

Center for Engagement and Community Development

# ENGAGE

magazine

fall 2016

## TAP TO TOGETHERNESS GOES GLOBAL

continues to bring  
families together

**KANSAS STATE**  
UNIVERSITY

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**I am pleased to present the inaugural issue of *Engage* – a magazine that takes a deeper look at the exciting and important engaged work being conducted on campus, around our Manhattan community, across the state and throughout the world.**

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When we talk about engagement, we are talking about research, teaching or service that:

- is a shared partnership between university and non-university stakeholders,
- is a collaborative effort among those campus and community partners,
- addresses some community need, goal or dream,
- is mutually beneficial to all parties in the relationship, and
- facilitates the creating and sharing of new knowledge.

This partnership of university knowledge and resources with those of the public and private sectors enriches scholarship, research and creative activity; enhances curriculum, teaching and learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; and contributes to the public good.

Connecting the university's work to Kansas' citizens has been part of our identity since our beginning in 1863. Today, this work is stronger than ever as demonstrated in a 2015 campus engagement benchmarking survey. Highlights of that survey reveal that:

- More than 270 faculty reported involvement in engaged research, teaching or service projects.
- More than 900,000 Kansas, U.S. and worldwide citizens participated in these engaged K-State projects (not counting the additional contributions of K-State Research and Extension projects).

- More than 60 K-State classes used a service-learning teaching pedagogy, involving more than 9,000 undergraduate and graduate students.
- Faculty secured more than \$18 million in grants and contracts to support their engaged work.
- There were more than 240 engaged projects in Riley County and more than 160 engaged projects in both Johnson County (home to K-State Olathe) and Saline County (home of Kansas State Polytechnic).
- For more EBT results see Pages 20-21.

But behind these general numbers are real faculty, working with real community partners, to address real challenges. This issue of *Engage* brings to life a sample of the engaged work happening across all mission areas of the university– research, teaching and outreach/service.

Kansas State University is truly an engaged university. We hope you enjoy reading about some of the amazing faculty conducting work that engages society in a collaborative fashion to address and solve socially significant challenges.

**David Procter, Director**  
Center for Engagement and Community Development



# CONCRETE GRAY TO LANDSCAPE GREEN

***K-State professor engages communities with learning gardens, pop-up park***

Katie Kingery-Page, associate professor of landscape architecture at Kansas State University, leads her students in serving communities to improve their urban open spaces, which brings a host of benefits — from economic development to quality of life.

Her numerous engagement projects have made her the 2016 recipient of the Council of Educators in Landscape Architecture's Excellence in Service Learning at the Junior Level Award. In 2013, Kingery-Page was honored as a finalist for the national Ernest

A. Lynton Award for the Scholarship of Engagement. Her work has been published in international journals.

While publications and awards are important evidence of faculty productivity, Kingery-Page said the greatest value of engaged scholarship lies in the outcome for partner communities.

"In contrast to the ego-based leader stereotype, the service-oriented leader leads through serving, and that's the basis of our land-grant mission at K-State," Kingery-Page said.

***"We've entered an era when people crave the restorative effects of nature as an antidote to virtual and social media-saturated lives. None of us want to live in a concrete-covered world, yet it's remarkable how we're very good at creating that world. It's time to embrace the landscape idea."***

***- Katie Kingery-Page***





## GARDEN GOODNESS

Kingery-Page, her colleagues and more than a dozen K-State students worked with parents, teachers and the principal of Manhattan's Northview Elementary School to design and build an educational outdoor area.

"Cognitive psychologists have established that stress interferes with learning," Kingery-Page said. "Time in green landscapes is shown to relieve stress and attention fatigue, allowing people to return to tasks more refreshed."

The garden was funded through grant money raised by Northview's principal, UFM Community Learning Center and the Center for Engagement and Community Development.

## LISTENING TO RESIDENTS

Kingery-Page's students partnered with administrators, staff and residents at Meadowlark Hills, a continuing care retirement community in Manhattan, Kansas, to create an idea book of ways to turn a stormwater management feature into an enjoyable pond.

To start the process, Kingery-Page and 20 students conducted public meetings at the community room at Meadowlark Hills.

"We would get 50 people coming to look at, talk about and care about what could be done with their outdoor spaces," Kingery-Page said.

Community members pushed the student ideas forward, eventually hiring consultants and succeeding in construction of boardwalks and overlooks at Bayer Family Pond at Meadowlark Hills.

## POP-UP PARK

Another of Kingery-Page's student-led engagement projects is the answer to an eyesore in downtown Wichita, Kansas, that local residents termed "the hole." Social media comments referencing their solution, hashtagged as #ICTUrbanPopUpPark, reveal positive public perception.

The site became a blight when a developer had demolished a historic building on an urban streetscape and excavated a large basement with the presumption of constructing a new building. After the recession, the developer's plans stalled, leaving the hole.

The new property owner partnered with Wichita's Downtown Development Corporation, the Greater Wichita Community Foundation, Wichita Parks and Recreation, Farha Construction and the Knight Foundation to create a temporary public space.

Kingery-Page and her team of five graduate students led a planning and design process to gather community voices. The resulting space seats visitors at custom student-built furnishings; includes a colorful sculpture, "Sunflowers," by then-graduate student Nick Mercado; regularly features food

trucks, outdoor music and games for all ages; and uses stringed lights to keep parties hopping into the evening.

## MARVELOUS MEADOW

Kingery-Page partnered with the Marianna Kistler Beach Museum of Art, community members and academics from other colleges at K-State to design and build the Meadow, a .6 acre plot on campus with more than 30 native plant species.

The Meadow receives thousands of visitors each year, including elementary students on school tours. It is the topic of multiple presentations by Kingery-Page and is used by K-State students and faculty to monitor species diversity, pollinator presence, and what kind of effect the Meadow may have in absorbing stormwater.

It is funded by many sources: private donors who helped establish the Meadow as a living memorial to Professor William C. Hummel and Sara T. Hummel; the K-State Green Action Fund; and the Henley Meadow Excellence Fund, which supports maintenance and use of the Meadow.

