

KANSAS STATE

U N I V E R S I T Y

CARNEGIE FOUNDATION COMMUNITY ENGAGEMENT RECLASSIFICATION APPLICATION

FULL REPORT

2020



Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and 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.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application

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(for Carnegie foundation use only)

Title

Director, Center for Engagement and Community Development

Institution

Kansas State University

Mailing Address 1

324 Nichols Hall

Mailing Address 2

702 Mid-Campus Drive South

City

Manhattan

State

Kansas

Zip Code

66506-0307

Phone Number (e.g., 1-123-345-5678)

1-785-532-6868

Full Name of Institution's President/Chancellor

Richard B. Myers

President/Chancellor's Mailing Address

110 Anderson Hall, Kansas State University, Manhattan, KS 66506

President/Chancellor's Email Address

rmyers65@k-state.edu

Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You

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may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

Founded in 1863, Kansas State University is the nation's first operational land-grant university. As a land-grant university, K-State demonstrates a commitment to teaching agriculture, science, military science, and engineering. The university's obligation to outreach is largely fulfilled through K-State Research and Extension, which holds offices in all 105 counties and makes research-based information available to all Kansans. K-State is also committed to putting others first, as demonstrated by an environment focused on student success, a commitment to career development, class sizes that support high-quality education, award-winning faculty teaching introductory courses, innovative technologies for better learning, a commitment to leadership development, and a priority to keep education affordable.

K-State offers more than 250 majors and options through three campuses and its online presence, Global Campus. Current enrollment for spring 2019 is 20,799 students (<https://www.k-state.edu/registrar/statistics/>), of which approximately 17,190 are considered full-time and 3,604 are considered part-time (<https://www.k-state.edu/registrar/statistics/ftpt.html>). There are 16,413 undergraduate students; 3,928 graduate students; and 458 Veterinary Medicine students (https://www.k-state.edu/registrar/statistics/tabs/S2019/025/025_All.PDF). K-State's goal is to become a Top 50 public research university by 2025, and this plan is outlined in the K-State 2025 strategic plan.

The main campus, located in Manhattan, accounts for approximately 85 percent of all enrollment (<https://www.k-state.edu/>). The Manhattan campus is situated on 2,320+ acres that include more than 90 research centers or facilities, including four U.S. Feed the Future labs. The U.S. Department of Homeland Security's National Bio and Agro-defense Facility is currently being constructed adjacent to campus. Additionally, the Manhattan campus is adjacent to Fort Riley, a large Army installation with which K-State frequently collaborates.

K-State Polytechnic, located in Salina, accounts for approximately two percent of all enrollment (<https://polytechnic.k-state.edu/>). K-State Polytechnic is a small campus focused on theory, research, and industry application. The Salina campus is known for its world-class aviation program and is one of the first and few universities in the nation to offer a bachelor's degree in unmanned aircraft systems.

K-State Olathe, the newest campus established in 2011, accounts for approximately one percent of all enrollment (<https://olathe.k-state.edu/>). K-State Olathe focuses on expanding the educational and economic growth of the region, particularly for professionals working in the area. The Olathe campus facilitates partnerships between researchers and companies, developing technology for industry needs around the world. There is also strong support provided to K-12 leadership through educational programming in animal health, food safety, and food security.

Finally, Global Campus (<https://global.k-state.edu/>) accounts for approximately 12 percent of all K-State enrollment.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

Kansas State University's main campus is located in the city of Manhattan, also known as the "Little Apple." Manhattan is the largest city in Riley County, which is situated in Kansas's most populous northeast region. In 2015, Manhattan's

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estimated population was 75,247, and the population has been increasing at a rate faster than that of the state average since 2012. Manhattan enjoys a stable economy that, between 2004 and 2014, attracted more than \$200 million in new investment for downtown development. Of 365 metropolitan statistical areas, Manhattan is in the top five percent for economic and job growth (Area Development, 2012). In 2014, Manhattan was featured as an economic case study for regional transformation commissioned by Vice President of the United States Mike Pence, then governor of the state of Indiana. Manhattan has appeared within numerous “top ten” categories including, but not limited to:

- #2 Best Place to Live in America based on economics, housing, quality of place, demographics, and healthcare (2018, www.livability.com)
- #2 Best Small Metro for Successful Aging (2017, Milken Institute)
- Top Ten Metro for Startup Growth (2016, Forbes)
- #1 University in America for Recreation Infrastructure and Transportation for Students (2016, American College of Sports Medicine)
- Top Ten Best College Towns in America (2017, American Institute for Economic Research)
- Top Five Happiest Colleges/Quality of Student/#1 Best Town-Gown Relations (2017, Princeton Review)
- Top Ten Military Friendly Universities in the U.S. (2016, www.bestcolleges.com)
- America’s Most Challenging High School (2018, Washington Post)

