growth: Students will demonstrate growth in professional and personal core values and sense of self as a result of their HIP experiences.

Faculty are encouraged to develop their own guided prompts that are tailored to their individual courses. The critical reflection rubric should not constrain faculty in the building of any reflection assignments in their courses.

The goal of IAE is to provide meaningful experiences for all of our students and ensure students learn as much as possible within our courses. Critical reflection is one aspect that ensures our courses accomplish those goals.

Thus, each faculty member should tailor their guided prompts to ensure that student responses cover the student learning outcomes within the course while, at the same time, ensure that it also embodies the student learning outcomes of IAE. Critical reflection involves many components, as outlined in the literature, and the Center for Excellence in Teaching and Learning (CETL) spends time talking about all of those aspects in their workshops.

KSU QEP CRITICAL REFLECTION PROMPT CHECKLIST

The following is a list of required elements that contribute to a high-quality critical reflection. They are separated into the four areas of reflection (i.e., educational value, connectedness insights, integrated problem-solving, and values growth)that compose your final critical reflection for the experience.

CLICK HERE for a fillable PDF version of the checklist
Download and open for the best results

Educational Value

1. The reflection describes the value that this experience had on your education at KSU. Yes/No

2. The reflection compares the value of this experience to other experiences at KSU. Yes/No

Connectedness Insights

3. The reflection provides examples of how the experience has allowed you to understand the content of your discipline or changed your perspective about the content of your degree program. Yes/ No

4. The reflection provides examples (the same or different than those given above)of how the experience allowed you to see the relationship among content from different courses in your degree program. Yes/ No

Integrated Problem-Solving

5. The reflection provides multiple examples of how you applied knowledge learned from your coursework to a challenge or problem you encountered in this experience. Yes/No

6. The reflection highlights how you applied the knowledge identified above to successfully overcome the challenge or solve the problem that was encountered. Yes/ No

Values Growth

7. The reflection identifies personal or professional core values that you have focused on developing through your experience. Yes/ No

8. The reflection provides multiple examples that demonstrate how the experience contributed to your growth of the core values that were identified above. Yes/ No

9. The reflection provides examples of how you have developed self-confidence and self-esteem related to the core values identified above. Yes/ No

Holistic Rubric to Evaluate the Level of Reflection Present

		Attributes of the Reflection
DEEP	**Critical Reflection**	Overall, the reflection utilizes well-aligned examples to describe and analyze the experience as you identify how the experience contributed significantly to your development as a student. In addition, the reflection presents specific ways that you integrated knowledge from current or past coursework within the experience to develop new understanding of your major or it explains how the experience challenged assumptions you held at the start of the experience. The integration of this knowledge as you apply it to successfully solve a problem or overcome a challenge is also present. Lastly, the reflection uses examples from the experience that demonstrate your growth in self-confidence and self-esteem with regards to personal and professional core values.
Level of Reflection	**Analytical Reflection**	The reflection describes the experience and your personal reaction to the experience as you identify what value the experience had on your learning of the discipline. The reflection provides a list of topics from your previous or current coursework that you had to recall and apply to the experience but does not reflect how the information was integrated and used in new ways, or using that knowledge challenged any assumptions you held at the start of the experience. In addition, the reflection describes your reaction to a problem or challenge that was encountered in the experience, though it may not clearly identify how prior knowledge from your coursework was utilized to successfully find a solution. Lastly, the reflection highlights the perceived impact that the experience had on your growth relative to your personal and professional core values, your self-esteem, and your self-confidence, but the areas of growth are not grounded in examples that demonstrate growth or change that result from the experience.
SHALLOW	**Descriptive Thought**	The reflection provides a description of the overall experience and your reaction to it. There is little or no attempt made to uncover assumptions that you may have had about the experience before it started. There is little to no integration that demonstrates how what was learned in your coursework (theories, frameworks, models, etc.) were applied and used to inform your role in your experience. Lastly, the reflection does little to highlight how your learning allowed you to grow as a student.