Most recently, a Green Infrastructure Monitoring and Demonstration grant from the Environmental Protection Agency helps engage students in landscape architecture, and biological and agricultural engineering in monitoring the Meadow. The end result will be a series of signs on site and a digital exhibit inside the Beach Museum to educate the public about ecosystem services provided by native plants.

— *Tiffany Roney, Division of Communications and Marketing*

# K-STATE, PROJECT 17

*helps southeast Kansas counties  
improve community vitality,  
economic development*

*“Each person living in the  
Project 17 region must exercise  
leadership every day to bridge  
the gap between our current  
situation and our aspirations.”*



Kansas State University is working in 17 counties in southeast Kansas through “Project 17: A Change Platform for Large-Scale Regional Economic Development and Community Engagement.”

Since its launch in 2012, Project 17 has improved the economic development, education, workforce, health and leadership of the 17 counties within the project’s region.

The collective influence of Project 17 and its partners has engaged more than 1,800 citizens; trained more than 1,000 leaders; leveraged \$25.54 million in private investment; assisted 194 businesses; engaged 107 entrepreneurs; retained 431 jobs; and created 674 new jobs.

“Project 17 is unique because it’s a grass-roots approach,” said Heather Morgan, the project’s executive director. “It’s about the region’s citizens identifying needs and putting solutions in place.”

With collaboration from a bounty of partners – including the U.S. Department of Agriculture-Rural Development, the U.S. Economic Development Administration, the Kansas Department of Commerce, the Kansas Leadership Center, Casey Family Programs, the Kansas Department of Children and Families, faith-based groups and other community organizations – Project 17’s accomplishments are many:

- Started antipoverty programs with the goal of moving 10 percent of the region’s children out of poverty in 10 years.
- Spurred investment and construction of a multimillion-dollar broadband internet fiber trunk line to allow for business expansion, e-commerce and location of high-tech businesses.
- Developed trainings for youth to gain leadership skills and see the value of living and working in the region.
- Taken many additional actions to address systemic issues and create a platform for lasting change.

K-State students have also worked with southeast Kansas businesses to help develop marketing plans, logos, websites and e-commerce.

“We are motivated to help ensure that southeast Kansas prospers, and also that K-State students have the opportunity to work in rural spaces,” Morgan said. “Project 17 exposes them to a region many of them had never visited.”

Project 17 has been assisting people in poverty across the region. Some participants have found jobs after six

years of unemployment with six months of involvement in Circles, a community capacity building and poverty alleviation program. Others have been able to maintain in-home custody of their children, rather than have them placed in foster care or group homes, thanks to resources from the program.

Leaders of the initiative have also conducted 13 motivational, educational workshops in southeast Kansas communities. Ron Alexander, faculty member of the Kansas Leadership Center, told attendees at a workshop in Woodson County that Project 17 will continue to improve if residents and community partners keep pressing on to achieve the best for their region.

“Each person living in the Project 17 region must exercise leadership every day to bridge the gap between our current situation and our aspirations,” Alexander said. “Project 17 is here to support, encourage and work alongside you to make southeast Kansas the best place it can be.”

Project 17 was a recipient of a 2016 K-State Excellence in Engagement Award from the Office of the Provost and the Center for Engagement and Community Development. The award highlights excellence in faculty or staff who engage in scholarship via research, teaching or outreach. Recipients, like Project 17, demonstrate innovative and sustained efforts in university and community engagement.

– Tiffany Roney, Division of Communications and Marketing



***“Project 17 is here to support, encourage and work alongside you to make southeast Kansas the best place it can be.”***



# SOIL SURVIVOR

*Ganga Hettiarachchi helps communities thrive with brownfields gardening*



The morning began with the threat of rain – and Mother Nature made good on her promise as overcast skies pelted the ground with a downpour. Ganga Hettiarachchi, professor of soil and environmental chemistry in Kansas State University's agronomy department, could probably find benefit to this.

Hettiarachchi's research promotes sustainable community gardening initiatives. Her research focuses on brownfield sites, of which the Environmental Protection Agency estimates there are more than 450,000 in the U.S. Brownfields are property that may have hazardous substances, pollutants or contaminants present.

With funding from the EPA Brownfields Program, Hettiarachchi's research provided technical assistance to about 87 brownfield gardening and farming sites nationwide between 2008 and 2015. The project's goal was to successfully stabilize soil contamination rather than completely remove all contaminants from existing soils.

"We help communities and gardeners test the contamination and its level and understand what precautions they need to take," Hettiarachchi said. "We also help with best management practices. We conducted about 14 workshops and did seminars on appropriate gardening and farming topics. We help communities garden while minimizing adverse health effects."

Communicating the science behind mismanagement practices to communities is both a challenge and an opportunity. Through her research, Hettiarachchi has produced many facts sheets for community members and, during one-on-one discussions in communities, residents engage with the ongoing research process and contribute to raising awareness. Hettiarachchi has seen firsthand the importance of working together with the communities and finding champions who create links within the community.

"Sometimes communities are not really concerned about contamination," Hettiarachchi said. "They think since they





live there and don't have any health issues, why all of a sudden should they be concerned? But people who do have concerns help us to communicate with others and get everyone on the same level."

In addition to employing graduate researchers, Hettiarachchi also used her brownfields research to expose her students to the process of community engagement through role-playing.