As the first public land-grant university, K-State is also engaged with communities across the state of Kansas. Kansas, a primarily rural state, has a strong agricultural tradition that predates its statehood and continues to drive economic growth. Developing and commercializing bio-based and bioenergy products have not only created and expanded markets but have also contributed to the reduction of the nation’s dependence on petroleum and other imported materials. K-State Research and Extension’s focus on the five grand challenges of global food systems, water, health, developing tomorrow’s leaders, and community vitality echoes Kansas values.

As a global food systems leader, K-State strategizes to enhance private sector collaboration. The Kansas agriculture industry has paved the way for close K-State national and international partnerships with countries like Australia, India, Ethiopia, Ghana, Guatemala, Honduras, Nepal, Afghanistan, and others. Further emphasizing a commitment to the enhancement of international cultural understanding among students, K-State has also developed close partnerships with Italy and Paraguay through programs like K-State Italy and Comité Paraguay Kansas.

Foundational Indicators

Complete all questions in this section.

A. President/Chancellor’s Leadership Statement

A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

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Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

To: Carnegie Community Engagement Reclassification Committee

It is with great pleasure that I endorse Kansas State University's application for re-classification for the Carnegie Foundation's elective community engagement classification. Kansas State University was proud to be classified as a community-engaged institution in 2010 and appreciates the opportunity to submit this application for re-classification. After reading our application, I hope you come to believe, as I do, that K-State has only strengthened our commitment to community engagement since 2010 and that we proudly look forward to continuing our scholarly work alongside Kansas citizens and communities worldwide.

One of the primary reasons I came to Kansas State University in 2018 was the institution's well-recognized and deep commitment to community engagement. Engagement is in the DNA of Kansas State University. Engagement can be seen in our founding land-grant legislation and remains central to our mission today. In 2012, K-State launched its latest strategic plan – K-State 2025. One of the seven central and guiding themes of that strategic plan is Engagement, Extension, Outreach, and Service in which we seek to be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement. Every department, college, and major unit on our campus now has created a plan to engage with relevant stakeholders and community partners. Our university has also established principles of community and one of those principles acknowledges that we are a part of multiple communities, and have an obligation to be engaged in a positive way with our civic partners. Additionally, Kansas State University maintains membership in premiere engagement consortia including the Engagement Scholarship Consortium and Imagining America where we both learn about community engagement as well as offer our knowledge regarding community engaged practices.

While engagement is embedded throughout the university, Kansas State University has institutionalized community engagement by investing in a number of campus-wide engagement units including K-State Research and Extension, the Staley School of Leadership Studies, our Global Campus, and K-State's Center for Engagement and Community Development. Each of these four robust engagement units work to coordinate, educate, benchmark, and celebrate the engagement of our faculty and staff with students, faculty, citizens, and communities across Kansas and beyond.

Engagement with Kansans and communities worldwide is integrated into the work of Kansas State University. Every college and department has an engagement plan and resources are directed to support that effort. Results from our Engagement Benchmarking Tool survey reported that in calendar year 2017, KSU invested over seven million dollars in faculty effort dedicated to engaged work. The four units identified above each have dedicated budgets to innovate and advance K-State's engaged work.

Engagement at Kansas State University is deep, extensive and vibrant. There is not one unit who bears the responsibility of engagement, but rather it is the work of entire campus. I know that after reading this application, you will come to the same conclusion

Regards,

Charles Taber
Provost and Executive Vice President
Professor of Political Science
Kansas State University

A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

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A.2 In addition to the letter, provide evidence of recent statements of affirmation of community

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engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

A.2.1

Annual addresses/speeches:

In 2011, Kansas State University launched K-State 2025, its latest strategic plan. There are seven strategic themes that guide the work of the strategic plan. One of those themes is Engagement, Extension, Outreach, and Service. Each year the university president and provost report on the progress of K-State 2025 and each of its themes to all three university campuses (Manhattan, Salina, and Olathe), each individual college, and major university units - for example Administration and Finance, Vice President for Research, etc. In these presentations, the president and provost renew the institution's commitment to engagement and highlight specific examples of progress made regarding this strategic initiative. Of all the president and/or provost institutional presentations, the K-State 2025 annual progress reports receive the most attention and attract the largest audiences.

