

KANSAS STATE

U N I V E R S I T Y

CARNEGIE FOUNDATION COMMUNITY ENGAGEMENT RECLASSIFICATION APPLICATION

EXECUTIVE SUMMARY

2020



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OVERVIEW

The Carnegie Foundation's Classification for Community Engagement is an elective classification based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple institutions or for part of an individual campus. There are currently 361 campuses with the elective Community Engagement Classification, which opens for application on a five-year cycle.

The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. In this way, it is similar to an accreditation process of self-study. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community-engaged institution. Classification is valid for 10 years. Kansas State University first received the Carnegie designation in 2010 and is eligible for re-classification in 2020.

Members of our Carnegie Reclassification Task Force were identified and invited to serve by Provost April Mason. The membership goal of the task force was to have representation from all university colleges, university engagement centers, and from representative community partners. Provost Mason convened and charged the task force in May 2018 to serve as the primary Carnegie brainstorming group. Meeting monthly from August 2018 to March 2019, the task force provided data, examples, and other resources to answer many of the Carnegie reclassification application questions. In addition to collecting information from the task force, face-to-face and phone interviews were conducted with 24 additional campus engagement stakeholders. Five focus groups were conducted to solicit perceptions from community partners for the strengths, challenges, and suggestions of collaboration with K-State. Four of the five focus groups were composed of domestic partners – two on the Manhattan campus, one on the Olathe campus, and one on the Polytechnic campus. One focus group featured participants from K-State international partnerships.

The Carnegie “Community-Engaged University” reclassification application was submitted on April 15, 2019.



INSTITUTIONAL COMMITMENT TO ENGAGEMENT

The centrality of engagement has been the culture of Kansas State University since its inception and will remain vital to the success of K-State moving forward. Engagement is essential to most effectively achieving the overall purpose of the university, which is focused on the knowledge enterprise. Today's engagement is scholarly, is an aspect of learning and discovery, and enhances society and higher education. By recommitting to our societal contract, K-State can fulfill its historic promise to produce knowledge that benefits society and prepares students for productive citizenship in a democratic society. This historic and current commitment to engagement can be seen in several significant institutional documents.

Land Grants Act

During the mid-1800s, the U.S. was in need of a system that provided a practical education relevant to daily lives. Although institutions had begun to expand their traditional classical curriculum, higher education was still widely unavailable to many agricultural and industrial workers. In response to the growing demand for agricultural and technical education in the U.S., the Morrill Act was established in 1862, stimulating the establishment of responsive institutions. The Kansas State Agricultural College, or present-day K-State, was established in 1863, emerging as the nation's first operational land-grant university.

With an original mission to teach agriculture, military tactics, mechanical arts, and classical studies, K-State has held fast to its foundational values and evolved its methods to include more than 250 majors and options with the goal of becoming a Top 50 public research university by 2025.

Mission Statement

An excerpt from our mission statement highlighting the role of engagement reads as follows:

“ The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve. Through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs. These service activities are integrally related to the land-grant mission. ”

Principles of Community

In 2011, K-State developed its principles of community. As a land-grant, public research university, K-State is committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world.

Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

"We acknowledge that we are a part of multiple communities, and we have an obligation to be engaged in a positive way with our civic partners."

"We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other."

"We affirm the value of human diversity and inclusion for community. We stand united against all forms of discrimination."

"We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity, and mutual respect."

"We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues."

"We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community."

K-State 2025

In 2011, the university launched its latest strategic plan, K-State 2025. There are seven strategic themes that guide the work of the strategic plan. Each year, the university president and provost report on the progress of K-State 2025 and each of its themes to all three K-State campuses, each individual college, and major university units. Progress made toward Theme 4: Engagement, Extension, Outreach, and Service includes the creation Excellence in Engagement Awards and engagement with military partners among many other accomplishments. A timeline of accomplishments is featured on the following page.

2011

- K-State launches strategic plan – K-State 2025 – which includes “Engagement, Extension, Outreach, and Service” (Theme IV) as a strategic theme



2013

- KSU launches campus-wide Engagement Incentive Grant program, a seed grant program which funds community engagement projects up to \$10,000 per project.
- K-State First administers campus-wide Engagement Benchmarking Tool (EBT) to capture K-State faculty engagement work



2016

- KSU joins the Imagining America consortia (110 members).
- Department of Communication Studies, Staley School of Leadership Studies, and Department of Communications and Agricultural Education submit interdisciplinary Ph.D. in Leadership Communication, which is grounded in community-based leadership, to KBOR for approval.