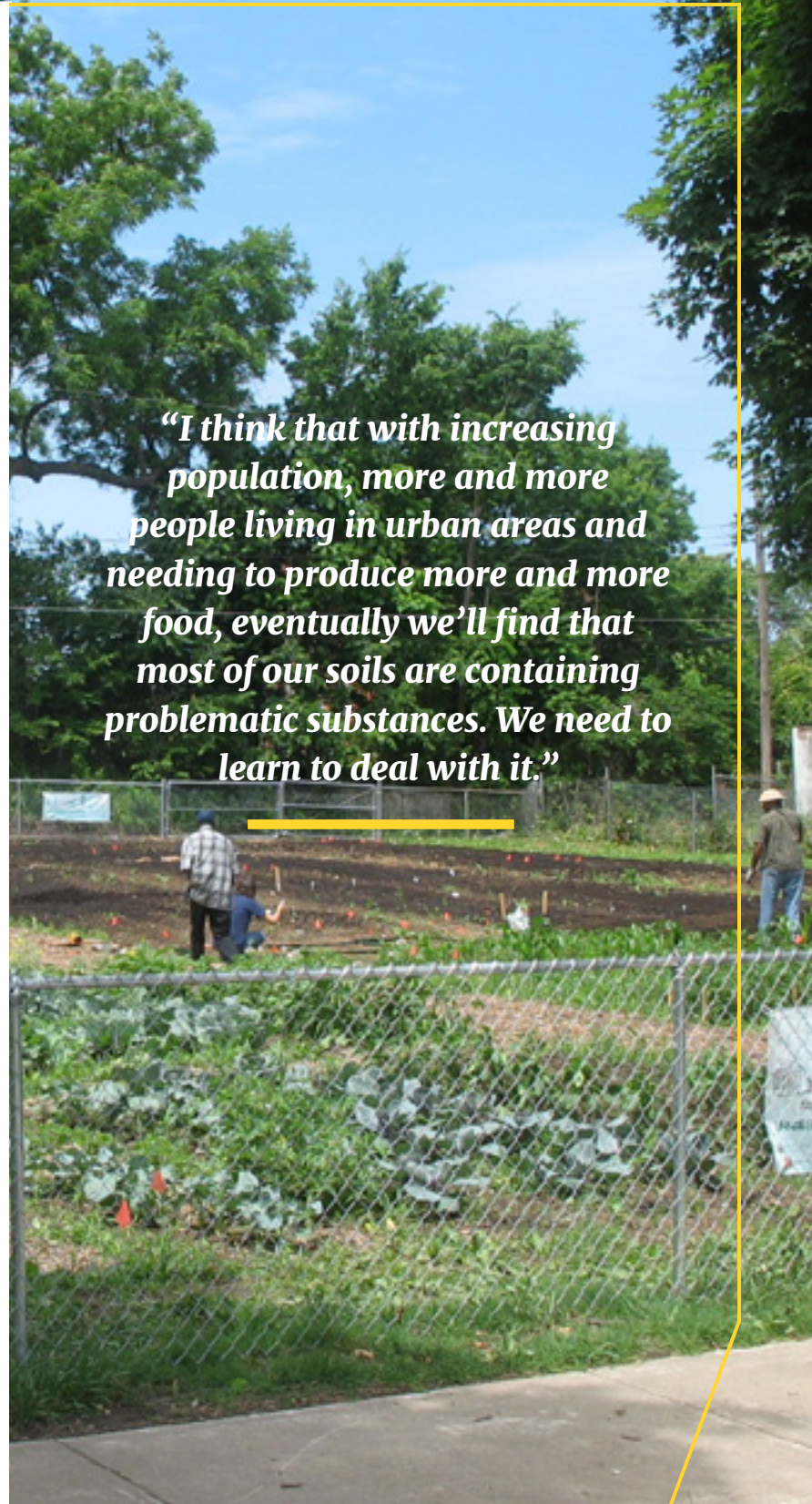
"I ask them to represent a community leader and answer questions from someone trying to move into that area," she said. "I get them to share their view, how comfortable they are asking these other persons to move or not move to that area based on the information they have."

Although most of Hettiarachchi's work takes place in a lab, it is the applications and tangible results that drive her to continue her work. She wants to know that what she does benefits people – students, farmers, gardeners and community members alike. As communities are affected by environmental changes and tasked with devising responsible development strategies, preserving and maximizing lands is crucial.

With the storm clouds parting and dim rays of sunlight scattering throughout the trees outside of Hettiarachchi's office, she imparted one final thought to communities: "With increasing population, more people living in urban areas and needing to produce more and more food, eventually we'll find most of our soils are containing problematic substances," she said. "Get to know your soil and understand that you can do things to improve soils. It is up to communities to get that soil to benefit them."

– Kolia Souza, Center for Engagement and Community Development


***"I think that with increasing population, more and more people living in urban areas and needing to produce more and more food, eventually we'll find that most of our soils are containing problematic substances. We need to learn to deal with it."***





# KEVIN SAUER HELPS FEED STATE'S NEED

*for qualified school nutrition workers*



*“The ability to impact or influence a student, and then the thought of what or whom they might influence going forward, whether it’s health, fitness or a patient or their parents, I think the students teach me a lot more than I teach them — they just don’t know that.” – Kevin Sauer*

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It's a scene played out every school day across the state of Kansas: Lunchrooms filled with laughter from a sea of smiling children enjoying their school lunch, all made possible by school nutrition workers who provide healthy, well-balanced meals for the roughly 375,000 students in Kansas schools. So who ensures our state has a steady supply of school nutrition workers, including dietitians and nutritionists, who are trained to serve up their best when it comes to feeding schoolchildren?

Kansas State University and a program called Advancing Child Nutrition Programs in Kansas, which focuses on improving child nutrition programs throughout the state. The program is a partnership between K-State's food, nutrition, dietetics and health department in the College of Human Ecology and the Kansas State Department of Education's Child Nutrition and Wellness, which provides leadership, training, technical assistance, supervisory oversight and more to local agencies. Kevin Sauer, associate professor of food, nutrition, dietetics and health at K-State and a registered dietitian, is a key player in Advancing Child Nutrition Programs.

In 2009, Sauer was researching food safety and food allergies as a significant change was on the school nutrition horizon. It came about in 2012, when there was a hefty shift in the standards of nutritional value for school lunch programs. To be a reimbursable program under the new federal guidelines, schools have to provide meals that meet certain requirements for snacks, breakfast and lunch. For Sauer, the new guidelines created great questions for a dietitian and researcher who studies nutrition programs serving public schools.