REFECTION GATHERING PROCESS

REFLECTIONS PROCESS

The completion and submission of student reflections is <u>REQUIRED.</u>

Here's the process to gather reflections from your students:
1.   Share this link with your students:
https://app.smartsheet.com/b/form/59c59c20e176460ab181cce5961e4863.

 It includes a link to a short video that explains the form, but if you would like to share the video link with them separately, here it is:
https://mediaspace.kennesaw.edu/media/Kaltura+Capture+recording+-
+October+4th+2022%2C+10A08A39+am/1_z15kkrhu

2. Next: If you or your department has developed a reflection prompt already: instruct the students to pick the appropriate high-impact practice and the "my instructor gave me a prompt" option (e.g. "Service learning, and my instructor gave me a prompt"). If you haven't already, please be sure to share your reflection prompt with the student around the same time that you provide the above form link so that they can complete the assignment.

   OR:

If you have not developed a reflection prompt for your students: instruct the students to pick the appropriate high-impact practice and the "my instructor didn't provide a prompt" option (e.g. "Work-based learning, and my instructor didn't provide a prompt"). When the students select this option, a default prompt aligned with the QEP rubric will be provided for them to use in completing the reflection. Regardless of the option chosen, you should receive a copy of the student's reflection, as long as the student entered in your email address correctly. If you would like for the student to submit the reflection also to your D2L shell, then please encourage them to do so.

Please note: we only require one reflection from each student—please don't have them upload more than one reflection. We hope this process makes it easier for both you and your students.

This should not be asking the students do a new assignment—we are simply trying to make it easier for Academic Affairs to get a copy of what students are already doing. In effect, we are trying to remove the faculty as the middle person in the reflection's journey to us by having the student submit it to us directly via the form (and you get a copy as verification).

It's About Engagement Critical Reflection Rubric

Student Learning Outcomes:
1. Educational Value: Students will cite meaningful and valuable connections of their HIP experiences to their overall educational preparation.
2. Connectedness Insights: Students will gain new insights on the connectedness and integration of the academic preparation of their disciplines of study to the applied settings of their HIP experiences.
3. Integrated Problem-Solving: Students will build upon prior knowledge and experiences to respond effectively to the new and challenging demands of the HIP settings.
4. Values Growth: Students will demonstrate growth in professional and personal core values and sense of self as a result of their HIP experiences.

Student Learning Outcome	Little or No Impact from the HIP 1	Moderate Impact from the HIP 2	High Impact from the HIP 3	Higher Impact from the HIP 4	Highest Impact from the HIP 5
1. Educational Value	Reflection generally contains very little positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation.	Reflection generally contains some positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, but the HIP experience is not reported to be among the more meaningful or valuable of the student's educational experiences.	Reflection generally contains substantial positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, and the HIP experience is reported to be a meaningful or valuable one among the student's educational experiences.	Reflection clearly contains strong positive comment on or great enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, and the HIP experience is reported to be among the more meaningful or valuable of the student's educational experiences.	Reflection clearly contains exceptionally strong positive comment on or great enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation, and the HIP experience is reported to be the most or nearly the most meaningful or valuable of all of the student's educational experiences.
2. Connectedness Insights	Reflection generally contains little or no new insight on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection generally contains some new insight, albeit limited in depth and sophistication, on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection clearly contains some new insight which is deep and sophisticated on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection clearly contains many deep, substantive, and sophisticated new insights on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflection clearly contains an exceptionally rich array of deep, substantive, and sophisticated new insights on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.
3. Integrated Problem-Solving	Reflection generally contains little or no reference to or examples of the student's ability to build upon and transfer prior knowledge and experience to solve problems in the new applied settings in which the HIP experience occurred.	Reflection generally contains some reference to or a couple of examples of the student's ability to build upon and transfer prior knowledge and experience to solve problems successfully in the new applied settings in which the HIP experience occurred.	Reflection clearly contains notable reference to or some good examples of the student's ability to build upon and transfer prior knowledge and experience to solve problems successfully in the new applied settings in which the HIP experience occurred.	Reflection clearly contains much noteworthy reference to or many very good examples of the student's ability to build upon and transfer prior knowledge and experience to solve problems successfully in the new applied settings in which the HIP experience occurred.	Reflection clearly contains exceptionally strong, numerous, and noteworthy references to or excellent examples of the student's ability to build upon and transfer prior knowledge and experience to solve problems successfully in the new applied settings in which the HIP experience occurred.
4. Values Growth	Reflection generally contains little or no evidence that the HIP experience contributed to the student's growth in professionalism or personal values as well as self-confidence and self-esteem.	Reflection generally contains some evidence, albeit limited, that the HIP experience contributed somewhat to the student's growth in professionalism or personal values as well as self-confidence and self-esteem.	Reflection clearly contains some notable evidence that the HIP experience contributed substantially to the student's growth in professionalism or personal values as well as self-confidence and self-esteem.	Reflection clearly contains much noteworthy evidence that the HIP experience contributed very much to the student's growth in professionalism or personal values as well as self-confidence and self-esteem.	Reflection clearly contains exceptionally strong and much noteworthy evidence that the HIP experience contributed greatly to the student's growth in professionalism or personal values as well as self-confidence and self-esteem.