2018

- CECD collaborates with KSRE to develop curriculum for “Master Facilitator” program.
- The Department of Communication Studies, SSLS, and the Department of Communications and Agricultural Education enroll first cohort (eight students) of students in leadership communication interdisciplinary Ph.D.



2012

- KSU joins the Engagement Scholarship Consortium (40 members). David Procter is elected to the ESC Executive Board
- KSU launches campus-wide Excellence in Engagement Award recognizing two community-based scholarship projects annually. Awards are on par with other major campus research and teaching awards.



2015

- KSU approves “professors of practice.” This designation helps recognize and reward engaged faculty.
- KSRE recognizes community facilitation practices as core competency.
- OEIE develops the web-based Program Evaluation and Reporting System (PEARS) to capture and assess KSRE engaged work
- Campus administers EBT for second time



2017

- KSU submits a proposal and receives an Innovation and Economic Prosperity designation from Association of Public Land-grant Universities.
- CECD launches Civic Engagement Fellows program, a professional development program to catalyze campus community engagement champions.
- The 2017-2018 academic year includes nine Fellows representing KSRE and five different colleges.
- The 2018-2019 cohort features 10 Fellows from KSRE and four different colleges.
- KSU launches university cultural arts engagement strategic plan.
- KSU administers the third iteration of campus-wide EBT.



Engagement Infrastructure

While engagement is robust across campus, there are four units who work to organize, coordinate, and manage engagement activities across multiple colleges and campus departments, including: the Center for Engagement and Community Development (CECD), K-State Research and Extension (KSRE), the Staley School of Leadership Studies (SSLS), and Global Campus.

Kansas State University's CECD mission is unchanged since its creation in 2006, operating under the Office of the Provost. CECD facilitates campus / community partnerships, celebrates K-State engaged work, benchmarks K-State engagement, promotes the scholarship of engagement, secures extramural funding for engaged projects, provides leadership in engagement reporting, and advocates for engagement recognition and rewards. In 2016, CECD added one staff member funded by university dollars bringing CECD staff to 3.5. In 2018, KSRE cut all funding to CECD resulting in a 23% decrease in the director's salary, a 59.5% decrease in the administrative assistant's salary, and a 46% decrease in the annual operating budget. To address these cuts, CECD has used alternate sources of university dollars to backfill the budget shortfall.

K-State is proud of its extension service. KSRE is a partnership between K-State and federal, state, and county governments. Evidence-based research is used by extension agents to guide work with community partners to help address local and statewide needs. In 2014, KSRE developed a strategic plan focused around Five Grand Challenges to prioritize their work, which include global food systems, water, health, developing tomorrow's leaders, and community vitality. Due to a decline in state funding, overall staffing for KSRE has been reduced to 385 positions. However, staff in community vitality and youth development have been increased thanks to funding from extramural sources.

The SSLS mission and reach has significantly expanded since the last classification. In 2010, SSLS moved into a new building and has since expanded the range of its programming. The school has a robust service-learning program with one in four university freshmen enrolling in a service-learning class. They have also extended their service-learning work to include multiple international sites. With state funding to the SSLS, the school has significantly increased its private fundraising, enabling it to add 10 staff. This includes two tenure-track faculty performing community-engaged scholarship. In 2017, SSLS along with two other departments officially launched an interdisciplinary Ph.D. in Leadership Communication, which is grounded in community-engaged scholarship.

In 2018, Global Campus collected feedback from campus and peer online campuses to evaluate current structure and position itself for future growth. This resulted in organizing Conference Management Services and the UFM Community Learning Center under a newly created community outreach umbrella.

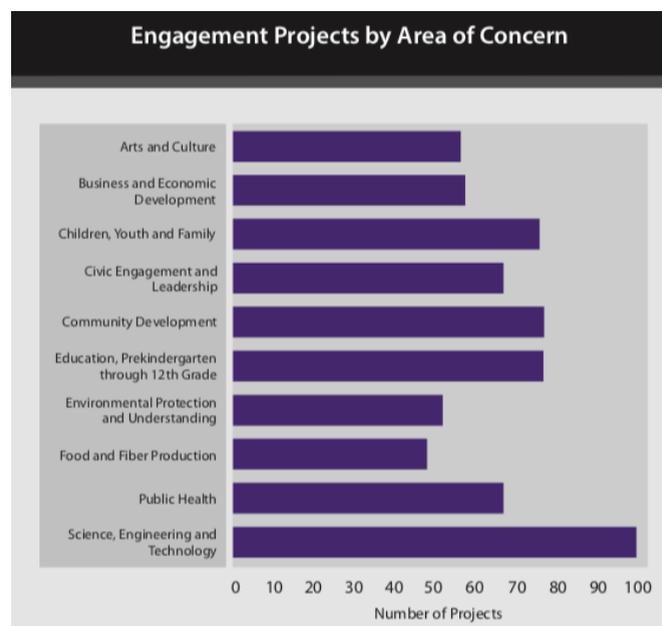
Conference Management Services supports conference coordination needs of the university and external organizations. The UFM Community Learning Center - created as part of a national “Free University” - is based on the idea that community members learn from one another outside of traditional pedagogical structures. Collaborating with campus and community groups, UFM has created programming to address unmet community needs including a teen mentoring program, community gardens, an enrichment program for special needs adults, and a social justice lecture series.