"My research and teaching element is really management and dietetics, but schools and nutrition are a huge part of that across our profession," Sauer said. "So the standards and making sure that the nutrition and the allergy concerns are met is a great avenue for a dietitian. It's even better if you're a dietitian who is a faculty member." As home to the National Center of Excellence for Food Safety Research and Child Nutrition Programs, which has three full-time scientists, several graduate students and a program coordinator, Sauer said K-State is a national leader in the field. As for the success of the Advancing Child Nutrition Programs in Kansas initiative, Sauer credits his colleagues with Child Nutrition and Wellness, which is led by Cheryl Johnson, director. "We started realizing that for us to do research, we needed the team's insight," Sauer said. "We needed to know if our survey

instruments looked right, sounded right, if they matched what operations really did or didn't do. The Child Nutrition and Wellness Team would find all kinds of things that we just didn't know."

Sauer's plate is certainly full with his full-time teaching load and serving as chair of the Commission on Dietetics Registration, which has more than 100,000 professional members. But the variety of his work fuels his passion for the dietetics profession, teaching and research. "I found the dream job as a dietitian. I did operations, I could do clinical nutrition, I could do community dietetics," he said. "But to be in academe, to help form and shape the next generation, I don't think it gets any better."

— Tina Khan, Center for Engagement and Community Development



# SMALL TOWN STUDIO PROJECT

*having big impact*

Todd Gabbard, associate professor, director of graduate programs and associate department head for the architecture department at Kansas State University, is fascinated by the small rural towns that define Kansas. "I'm not from Kansas myself, so I was initially interested in learning more about Kansas and the idea of the small town in Kansas," Gabbard said. One such town Gabbard has become familiar with is Eureka, which is the county seat of Greenwood County in southeast Kansas. Known for its mile-long Main Street and summertime fairs and rodeos, Eureka is a welcoming town for those who love living safely and simply in the state's Flint Hills. And, with a population of 2,527, Eureka cleanly fits into the category of rural. Eureka has served as a cornerstone for Gabbard's fifth-year architecture design studio since 2012.

Students in the studio dedicate their entire year to community engagement. During the fall semester, they conduct research and interact with local townspeople to determine what kind of project would best benefit the town and implement those projects in the spring.

"The idea is having students go out into the community. Instead of talking to me or other people in the architecture department, they now have to convey their ideas to somebody else. That's why





***“Fomenting change begins with wanting change. That has to happen first, doesn’t it? I like to think we’ve been a small part in helping change those minds.”***



it’s a good educational model,” Gabbard said. Through these opportunities, Gabbard constructs great teaching moments. He is especially proud of a large pavilion project the students completed in Eureka in fall 2015. As part of the project, students were required to prepare and present a proposal to the Eureka City Council.

“I don’t think they thought at the beginning that it was a big deal. They thought, ‘We’ll just make the posters and send a couple of us down there to go talk to them,’” Gabbard said. “But while they were waiting to go in and deliver this project, they got nervous. At that moment they realized they were acting as architects for the first time in the real world, doing something a real architect would do, and their design was going to have a real impact.”

Gabbard thinks this kind of engaged work is both significant and replicable. Going forward, he hopes to develop an on-campus summit for all of those who are involved in doing work in rural communities. As far as Eureka is concerned, the town has reinvested in Main Street, passing a plan to revitalize the downtown area, and a number of new businesses have moved downtown. Gabbard said when he and his students talk to residents now, there is a sense of moving forward. “Attitudes have changed, which is very important,” he said. “Fomenting change begins with wanting change. That has to happen first, doesn’t it? I like to think we’ve been a small part in helping change those minds.”

Gabbard’s project “Small Town Studio: The Eureka Project” received a 2014 Excellence in Engagement Award and a spring 2014 Engagement Incentive Grant award from K-State’s Office of the Provost and Center for Engagement and Community Development.

– Kolia Souza, Center for Engagement and Community Development

# TALK OF THE TOWN

*Spanish professor engages students and communities through language*



Each semester when students enter Laura Kanost's classroom, they find themselves working with language as a tool to engage community partners. What they discover is a Spanish class at Kansas State

University that offers experience in addition to a textbook.

Service learning through hands-on community engagement is the key to Kanost's classes in the modern languages department. "I do community-based education because it's important for students to move from a mindset of, 'I answered wrong,' to thinking about using their Spanish to interact with other people outside of the classroom," Kanost says of her teaching approach. Kanost, in her 10th year as a K-State faculty member, says the transformative experiences she had as a student through her own community-based learning has had an impact on her instruction. She said

Spanish at the university level is often regarded as an academic subject rather than a human experience. She is working to change that. Her teaching is centered around engaging students with projects and partners in the Spanish-speaking community to help them develop their language skills through personal interactions.

"I see unique relationships developing where people are coming to understand each other," Kanost said. "I think there's such a potential to enrich that language-learning experience by interacting with people in the community."

Kanost strives for students to shift their perspectives from classroom Spanish to a language they'll continue to use in life working with others. "Seeing yourself as part of a community that includes people whose first language is not English means putting yourself in a vulnerable position," she said. "We all make grammar mistakes, but let's work on this together." The value of community and establishing relationships amongst one another is what drives Kanost in her daily teaching. "I feel like on a very micro level we're a grass-roots effort to create connections between the university and the Spanish speaking community... it's really powerful, just those relationships between two people. There's rich potential for the community to be a


resource for us developing that bilingualism." Initiatives including a faculty-led service learning immersion program in Costa Rica represent Kanost's dedication to community-based learning. One example of her students' engagement is translating projects on behalf of organizations offering services for Spanish speakers.

In her classes, translation produces more than merely a bilingual document – it brings a greater awareness for working with culturally and linguistically diverse community partners. "I think talking with our students might help the community organization be more aware of things that it might not have thought of in how it is relating to its Spanish-speaking clients," she said.

Kanost is looking at the way in which students learn a second language on campus and leading her classes for the common good of community partnerships and growing student experiences one relationship at a time. "Our language skills in English or Spanish aren't perfect, but we can interact and negotiate," she said. "We can accomplish things together; that to me is really worthy."