REFLECTION PROMPT STUDENT FORM

Here is the first half of the form that students receive to submit their reflection along with the choices.
CLICK HERE for a fillable PDF version of the submission form you can complete and share with students.
Download and open for the best results

Semester *

Instructor name *
Last name, first name (e.g. Doe, Jane)

Instructor email *
Please **do not** use their email from D2L (i.e.@kennesaw.view.usg.edu). It won't work.
You should be able to find their KSU email on the syllabus.

Course prefix *
Examples: ENGL, MATH, NURS

Course number and section number *
Examples: 1101-01, 2400-03

REFLECTION PROMPT STUDENT FORM

Here is the second half of the form.
|
CLICK HERE for a fillable PDF version of the submission form you can complete and share with students.
Download and open for the best results

Just for our knowledge: is your instructor counting this reflection toward your final grade in some way?

| Select | ▾ |

| Yes |
| No |
| Not sure |

Mulitiple reflections? *

Just for our knowledge: is this the only time you are reflecting in your course, or have you been asked to reflect at other times? Yes = this is the only time I have been asked to reflect; No = this is not the only time I have been asked to reflect in this course; Not sure = not sure

| Select | ▾ |

| Yes |
| No |
| Not sure |

Which HiP? *

Which high-impact experience did you have in the course, and did your instructor provide you with a prompt or question to guide your reflection?