Highlights from Engagement Assessment

The Engagement Benchmarking Tool (EBT) was developed in 2012 to track university faculty and staff engagement and outreach. Data collected through the K-States’s EBT demonstrate the university’s collective commitment of time, scholarly resources and research discoveries for the direct benefit of citizens, communities and organizations in Kansas and communities worldwide. K-State administered the EBT in 2013, 2015, and 2017. Average response rate is about 20%. Listed below are some top line findings.

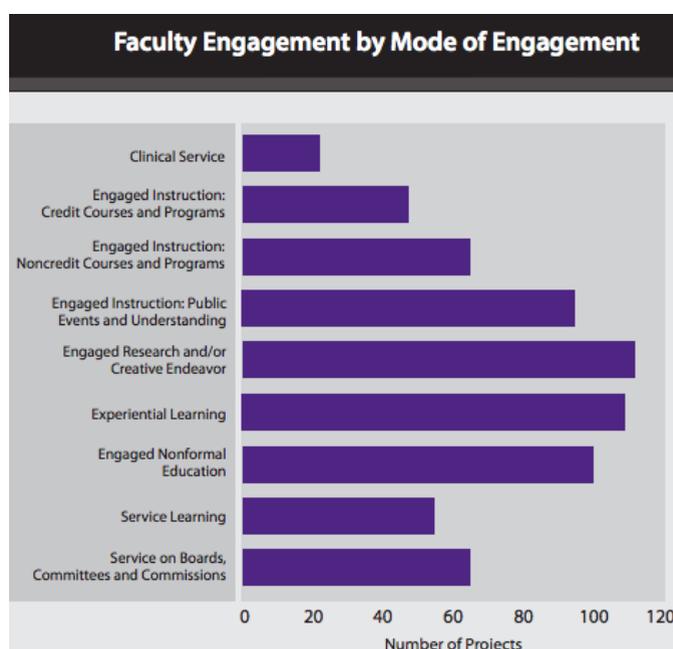
The units where most engagement is reported include the School of Family Studies and Human Services, the Staley School of Leadership Studies, and the Department of Landscape Architecture/Regional and Community Planning. There are strong engagement champions in professional studies. Two of these units have department heads who are strong advocates for community-engaged scholarship.

The primary areas of concern that K-State engaged work is addressing include Science, Engineering and Technology; Community Development; and Children, Youth, and Family. There are multiple examples of engaged projects within each of these three areas, but examples include the Bulk Solids Project, an engineering project at K-State Polytechnic; the Rural Grocery Initiative, which promotes community development out of CECD; and K-State’s Tap to Togetherness project from the School of Music, Theatre, and Dance.



While there is significant outreach / engagement work happening in every county in Kansas, there is a corridor running along the I-70 interstate highway where the majority of K-State engagement occurs. K-State has a campus in Olathe, Kansas – part of the Kansas City metro area – and a campus in Salina, Kansas, 175 miles west of Kansas City. The corridor between these two campuses is the primary geographic area where most K-State campus / community engagement takes place.

The most frequently reported mode of engagement is engaged research / creative endeavor. The second most reported engagement mode is experiential learning. The third most reported mode of engagement is public instruction. This form of engagement occurs at some educational event or some managed learning environment. Examples include technical assistance, field days, demonstrations or educational events at museums, libraries, gardens, galleries, and / or exhibits.



Beginning in 2015, the Office of Educational Innovation and Evaluation (OEIE) began tracking KSRE engagement with communities via PEARS (Program Evaluation and Reporting System). SNAP-Ed agents report to PEARS more frequently than any other category of KSRE educators. Results from the 2018 impact report indicate these agents engaged 351 partners, collaborated with 11 different coalitions, and implemented 26 policy, system, and environment development activities. In 2017, through PEARS, KSRE developed an assessment rubric to evaluate the depth and quality of their KSRE / community partnerships. PEARS defines the levels of partnership from weaker to stronger as follows: network, cooperator, coordination, coalition, collaboration. Data indicate that most KSRE / community partnerships tend to be at a weaker, transactional network or cooperator level as opposed to a more transformative collaboration level.