Examples of engagement progress mentioned in the reports include: the creation of the Excellence in Engagement Awards (referenced later in application), engagement with military partners (listed as one of our signature partnerships), the growth of Global Campus (referenced in application), the K-State Bulk Solids Innovation Center (listed as one of our signature partnerships), and the Leading Change Institutes organized by the Staley School of Leadership Studies.

A.2.1.1 Web Link (if available)

<https://www.k-state.edu/2025/reports/>

A.2.2

Published editorials:

--empty--

A.2.2.1 Web Link (if available)

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A.2.3

Campus publications:

There are several campus publications that address university engagement. The K-State Alumni Association publishes "The K-Stater Magazine" and periodically includes stories highlighting engaged work. Likewise, the KSU Foundation publishes "Good for K-State" and routinely features stories about K-State partnerships with organizations that make a difference. First published in spring 2018, "Seek" is Kansas State University's flagship research magazine and invites readers to "See" "K"-State's research, scholarly and creative activities, and discoveries. "Seek" is produced by the Office of the Vice President for Research and the Division of Communications and Marketing and is the winner of the 2018 Platinum Circle of Excellence Award for best research magazine in the world from CASE, the Council for the Advancement and Support of Education. Beginning in summer 2017, the Center for Engagement and Community Development and the Division of Communications and Marketing began producing a publication called "Engage." This publication is focused primarily on educating about and highlighting K-State's engagement mission. "Engage" talks about engagement definitional issues. It highlights community-engaged work across all mission areas of the university. "Engage" articles range from reporting of

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results of the Engagement Benchmarking Tool (the campus-wide tool to benchmark and assess engagement activity), to important historical moments in K-State's engaged work, to featuring specific stories about campus / community partnerships.

A.2.3.1 Web Link (if available)

Engage: <https://www.k-state.edu/cecd/Engage%20Magazine%202018.pdf>; Seek: <https://www.k-state.edu/seek/>

A.2.4

Other:

--empty--

A.2.4.1 Web Link (if available)

--empty--

B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

Kansas State University uses the Carnegie definition for community engagement. This definition appears in multiple locations on K-State webpages. It is prominently featured at the top of our Center for Engagement and Community Development's home page. We also use it prominently when we survey engagement through our Engagement Benchmarking Tool. Additionally, our College of Human Ecology highlights the definition on their college's evaluation webpage as does the webpage for the newly created Ph.D. in Leadership Communication. This is how it reads on our K-State webpages.

"Community engagement describes 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 community 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."

From the Carnegie Foundation
www.ksu.edu/cecd

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B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

B.1.2.1

Mission or vision statement:

As one of the nation's first land-grant universities, engagement has been part of the fabric of Kansas State University. It is embedded in the mission statement of the university.

From Kansas State University's mission statement:

"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."

B.1.2.1.1 Web Link (if available)

<https://www.k-state.edu/about/mission/>

B.1.2.2

Strategic plan:

Kansas State University launched its latest strategic plan in 2011. The result of an eighteen-month planning process involving hundreds of K-Staters, the plan builds off our collective history as a public land-grant institution, describes a clear vision for 2025 and identifies strategic directions to help us get there. Seven thematic goals were identified and constituted the primary focus of the strategic plan. The seven goals included work around: (1) Research, Scholarly and Creative Activities, and Discovery, (2) the Undergraduate Educational Experience, (3) the Graduate Scholarly Experience, (4) Engagement, Extension, Outreach, and Service, (5) Faculty and Staff, (6) Facilities and Infrastructure, and (7) Athletics. Theme Four calls for K-State to be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement. Fundamental to this vision is the belief that the integration of engagement, extension, outreach and service is central to the future of each and to K-State. In this model, "Engagement" refers to all EEOS (Engagement, Extension, Outreach, and Service). Engagement is core to our value and identity as a public research land-grant university contributing to the public good. The university's commitment to engagement must be at a level that brings national and international recognition. Engagement at K-State is synergistic with our research and education efforts, not an add-on. University engagement activities extend to and benefit from our presence on the Olathe and Salina campuses as well as the statewide extension offices. Respect and reciprocity for individuals, communities, companies, organizations, and the state, federal, and international programs with whom we work are integral to our engagement activities. Building on its long and successful history of engagement as part of our national land-grant system, the Cooperative Extension Service will continue to evolve and play a primary role at K-State.

Each college and department were required to submit engagement plans as part of K-State 2025.

The College of Architecture, Planning, and Design (CAPD) established the following engagement goals (these examples are

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not an exhaustive list of Theme Four goals from the College of APD):

- Define service-learning activities and establish a baseline of service-learning activity within APDesign.
- Develop plan for outcomes of strategic partnerships and sponsored studio/research and measurement of effectiveness. At least two APDesign faculty participating in interdisciplinary research projects, institutes, and centers.