– Tina Khan, Center for Engagement and Community Development



A group of four people are hiking through a rocky stream bed in a forest. They are barefoot and wearing backpacks. The stream flows over dark, wet rocks, creating small waterfalls. The surrounding area is lush with green trees and vegetation. A quote is overlaid on the top right of the image.

*“I think there’s such a potential to enrich that language-learning experience by interacting with people in the community.”*





# TAP TO TOGETHERNESS GOES GLOBAL

*continues to bring families together*



*“Creating outreach programs that make people’s lives better is very important, and it is vital to be reminded that everyone has something to offer to a community.” - Julie Pentz*

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Roughly 100 Ghanaian children intently watch Julie Pentz’s every step. In their green school uniforms and dusty sneakers, they attempt to mimic her movements. With music urging them on, the children do their best to tap dance. What comes out of the tap instruction is more than a class; it’s the fun and pleasure of moving together. It’s kids of all ages jumping, running and, most importantly, smiling to the music. Pentz, associate professor and associate director of Kansas State University’s dance program in the School of Music, Theatre, and Dance, is used to teaching dance, but that isn’t the purpose of her visit to Ghana. Rather, she is there on behalf of Tap to Togetherness, a program she founded that fosters family interactions and child development through movement. Participants attend tap dance sessions twice a month for children from birth to prekindergarten. Older family members are allowed and encouraged to attend as well.

Tap to Togetherness was created in spring 2015 and partnered with Parents as Teachers, or PAT, a national program that is offered through USD 383, the local school district in Manhattan, Kansas. Janice Schroeder, a PAT parent educator, provides enrollment information and additional support for Tap to Togetherness. Schroeder and Pentz’s collaboration has resulted in sessions – mainly in Manhattan, but extending to Shawnee and Abilene,

Kansas, as well as the excursion to Ghana. Future plans have been made to go to Kuwait – after a Kuwaiti mother of five contacted Pentz with concerns over a growing disconnect between adults and children, with the driving wedge largely being screen time.

Pentz also conducts research, with a focus on understanding sensory needs for children and how to treat them. She began to notice the problem of parents and adults being more engaged with screen time than with their children at her own children’s soccer games, where she often found herself and others focusing more on smartphones than the game. She sought answers and created Tap to Togetherness.

The program creates a way for parents to become energized with their children by dancing with them – and more. “Mom or dad were watching kids doing dance, the kids were looking at mom and dad, and by the end we see no screens, everybody is involved,” Schroeder said.

Pentz said many parents have begun implementing Tap to Togetherness at home, whether for a fun activity or to divert a potential tantrum. Music and dance provide a more constructive outlet both mentally and physically for parents and their children, Pentz said, and it’s what drives her to continue with Tap to Togetherness – despite her busy schedule as a parent and her work at K-State. “It’s her therapy, her passion,” Schroeder said.

“It’s what she lives for.” David Procter, director of the Center for Engagement and Community Development, said outreach programs like Pentz’s serve as a reminder that everyone has something to offer to a community. “We should all follow in Julie Pentz’s footsteps by seeking ways to incorporate our passions to benefit others,” he said.

– Dan Cutter, Department of Communication Studies

# THE POWER OF ENGAGEMENT

## *Kansas communities take PRIDE*

You've seen the signs as you enter small Kansas communities: "Kansas PRIDE, Building a Better Community." The signs proclaim more than pride; they proclaim community vitality, citizens working together to create great places to live.

Kansas PRIDE Inc. is a nonprofit board of directors comprised of sponsors and community leaders who evaluate the program and provide input on meeting local community needs. K-State Research and Extension, or KSRE, and the Kansas Department of Commerce provide technical assistance, education, facilitation and goal setting and connect communities with grants and resources. The Kansas Masons provide more direct local support. According to Jaime Menon, KSRE community vitality specialist and PRIDE coordinator, these partnerships are the reason why Kansas PRIDE has "survived and thrived for 46 years."

Since 1970, PRIDE has helped KSRE engage with more than 400 Kansas communities. With assistance from Kansas PRIDE, local PRIDE communities nurture partnerships, research funding avenues and implement projects. In 2015, 60 Kansas PRIDE communities reported having more than 700 ongoing or completed projects – including 300 projects involving youth – and raising more than \$400,000 to support local projects.

Sometimes the resources communities need are found at Kansas State University.

In Park City, a swimming pool that didn't meet code or accessibility requirements had become a huge drain on the city budget. City leaders were considering a new pool at a different location or a splash park. The mayor wanted to make sure Park City resources were utilized in the way that best met the public's needs.

The Park City PRIDE coordinator linked Mayor Ray Mann to Huston Gibson, associate professor of landscape architecture and regional & community planning at K-State. Gibson used students from two of his classes to explore water recreation alternatives for Park City which, according to Mann, was a process that worked very well for the city.

The community engagement project was also beneficial to students, who are an important resource for the state, according to Gibson. "The process enlisted public input, provided research on alternatives and helped the city make wise use of public funds," he said. "Learning these lessons in a real community gave students confidence and skills they will apply in their professions."

PRIDE affects not just its communities but KSRE through funding and support.

"Because of PRIDE's positive impacts on Kansas communities, community-minded foundations and private funders are now providing K-State Research and Extension with critically needed financial and other resources to help our community vitality



efforts throughout the state," said Gregg Hadley, extension agriculture, natural resources and community development assistant director for KSRE.

According to Trudy Rice, PRIDE state community vitality program leader, additional funding contributes to KSRE program and staff expansion and development. New PRIDE initiatives are engaging young people in community projects so that they understand their ability to make a difference by building strong communities.

"The dictionary defines PRIDE as 'a feeling of deep pleasure or satisfaction derived from the achievements of those with whom one is closely associated,'" Menon said. "Kansas PRIDE is that and more. Kansas PRIDE illustrates the power of engagement at K-State Research and Extension."