Engagement, Evaluation, and Promotion

Thirty-one (52%) of all K-State departments reference engagement in their evaluation and promotion documents. The majority of these departments connect engagement to faculty service work. A few departments connect community-engaged work to research and even fewer connect it to teaching. Examples of departments connecting engagement to university mission areas include:

RESEARCH

From the department of Communication Studies, "The final evaluation earned by a faculty member in the area of research depends not just on the volume of research activities, but also on the quality of these research activities and the extent to which these research activities match the goals of the university's visionary plan and/or principles of community-engaged research. Community-engaged research and creative activity is the collaborative generation, refinement, conservation, and exchange of reciprocally beneficial and societally relevant knowledge that is generated in collaboration with, communicated to, and validated by peers in academe and the community."

From the Staley School of Leadership Studies, "Tenured/tenure-track faculty in the SSLS will review and pass judgment on faculty productivity in the area of scholarship as defined by evidence submitted by each faculty member on publications and/or other scholarly activities as specified in the individual's performance contract. Those activities include, but are not limited to, published media, textbooks, refereed scholarly artifacts associated with forms of community-engaged scholarship, refereed journal articles, grants, book chapters, and so forth."

TEACHING

From the department of Landscape Architecture / Regional and Community Planning, "Tier One Teaching Indicators include class or studio projects where students engage with the community or key stakeholders in hands-on service-learning."

From the department of Adult and Continuing Education, "The faculty engages in innovative teaching practices reflecting attention to diversity issues, use of technology, and field-based partnerships."

SERVICE

From the department of Integrated Studies, K-State Polytechnic, "Faculty should engage the community through projects or mutually beneficial partnerships with local or regional community-based organizations, both public and private, in ways that significantly enhance the community or address problems and their solutions."

From the department of Communications and Agricultural Education, "Through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs."

CURRICULAR ENGAGEMENT HIGHLIGHTS

Since Kansas State University's last classification, significant advances have occurred around K-State's curricular engagement. The year following our last classification, K-State First was launched. K-State First works to help students transition from high school to college-level learning and college life and features four freshmen-focused programs: a mentoring program, a first-year seminar program, freshmen learning communities, and the Common Read program. Each of these programs feature community engagement elements.

In 2012, K-State's most recent strategic plan – K-State 2025 – called for the creation of an executive leadership position for undergraduate studies. K-State responded by creating a vice provost position, which was filled by Dr. Steven Dandeneau, to address undergraduate studies. Dr. Dandeneau was dedicated to high-impact learning pedagogies and advanced focus work on service-learning. He emphasized not only service-learning, but learning communities and first-year seminars where students connected with campus and community. In 2012, Dr. Dandeneau convened a service-learning task force which developed a campus-wide definition of this pedagogy.

"Service-learning is experiential in that students learn from their direct experiences and their reflection on those experiences. It provides students with an opportunity to use and apply what they are learning to a current community issue. It is a high-impact educational practice in that an extensive body of research has been developed which indicates that service-learning is highly effective and beneficial to a range of students."

Based on the 2017 Engagement Benchmarking Tool (EBT) survey to all faculty, 49 faculty teaching 72 classes across 35 departments used a service-learning pedagogy. There were 1,808 students in those 72 classes.

In 2013, the Staley School of Leadership Studies (SSLS) brought Patti Clayton to campus to conduct workshops on curricular community engagement. From her work with K-State, SSLS organized two campus-wide service-learning institutes in 2013 and 2014. Clayton is also recognized as the catalyst for changing the way SSLS thought of and practiced service-learning within its curriculum. The school shifted to an asset-based model of community engagement and worked to integrate student-engaged learning within the social, cultural, and political elements impacting the issue being studied. SSLS also worked to deepen and expand their community collaborations to understand issues from the perspectives of the external stakeholders. It is widely acknowledged that Clayton's work reinforced the campus commitment to community-based learning.

At the graduate level, the Masters of Public Health (MPH) program became accredited by the Council on Education for Public Health in June 2014. Through the accreditation process, the MPH was restructured to include student applied field experience projects, where students are now required to work with a public health agency for their practice project.

In 2018, a Ph.D. in Leadership Communication was approved by the Kansas Board of Regents. This unique doctoral program is an interdisciplinary research degree grounded in community-engaged scholarship. This degree is rooted in the theories and methods of leadership, communication, and other areas of inquiry related to collaborative change. Faculty will teach courses from a community engagement epistemology and students will produce original research that contributes to making progress on the most difficult challenges of our times.