The College of Human Ecology established the following goals relevant to Theme Four:

- Establish a central point of contact to coordinate internships, service-learning and engagement opportunities, as well as undergraduate research, scholarly and creative activities, and discovery experiences.
- Establish a 25 percent appointment in the college to advocate, organize and promote engagement efforts to internal and external stakeholders and increase integration of engagement within research and education.
- Establish competitive funding opportunities for faculty to initiate sustainable engagement work including graduates and undergraduates.

One example from the College of Education:

Develop set of standards for service-learning experiences and promote state, national and international engagement of faculty and students, including study abroad.

B.1.2.2.1 Web Link (if available)

<https://www.k-state.edu/2025/documents/2025-4-engagement-final-action-plan.pdf>

B.1.2.3

Accreditation/reaffirmation document/QEP:

From the Higher Learning Commission Self Study:

In 2012, Kansas State University wrote a self-study for accreditation from the Higher Learning Commission (HLC). The HLC assessed K-State on five criteria. Criterion five is engagement and service, and the HLC sought to confirm that K-State identifies its constituencies and serves them in ways that both the community and university value. The self-study spoke to: how K-State learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations; how K-State has the capacity and the commitment to engage with its identified constituencies and communities; how K-State demonstrates its responsiveness to those constituencies that depend on it for service; and how internal and external constituencies value the services K-State provides.

From the summary of criterion five of K-State's HLC self-study:

Kansas State University has a long history and a significant commitment to engaging with and serving its students, citizens, and communities worldwide. This commitment to engagement is reflected from the university's founding legislation, the Morrill Land-Grant Act, to the K-State mission statement, which states, in part, that "through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs." In addition to the mission statement, the university's Principles of Community acknowledges that K-State is a part of multiple communities, and has "an obligation to be engaged in a positive way with our civic partners." Furthermore, reflecting its commitment to engagement, the K-State 2025 Visionary Plan recognizes Engagement, Extension, Outreach, and Service as one of its seven major themes. In recognition of our commitment to engagement, K-State received the Carnegie Community Engagement Classification in 2010.

From K-State's Innovation and Economic Prosperity Self-Study:

As the first public land-grant institution, K-State is a member of the Association of Public and Land-Grant Universities (APLU). The Commission on Innovation, Competiveness, and Economic Prosperity (CICEP) created the Innovation and Economic Prosperity (IEP) Universities Designation and Awards program to recognize universities that are leaders in spurring and promoting regional economic development. CICEP also offers an Economic Engagement Framework to help

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universities plan, implement, assess, and advance economic engagement efforts.

Sixty institutions have received IEP designation. In August 2016, K-State President Richard Myers and Vice President for Research Peter Dorhout submitted K-State's letter of intent to participate in the IEP designation process. K-State submitted a proposal on May 3, 2017, and K-State received notification that the proposal was successful in July 2017.

The designation self-study benefited K-State in several ways including: it challenged K-State to define economic engagement; it offered an opportunity for internal and external stakeholders to identify what K-State does well and how and where K-State can improve; it provided a means for K-State to communicate all of the ways it is economically engaged locally, regionally, at the state level, and nationally; and it afforded an opportunity to catalog all of the programs, activities, and events related to economic engagement/development.

B.1.2.3.1 Web Link (if available)

HLC Accreditation: <https://www.kstate.edu/hlcstudy/pdfs/self-study/self-study.pdf>; IEP Accreditation: <https://www.k-state.edu/research/industry/community/iep/>

B.1.2.4

Other:

Principles of Community: In 2011, Kansas State University 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.

"The university president, the student governing association, the graduate student council, the graduate council, the faculty senate, and the university support staff senate, have endorsed these principles."

Innovation and Economic Prosperity Designation:

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B.1.2.4.1 Web Link (if available)

<https://www.k-state.edu/about/values/community/>

B.2.1

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

Major engagement accomplishments since 2010 Carnegie classification include:

2012: Kansas State University joins the Engagement Scholarship Consortium (40 members). David Procter is elected to the ESC Executive Board.

2012: K-State launches campus-wide Excellence in Engagement Award. K-State recognizes two community-based scholarship projects annually. Awards are on par with other major campus research and teaching awards.

2013: K-State launches campus-wide Engagement Incentive Grant program. This is a seed grant program which funds community engagement projects up to \$10,000 per project.

2013: K-State first administers campus-wide Engagement Benchmarking Tool (EBT) to capture K-State faculty engagement work.

2015: K-State approves "professors of practice." This designation helps recognize and reward engaged faculty.