– Nancy Daniels, K-State Research and Extension





In 2015, **60 Kansas  
PRIDE Communities**



Were involved in more  
than **700 projects** –  
**300 of those engaged  
youth**



Donated **49,724 hours**  
**of volunteer labor**  
(an estimated value of more  
than \$1,094,922)



**Raised more than  
\$437,100** to reinvest in  
their communities



Created or maintained  
**227 collaborative  
partnerships**

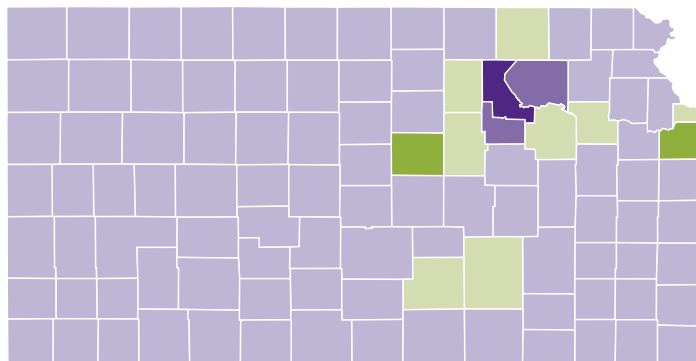


# EBT CAMPUS SURVEY RESULTS

*Engagement Benchmarking Tool*

## ENGAGEMENT PROJECTS BY COUNTY

*K-State is working across Kansas to address the state's most important issues.*

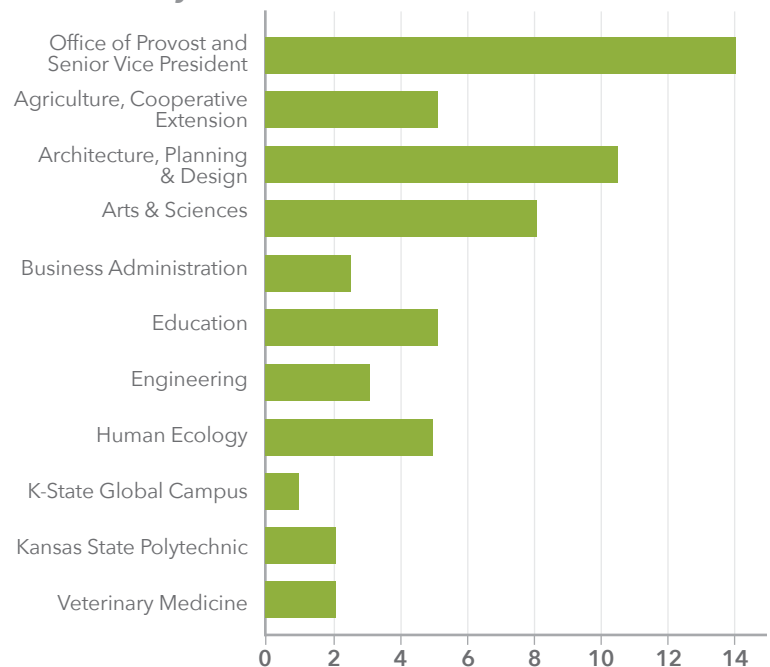


**Color Key:** Number of Projects

143-149 150-159 160-169 170-179 180+