Engagement Challenges

There were several challenges discovered during the Carnegie reclassification data collection process. First, data collection and reporting around engagement is inconsistent, with no centralized data collection and reporting system. There are two primary tools for engagement data collection, the EBT and the Program Evaluation And Reporting System (PEARS), administered by the CECD and KSRE, respectively. While the EBT and PEARS both efficiently produce quantitative data, the qualitative collection requires significant staff time dedicated to building useful narratives and reports, and overall response rates are low.

Second, tenure and promotion policies remain barriers to increased community engagement by faculty. Although there has been a significant increase in the number of departments recognizing and rewarding community engagement, additional support is still needed to further increase departmental recognition and reward as important modes of research and teaching. Currently, this type of work is predominantly thought of as outreach or service. To that end, many faculty do not identify their work as community engagement as defined by the Carnegie Foundation.

Third, outside of the Staley School of Leadership Studies there are a few departments strongly committed to community-engaged learning pedagogies. Isolated faculty across campus are using a variety of high-impact learning pedagogies, but there are few institutional resources supporting that work. Community-engaged learning needs to be more pervasive and more integrated into the K-State curriculum.

Fourth, although mostly positive, there are community perceptions of K-State that should be taken under consideration to identify opportunities for improvement. A series of focus groups conducted with community partners surfaced concerns that the university system works at its own speed, is complex, and difficult to navigate. While community partners agree that designating a single point of contact to assist with accessing university resources would be beneficial, they are concerned that the growth of online operations will lead to fewer personal interactions. Budget cuts have also contributed to faculty and staff turnover, impacting campus / community working relationships. Lastly, community partners voiced concern over high administrative overhead charges for grant-funded projects.

15 SIGNATURE PARTNERSHIPS

Our Carnegie task force initially identified over 50 potential signature partnerships from across campus. A list of criteria by which to characterize these partnerships was generated. To be included among the 15 signature partnerships, the campus / community partnerships must: (1) have community and campus impact, (2) be responsive to community needs, (3) exhibit reciprocity and mutually beneficial results, (4) be robust, (5) include a variety of campus and community voices, and (6) be somewhat novel or unique to Kansas State University. Additionally, the 15 signature partnerships should represent a mix of institutional and departmental projects; come from a variety of K-State campuses, colleges, and departments; and represent diverse voices and areas of social, political, and economic concern.

As we compare the 2020 list of partnerships with our 2010 list, we notice a greater emphasis on economic development (see Project 17, KBED / North Corridor / Region Reimagined, Water Technology Farms, and the Rural Grocery Initiative). Furthermore, in 2010, there were no international signature partnerships listed. In our 2020 reclassification application, we have two international partnerships – Tap to Togetherness and YALI – and two others were extensively discussed – Oz to Oz and K-State in Italy. Many of our 15 signature partnerships have been recognized for their engagement work by other organizations or professional associations, with nine signature partnerships receiving some state, regional or national awards for their community-engaged work.



KANSAS STATE UNIVERSITY'S 15 SIGNATURE PARTNERSHIPS SUBMITTED TO THE CARNEGIE FOUNDATION

BULK SOLIDS INNOVATION CENTER

Contact: Raju Dandu, Professor | rdandu@ksu.edu

The Bulk Solids Innovation Center (BSIC) is a university-level research center with six laboratories for university and industry sponsored research. A rare partnership of government, for profit, and non-profit entities, the BSIC provides testing, training, and education for the bulk solid materials handling industry in addition to research.

THE CITY OF MANHATTAN PARTNERSHIP (KBED/NCC/REGION REIMAGINED)

Contact: Rebecca Robinson, Director of Economic Development | spexarth@ksu.edu

Kansas State University has multiple, intertwined university/community efforts designed to build economic prosperity in the region including Knowledge-Based Economic Development (KBED), the North Campus Corridor (NCC), and Region Reimagined.

FLINT HILLS SUMMER FUN CAMP

Contact: Kathrine Schlageck, Associate Curator of Education | klwalk@ksu.edu

The Flint Hills Summer Fun Camp is a community response to greater awareness and increased diagnosis of autism spectrum disorders.

FUTURE VETS HELPING FUTURE PETS

Contact: Elizabeth Davis, Department Head and Professor | edavis@vet.k-state.edu

The service goal of the shelter medicine program is to improve the health and adoptability of lost and relinquished pets, and to strengthen student awareness of the homeless pet population.

KANSAS CITY KANSAS PUBLIC SCHOOLS 21ST CENTURY LEARNING ENVIRONMENTS

Contact: Tim de Noble, Dean and Professor | tdenoble@ksu.edu

Kansas City students have had the opportunity to be exposed to careers in architecture, planning and design. Students learn about ecosystem services provided by wetlands and grasslands through curriculum-coordinated outreach by APD and Arts and Sciences faculty.