| Select | ▾ |

Undergraduate research, and my instructor gave me a prompt

Service learning, and my instructor gave me a prompt

Work-based learning (co-op/internship), and my instructor gave me a prompt

Undergraduate research, and my instructor didn't provide a prompt

Service learning, and my instructor didn't provide a prompt

KSU QEP RESOURCES

- Faculty can request a consultation or class visit from the Office of Undergraduate Research, which will help them visualize and contextualize options based on their personal pedagogies: https://research.kennesaw.edu/our/faculty/class-visit.php
- Faculty can browse resources to help them shape student assignments and projects: https://research.kennesaw.edu/our/faculty/resources.php
- Funding through the Office of Research includes programs for first-year scholars, summer undergraduate research, and sophomore researchers. Funding from the Radow College of Humanities and Social Sciences includes the Student Research Fund. https://research.kennesaw.edu/our/faculty/resources.php; https://radow.kennesaw.edu/resources/student.php
- Students can join the Undergraduate Researchers Club: https://research.kennesaw.edu/our/students/urc.php
- Students can work with faculty to find other dissemination opportunities: https://research.kennesaw.edu/our/presenting-publishing/
- KSU Symposium of Student Scholars showcase of student scholarship https://research.kennesaw.edu/our/symposium-student-scholars/index.php.
- Kennesaw Journal of Undergraduate Research https://digitalcommons.kennesaw.edu/kjur/
- National Council on Undergraduate Research conference information https://research.kennesaw.edu/our/presenting-publishing/national-conference.php
- CUR Guide to Translating Research Skills https://research.kennesaw.edu/our/presenting-publishing/national-conference.php
- Posters at the Georgia State Capitol on undergraduate research https://research.kennesaw.edu/our/presenting-publishing/posters-ga-capitol.php
- Creating Effective Poster Presentations https://go.ncsu.edu/posters/
- Tips on Poster Presentations at Professional Conference https://www.hamilton.edu/academics/centers/oralcommunication/guides/poster-presentations
- Oral Presentation Help https://www.unh.edu/undergrad-research/urc
- Free Research Poster PowerPoint Templates https://www.posterpresentations.com/free-poster-templates.html
- Carnegie Mellon Tips for Helping Students Become Scholarly Writers https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/writing/helpstudentwriters.html
- Virginia Tech Resources for Collaborative Team Agreements https://guides.lib.vt.edu/teamscience/TeamCollaborationAgreements
- Preempting Discord: Prenuptial Agreements for Scientists https://ori.hhs.gov/preempting-discord-prenuptial-agreements-scientists

CLICK HERE for a PDF list of professional conferences that accept presentations by undergraduates and undergraduate research journals

- Faculty can apply for funded opportunities for course re-design: https://facultydevelopment.kennesaw.edu/scholarly-teaching/its-about-engagement/service_learning_institute.php
- Faculty can use the Service Learning Checklist, templates, and forms for community partners: https://www.kennesaw.edu/involvement/student-volunteerism/service-learning.php
- Faculty can work with the Center for Excellence in Teaching and Learning (CETL) to develop, cultivate, and assess service learning in their courses: https://facultydevelopment.kennesaw.edu/scholarly-teaching/its-about-engagement.php
- Best Practices for Collaborative Research https://graduate.unl.edu/connections/best-practices-collaborating-research
- Evaluation Tools for Undergraduate Research Self-Assessment https://www.colorado.edu/eer/research-areas/undergraduate-research/evaluation-tools-undergraduate-research-student-self
- DEAL Critical Reflection Assignment Sample https://www.uaa.alaska.edu/academics/honors-college/_documents/Critical%20Reflection%20Detailed%20Guide.pdf
- CUR Assessment Toolkit https://www.cur.org/engage/mentors/assessment/toolkit/
- Research Dissemination Rubric https://psychology.nova.edu/common-pdf/students/psyd-research-dissem-rubric.pdf
- Research Dissemination Toolkit https://ictr.wisc.edu/wp-content/uploads/sites/163/2016/10/ExchangingKnowledgeDisseminationToolkit.pdf
- Student Researchers Tips related to IRB approval https://research.virginia.edu/irb-hsr/student-researchers
- Research skill developing Assignment Ideas https://columbiacollege-ca.libguides.com/designing_assignments/assignment_ideas
- Ideas for Assessment and Evaluation of Student Learning in Research https://sotl.illinoisstate.edu/downloads/materials/SoTL%20Perspective.pdf
- The Benefits of Engaging in Research for students https://www.sandiego.edu/ugresearch/about/benefits.php
- IUPUI Backward Design for courses https://citl.indiana.edu/teaching-resources/course-design/backward-course-design/index.html
- Dee Fink's course design: A Self-Directed Guide to Designing Courses for Significant Learning https://www.bu.edu/sph/files/2014/03/www.deefinkandassociates.com_GuidetoCourseDesignAug05.pdf
- List of eight HIPs elements http://ts3.nashonline.org/wp-content/uploads/2018/04/AACU-LEAP-High-Impact-Practice-Characteristics.pdf
- Council on Undergraduate Research mentor resources https://www.cur.org/engage/mentors/
- Jillian Kinzie's HIP Quality Project https://nsse.indiana.edu/research/special-projects/hip-quality/index.html
- Tips on Making the Most of Student Research Teams https://www.sssp-research.org/making-the-most-of-student-research-teams/