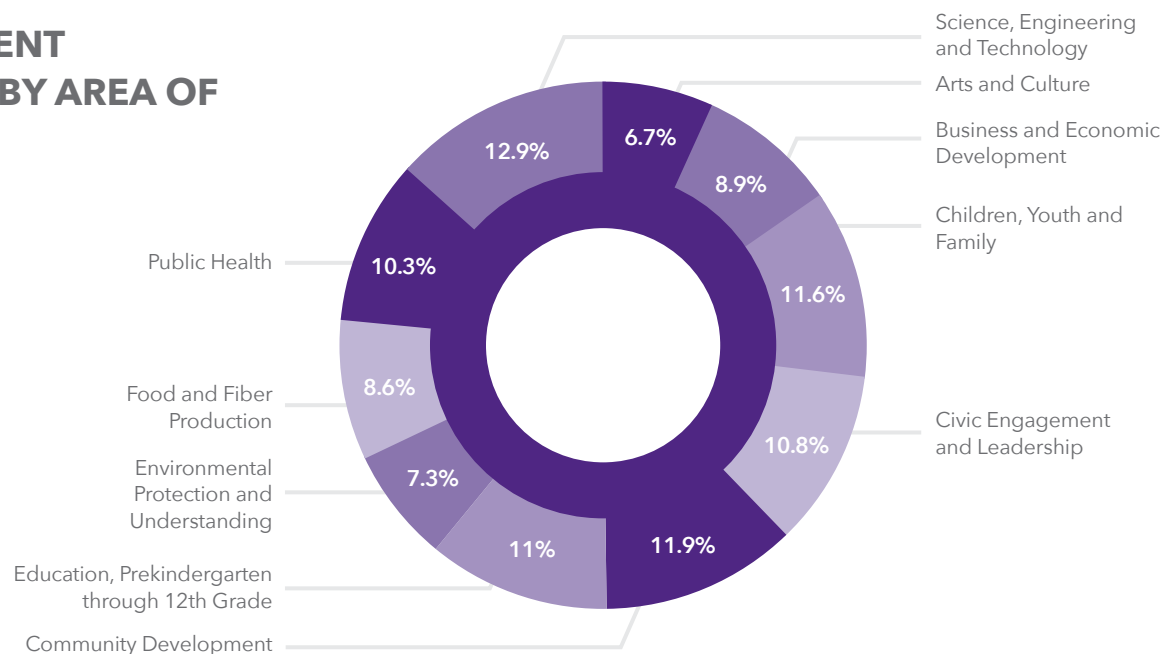
## SERVICE-LEARNING PROJECTS

### *Service-Learning Projects*



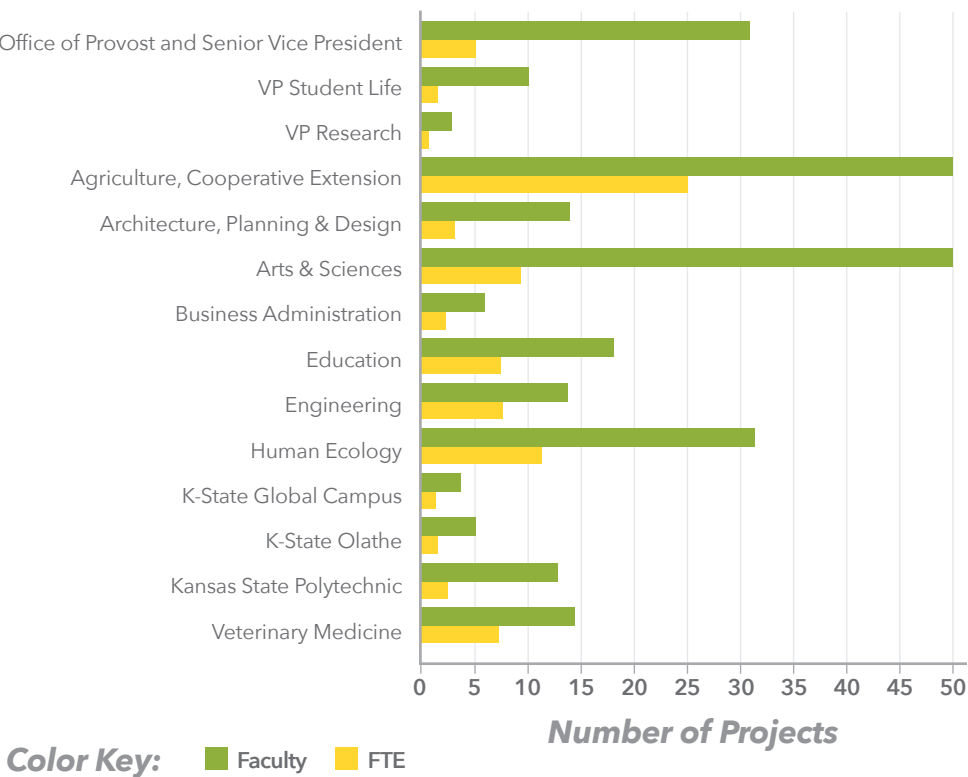
**Number of Projects**

## ENGAGEMENT PROJECTS BY AREA OF CONCERN

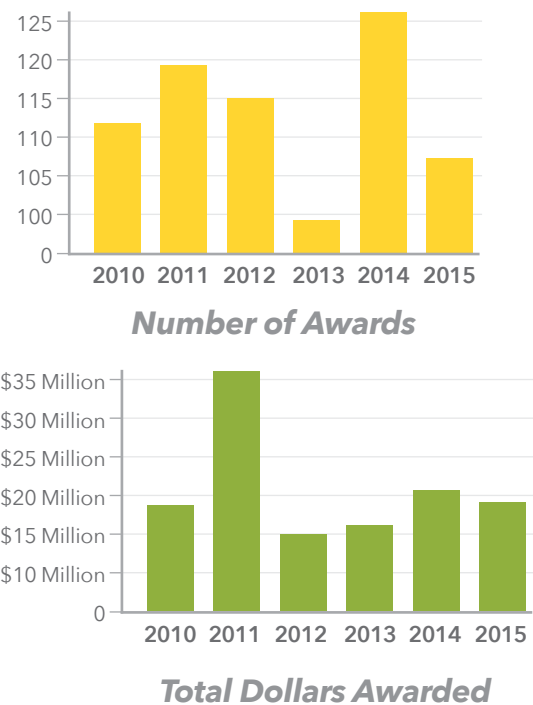




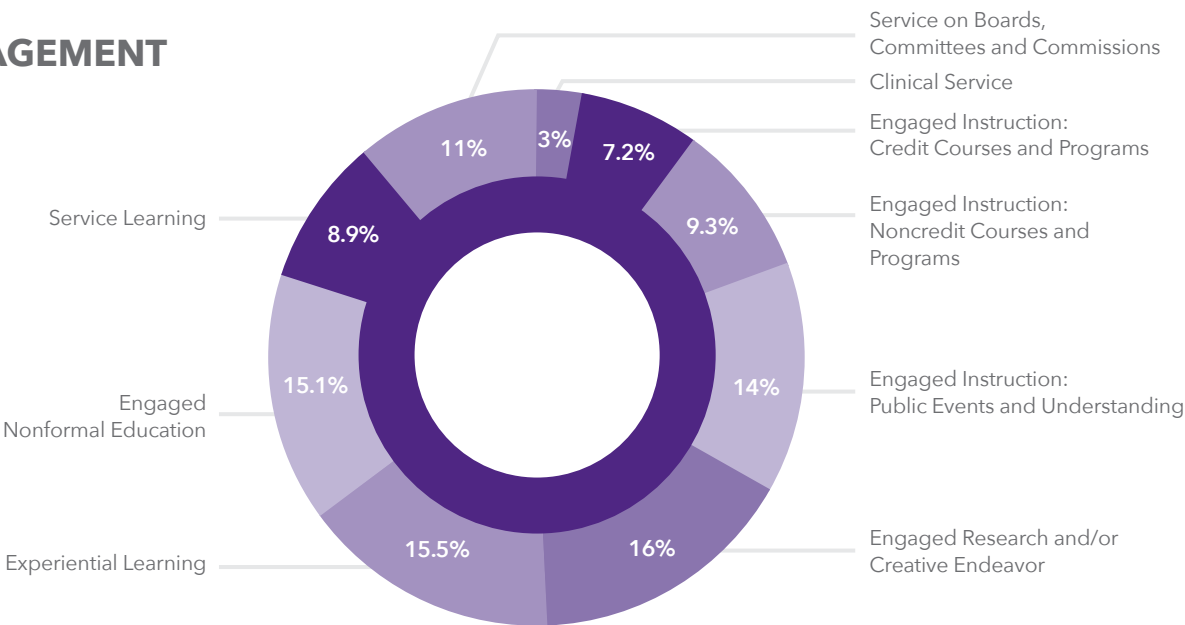
# FACULTY ENGAGEMENT BY COLLEGE OR OFFICE



# ENGAGED EXTRAMURAL FUNDING PUBLIC SERVICE AWARDS



# FACULTY ENGAGEMENT BY MODE OF ENGAGEMENT



## ENGAGED IN GOOD WORKS

### *Grant program funds teaching, research and outreach projects*

The recipients of Kansas State University's spring 2016 Engagement Incentive Grants are involved in projects ranging from helping recent war veterans transition to new careers in farming to engaging the public in science communication.