K-STATE - FORT RILEY PARTNERSHIP PROGRAM

Contact: Art DeGroat, Executive Director | degroata@ksu.edu

The common institutional objectives shared by both members of this partnership are professional development, quality of life, and community development, which are achieved by meeting shared human developmental needs through the practice of community-building. Fort Riley affords the university rare access to engage their people, missions, and geo-strategic relationships to advance the educational and research enterprises of university faculty, students, and staff.

MAKING THE LEAP: THE FUTURE OF SMALL MUSEUMS AND HISTORICAL SOCIETIES

Contact: Bonnie Lynn-Sherow, Associate Professor | blynn@ksu.edu

The Chapman Center for Rural Studies was approached by the Pioneer Bluffs director to aid in preserving a large collection of mixed media for use by researchers, for social media and marketing and for public programming and interpretation of the site.

PROJECT 17

Contact: Jeffrey Tucker, Executive Director | jwtuck@ksu.edu

Contact: Heather Morgan, Development Director | heathermorgan@ksu.edu

To develop and deploy network-based strategies, tools, and resources to assist Kansas rural communities, businesses, and citizens to improve their lives, communities, and economic competitiveness in the global economy.

PROJECT EXCELL

Contact: Warren J. White, Professor | wwhite@ksu.edu

Contact: Linda Teener, Executive Director | lteener@ksu.edu

Project EXCELL provides individuals with developmental disabilities an opportunity to experience college life through a variety of K-State-based classes such as sign language, music and dance, and vocational exploration.

THE RURAL GROCERY INITIATIVE

Contact: David Procter, Director | dprocter@ksu.edu

RGI is a community/institution initiative that combines the resources of multiple university departments and centers, nonprofits, rural grocery stores, and government agencies. RGI works to identify and develop new models of community capacity building, promote rural business development and sustainability, and enhance food security in rural areas.

THE SCIENCE COMMUNICATION INITIATIVE: SUNSET ZOO

Contact: Michi Tobler, Associate Professor | tobler@ksu.edu

Facilitate interactions between K-State scientists and members of the public in an attempt to engage non-experts in understanding, promoting, and participating in science and research. There will be professional development opportunities for K-State scientists to learn ways to communicate effectively to different audiences and interactive events across Manhattan to engage the community in conversations of science.

TAP TO TOGETHERNESS

Contact: Julie Pentz, Professor | jpentz@ksu.edu

Encourage family interaction, challenge body movement coordination, facilitate adult and child listening skills and discipline, and encourage family relationships.

THRIVE

Contact: Elaine Johannes, Associate Professor | ejohanne@ksu.edu

This partnership connects people living in poverty with middle- and upper-income individuals to work together over 18 months to set goals around personal poverty reduction. The matched teams share experiences, resources and build an understanding of the real effects that poverty and resilience have on the lives of local citizens and their families.

WATER TECHNOLOGY FARMS (KCARE)

Contact: Daniel Devlin, Director | ddevlin@ksu.edu

To implement modern irrigation technology and other traditional irrigation techniques to improve water conservation and to expand conversations about safeguarding future water resources for Kansas.

MANDELA WASHINGTON FELLOWSHIP FOR YOUNG AFRICAN LEADERS (YALI)

Contact: Trish Gott, Assistant Director/Instructor | tcgott@ksu.edu

Contact: Brandon Kliever, Assistant Professor | bkliever@ksu.edu

Empower young people through academic coursework, leadership training, and networking. The program takes place at a U.S. college or university followed by an opportunity to participate in a professional development experience with a U.S. business, civil society organization, or public agency.

Updated Engagement Strategic Plan

We define engagement as:

“Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

The purpose of engagement is:

“The partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

Build a Common Understanding of Engagement

1. Establish a common understanding of Engagement by clearly defining engagement, extension, outreach, and service and establish clear and measurable connections between engaged scholarship, research, creative activities, and teaching.
2. Define the purpose of Engagement as it relates to our university identity, and promote and encourage a university culture that widely embraces Engagement as core to its identity.
3. Locate the purpose of Engagement within the strategic priority areas of the university including: A) aiding student recruitment, B) strengthening student retention and graduation, and C) fostering greater cultural understanding.

Strengthen Kansas State University's Engagement Infrastructure

1. Identify a central office and senior level administrator responsible for promoting and coordinating Engagement activities across campus, measure and report their impacts for Kansans and beyond, and designate Engagement liaisons to serve as champions and advocates.
2. Increase the emphasis on recruiting, hiring, and retaining diverse faculty and staff with an appreciation of and commitment to Engagement, and encourage all faculty to strengthen their professional profiles with more engaged scholarship work.
3. Expand our Engagement with local, state, regional, national, and international communities, build on our current capacity to respond to their needs, adopt effective practices at all levels and ensure the communities have a voice in defining our engagement activities.

Enrich Engaged Scholarship, Research, and Creative Endeavor

Work with campuses, colleges, and departments to strengthen Engagement scholarly activity by:

- A) redefining the concept of scholarship to include Engagement;
- B) characterizing impacts (both disciplinary and community) in assessments of the value of research and education activities;
- C) revising promotion/tenure, evaluation, and rewards systems to recognize and value community-engaged scholarship;
- D) continuing and deepening professional development programming to strengthen faculty and staff understanding and practice of community-engaged scholarship;
- E) assisting faculty to evaluate the effectiveness and impact of Engagement activities;
- F) supporting faculty efforts to generate funding through Engagement activities;
- G) encouraging research on campus and in communities that generates products employed by the general public, and;
- H) increasing funding and resources to support Engagement activities, including grants management and impact reporting.

Enhance Engaged Curriculum

1. Integrate Engagement into the undergraduate student experience, expectations, and student learning outcomes through strategies including: A) encouraging students to have at least one meaningful, high-quality Engagement experience before graduating, B) increasing the number of students involved in community-based research, C) working with the registrar to tag service-learning courses in the course catalog and line schedules, D) noting Engagement experiences on transcripts, and E) increasing research grants and funding available that involve undergraduates in community-based research activities.
2. Establish guidelines that define what comprises a quality service-learning experience for students and faculty and assign leadership, accountability, and resources that coordinate service learning.
3. Seek greater collaboration between the Center for Engagement and Community Development and Leadership Communication faculty and students to more fully integrate community engagement within the Leadership Communication Ph.D.
4. Continue to expand the Leadership Communication Ph.D.

Strengthen Democratic Values and Civic Responsibility

1. Convene and support a student/staff/faculty coalition dedicated to improving the campus climate for civic issue learning and political action*

** IDHE defines political action as, "voting, running for office, attending a town meeting, lobbying and other forms of engagement with government, as well as activism such as "Community organizing, public deliberation, and protest." (Thomas, N. and Brower, M 2017. IDHE Report Politics 364: Fostering Campus Climates for Student Political Learning & Engagement, p. 12, <https://tischcollege.tufts.edu/sites/default/files/Politics%20365.pdf>*

2. Through the Institute for Civic Discourse and Democracy, the Staley School of Leadership Studies, and additional curricular and non-curricular programs, promote training for facilitators of dialogue, deliberation, and community organizing.
3. Proactively engage staff, students, and faculty in voter registration, issue learning, and election participation, building on previously successful processes (e.g. ID Center), structures (e.g. Housing & Dining Services) and community relationships (e.g. Riley County Elections Office, League of Women Voters).
4. Support faculty across all disciplines employing curricular and co-curricular opportunities to discuss salient political, policy, and controversial issues, offering professional development and leadership incentives.
5. Identify and celebrate transformative partnerships between campus and community entities that have collaborated to resolve a local issue of social equity.
6. Reinforce and relay campus Diversity and Inclusion programs and tools to community partnerships, supporting training in intercultural development and communication across difference.

Address Critical Societal Issues

1. Promote cross-disciplinary, cross-sector work addressing such salient issues as sustainability, social equity, and armed conflict.
2. Increase engagement capacities around KSRE's Five Grand Challenges: global food systems, health, leadership, community vitality, and water.
3. Increase our emergency response capabilities through activities such as greater participation of the university community in providing emergency preparedness classes, identifying an "emergency response service" corps to deal with community crises wherever needed, and contributing research that identifies best practices applicable to a given need.

Achieve Engagement Recognition

1. Celebrate, recognize, promote, and communicate the results and impact of Engagement activities at the same level as other K-State accomplishments.
2. Collaborate with faculty and professional staff to achieve state, regional, and national recognition for K-State engagement work.

APPENDIX

CARNEGIE FOUNDATION COMMUNITY ENGAGEMENT RECLASSIFICATION APPLICATION 2020:

Chair,

David Procter The Center for Engagement and Community Development

Carnegie Foundation Community Engagement Reclassification Task Force

Kurt Barnhart	K-State Polytechnic
Marcellus Caldas	International Programs
Raju Dandu	K-State Polytechnic
Nancy Daniels	K-State Research and Extension
Chuck Dodd	Veterinary Medicine
Linda Duke	Marianna Kistler Beach Museum of Art
Bronwyn Fees	College of Human Ecology
Lori Goetsch	K-State Libraries
Katie Kingery-Page	College of Architecture, Planning, and Design
Debbie Kirchhoff	K-State Olathe
Stacy Kovar	College of Business
Bonnie Lynn-Sherow	Chapman Center for Rural Studies / College of A&S
Usha Reddi	Manhattan City Commission
Rebecca Robinson	Institute for Commercialization
Bryan Samuel	President's Office
Rich Sell	Division of Communications and Marketing
Timothy Shaffer	Institute for Civic Discourse and Democracy
Gary Stith	Flint Hills Regional Council
Linda Teener	Global Campus / UFM Learning Center
Mary Tolar	Staley School of Leadership Studies / College of Education
Jeff Tucker	Technology Development Institute / College of Engineering
Marvin Wade	USD 383

Center for Engagement and Community Development Support Staff

Chandra Ruthstrom	Program / Project Coordinator
Donna Schenck-Hamlin	Program / Project Manager
Kolia Souza	Research Assistant / Project Coordinator

Campus Stakeholder Interviews

Katie Allen	Office of Educational Innovation and Evaluation
Debra Bolton	Diversity and Multicultural Affairs
Fred Burrack	Office of Assessment
Ian Czarnezki	Office of Vice President for Research
Christa Dell'Isola	K-State 360
Art DeGroat	Office of Military and Veterans Affairs
Greg Eiselein	K-State First
Mike Finnegan	Staley School of Leadership Studies
Kent Glasscock	Institute for Commercialization
Tanya Gonzalez	Office of Undergraduate Research and Creative Inquiry
Trisha Gott	Staley School of Leadership Studies
Gregg Hadley	K-State Research and Extension
Chad Jackson	Center for the Advancement of Entrepreneurship
Kait Long	Staley School of Leadership Studies
Paul Lowe	Office of Pre-Award Services
Mandi McKinley	K-State First
Joe Milostan	Education Abroad
Karen Pederson	Global Campus
Adrian Rodriguez	Diversity and Multicultural Affairs
Cindy Shuman	Office of Educational Innovation and Evaluation
Dorothy Thompson	Office of Assessment
Joel Wallace	Office of Educational Innovation and Evaluation
Linda Yarrow	Department of Food, Nutrition, Dietetics, and Health

Community Stakeholder Focus Groups

Olathe Facilitator: Bruce Chladny

Participants:

Sister Bridget Dickason	Keeler Women's Center (Director) – Atchison
Kathleen Foster	Cultivate KC – Kansas City
Dick Horton	SEK-CAP (Director of Community Engagement) – Girard
Edward Marquez	KC Kansas Public Schools – Kansas City
Rachel McGinnis-Milsap	KC Healthy Kids – Kansas City
Janet McRae	Miami County Economic Director – Paola
Heather Morgan	Project 17 – Iola

Manhattan (focus group 1)

Manhattan Facilitator: William Richter

Participants:

Jared Bixby	Sunset Zoo – Manhattan
Jennifer Church	Kansas Department of Health and Environment – Topeka
Laura Downing	Kansas Association for Conservation and Environmental Education (KACEE) – Topeka
Laura Huber	Clay County Economic Development – Clay Center
Brandon Irwin	Flint Hills Wellness Coalition – Manhattan
Doug McKinney	North Central Regional Planning Commission – Beloit
Lucas Shivers	USD 383 School District – Manhattan

Manhattan (focus group 2)

Manhattan Facilitator: Judy Burgess

Participants:

Emily Cherms	USD 383 School District – Manhattan
Larry Coleman	Bluestem Arts Initiative – Eureka
Michelle Haub	Meadowlark Hills – Manhattan
Scott Heise	Konza Beekeeper, Retired army – Manhattan
Andy Hutchinson	USD 383 Early Learning Program – Manhattan
Crystal Bryant Kearns	Senior Pathfinder Operations Manager – Fort Riley
Gary LaGrange	SAVE Farm founder – Manhattan
MSGT Jason Snell	1st Infantry Division Transition Liaison – Fort Riley
Lorraine Willich	Master Gardener – Manhattan

Salina

Salina Facilitator: David Norlin

Participants:

Scott Bergkamp	Bergkamp, Inc. – Salina
Pat Mahoney	Coperion K-Tron – Salina
Joan Nothern	Glasco Community Foundation – Glasco
Jenny Osner	Hired Man's Grocery & Grill – Conway Springs
Barb Young	North Salina Community Development, Inc. – Salina

International

International Facilitator: David Procter

Participants:

Chantelle Daniels	Volunteer Mzansi AFRIKA – South Africa
Cassandra Keener	Australian Trade and Investment Commission – Chicago/Australia
Simon McKirdy	Plant Biosecurity CRC – Australia
Shijun Yan	Confucius Institute – MHK/China