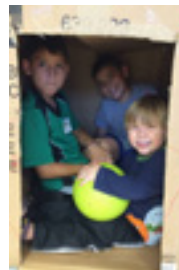
Engagement Incentive Grants are a project of the Office of the Provost and the Center for Engagement and Community Development. These seed grants are designed to assist faculty and K-State Research and Extension specialists and agents to become more fully engaged in teaching, research and outreach.

Here's a look at the spring 2016 recipients and their projects:

## TAKING AIM AT POVERTY IN KANSAS



Elaine Johannes, an associate professor and extension specialist, and Gregory Paul, an associate professor in the Department of Communication Studies, have proposed the project, "Bridges for Families: The Role



of Social Capital in Kansas Families Living in Poverty."

This project was developed in order to raise awareness about the large increase of poverty-stricken children in the state of Kansas. With the newly obtained awareness that this project will offer, the principal investigators hope to reduce poverty by holding focus groups, phone interviews, and zoom meetings for people who have lived in poverty. By addressing poverty from people who are currently being faced with it,

this project hopes to "give a voice" to those that would normally go unheard. By partnering with Circles, a volunteer-based organization, the principal investigators hope to help provide the people of many communities in Kansas with the drive to succeed.

## FILLING A GAP: EXPANDING KNOWLEDGE ABOUT THE NATIVE PEOPLE OF THE FLINT HILLS

Lauren W. Ritterbush, an associate professor in the Department of Sociology, Anthropology and Social Work, has proposed the project, "Bringing Archaeology Home: Interpreting Central Plains Tradition Lifeways through Interactive Programming." This project was developed by partnering with the Flint Hills Discovery Center in hopes of "filling the gap" that has come forth in the Winds of the Past Gallery. The gallery explores the Flint Hills and the people of the Flint Hills; however, there is a large blank space of information when it comes to the past of the native people of the Flint Hills. By partnering with the Flint Hills Discovery Center and archaeology staff from K-State's Department of Sociology, Anthropology and Social Work, an expanded amount of knowledge about the native people around the community can be attributed to the Winds of the Past Gallery. This project plans to create a series of programs in which information about the lifestyle of these people can be expressed. Each module within the series of programs will become part of the Flint Hills Discovery Center programming and it will also be integrated into classrooms and organizations throughout the Manhattan community.





## DESIGNING A NEW PATH FOR STUDENTS, NEW CAREERS FOR VETERANS

Vibhavari Jani, an associate professor in the Department of Interior Architecture & Product Design, has proposed the project, "Engaging the Design Students in Developing An Agricultural Facility Prototype to Assist the Veterans: A Service Learning Project." This project was developed to reduce the suicide rate in war veterans by incorporating the veterans and their strengths into a farming community. Not only would the veterans benefit, as farming would serve as a therapy tool, but the farmers would also benefit with the addition of an intern. Farmers, on average, are around the age of 60, and many will be retiring in the near future. With this statistic, it is important to incorporate these war veterans into the farming community, as approximately 1,000,000 farmers will be needed nationwide in the near future. The principal investigator has partnered with many veterans, the Fort Riley medical staff, Major LaGrange, who started the SAVE Organization, Topeka Rehabilitation Hospital medical staff, K-State Research and Extension agent Kerri Ebery, local farms, Steelcase Inc., Scott Rice Office Works, and Hoefer Wysocki. This project will take place in Manhattan, Kansas, benefiting the nearly 15,000 veterans who are predicted to return in the next two years. The engaged grant will be put to use in teaching students at Kansas State University about the evidence on this topic, and ultimately leading to the design of an agricultural training campus in Manhattan. This training campus will assist veterans in farming and agriculture.

## FAITH AND HARMONY



Soo-Hye Han and Soumia Bardhan, assistant professors of communication studies, have proposed the project, "E Pluribus Unum: 'Unity in Diversity' through Interbelief Dialogue." This project was developed in order to educate the K-State and Manhattan community on different religious traditions and belief systems. This will be done through two interbelief dialogue sessions that are to be during fall 2016 and spring 2017, in these two courses, K-State students will learn about intercultural communication

and ultimately be able to host large interbelief dialogue sessions throughout the Manhattan community. With this learned knowledge of different religions, it is the hope of the principle investigators that the Manhattan community will become more united. In order to succeed in this project, the principle investigators have partnered with the Ecumenical Campus Ministry at K-State, the Islamic Center of Manhattan, the Manhattan Jewish Congregation and the Presidential Committee on Religion.

## SPEAKING SCIENCE: MAKING RESEARCH UNDERSTANDABLE TO THE PUBLIC



Michael Tobler, an assistant professor in the Division of Biology, has partnered with Jared Bixby and Nicole Wade of Sunset Zoo in Manhattan, Kansas, to propose the project, "Developing Capacities in Science Communication and Community Engagement."

This project was developed to continue providing graduate students and faculty members at Kansas State University with the ability to engage the public in science communication. With plans to introduce a course in the fall to undergraduate students, the principle investigators hope to appeal to aspiring scientists as well. The principal investigators have launched Science Communication Fellowship, as well as Science on Tap, which includes presentations followed by conversation, and Science Saturday, a family-friendly Saturday that allows a wide range of people the ability to learn more about K-State research. An online platform will be created that allows scientists and K-12 teachers in and around Manhattan to develop partnerships. These partnerships will expand by allowing the K-12 teachers the ability to inform scientists of their needs. A customized platform will then be developed, introducing specific scientists to teachers in the area, and allowing the scientists to visit classrooms within the community.

– Articles by Alexis Kokenge, Center for Engagement and Community Development