2015: K-State Research and Extension (KSRE) recognizes community facilitation practices as core competency.

2015: Campus administers EBT for second time.

2016: K-State joins the Imagining America consortia (110 members).

2016: The Department of Communication Studies, the Staley School of Leadership Studies (SSLS), and the Department of Communications and Agricultural Education submit interdisciplinary Ph.D. in Leadership Communication to Kansas Board of Regents for approval. The new Ph.D. is grounded in community-based scholarship.

2017: K-State submitted a proposal and received an Innovation and Economic Prosperity designation from Association of Public Land-grant Universities.

2017: The Center for Engagement and Community Development (CECD) launches Civic Engagement Fellows program – a professional development program to catalyze campus community engagement champions. 2017-2018 included nine fellows representing KSRE and five different colleges. The 2018-2019 cohort featured 10 fellows from KSRE and four different colleges.

2017: K-State launches university cultural arts engagement strategic plan.

2017: K-State administers the third iteration of campus-wide EBT.

2018: CECD collaborates with KSRE to develop curriculum for "Master Facilitator" program.

2018: 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.

Staffing:

2012: K-State hired a vice provost for undergraduate studies. This individual was interested in high-impact teaching pedagogies. He created a task force to explore these teaching methods and there was an increase in priority given to service-learning. One of the things that came from the task force was a university-wide definition of service-learning. This individual left the university in fall, 2018. K-State has not replaced this position.

2012: K-State opened an Office of Corporate Engagement and hired a director. That individual left in 2016 and the

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functions of the Office of Corporate Engagement were subsumed within K-State's Institute for Commercialization.

Facing significant budget deficits, KSRE cut all funding to the Center for Engagement and Community Development. This funding cut amounts to 23 percent of the director's salary, 59.5 percent of the center's administrative assistant's salary, and 46 percent of the annual operating dollars of the center. To make up for these cuts, CECD has used other sources of university dollars. The result of the cuts has made the collaboration and connection between CECD and KSRE less natural and less strong. CECD is currently lobbying the new dean of agriculture to have these funds restored.

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

As one can imagine, there has been significant change in executive leadership since the last classification. The university president that presided over the 2010 Carnegie classification left the university in 2016 and our new president, while supportive of engagement, has not been intimately involved in our work. The executive leadership positions that have had the most involvement in campus / community engagement have been the university provost, the vice president for research, vice provost for undergraduate studies, the dean of agriculture, and the director of extension.

Kansas State University's Center for Engagement and Community Development (CECD) was established by the university provost and the dean of agriculture/director of extension in 2006. The provost that created CECD left the university in 2009, and the dean of agriculture/director of extension retired in 2010. The provost that came to K-State in 2010 was a former extension specialist and a dean of human services. She was quite supportive of engagement. She helped CECD launch the Engagement Incentive Grants program and a campus-wide Excellence in Engagement Award program. She helped fund K-State's membership in the Engagement Scholarship Consortium and Imagining America. She was also a strong advocate of developing and administering the K-State Engagement Benchmarking Tool. She left the university in 2018. Our current provost seems very supportive of the engagement mission, even mentioning that it is one of the primary reasons he came to K-State. The current vice president for research came in 2016. He initiated the successful application to have K-State achieve the Innovation and Economic Prosperity designation from the Association of Public and Land-Grant Universities, which recognizes an institution's strong commitment to economic engagement. 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 to address undergraduate issues in 2012. This administrator was interested in high-impact learning pedagogies. He emphasized service-learning, learning communities, and first year seminars where students connected with campus and community. This administrator convened a task force around service-learning, which resulted in a campus-wide definition of this pedagogy. Unfortunately, he left the university in 2018. That office is now being reorganized. At K-State, the dean of agriculture was (until 2018) the director of extension. The administrator in this position that helped create CECD retired from the university in 2010. Since that time, three other individuals have filled this position. They have generally been supportive of CECD's work. However, the last dean of agriculture/director of extension faced significant budget shortfalls in 2018 as he was leaving the university to take another position. He cut all funding to CECD. We are lobbying the new dean, the new provost, and the new director of extension to have these funds restored.

C. Institutional Commitment

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Infrastructure

C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide relevant links that support the narrative.

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. The CECD mission has remained unchanged since its creation in 2006. CECD: facilitates campus / community partnerships, celebrates Kansas State University 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. CECD reports to the university provost. In 2016, CECD added one staff member funded by university dollars bringing CECD staff to 3.5. In 2018, KSRE cut all funding to the CECD resulting in a 23 percent cut to the director's salary, a 59.5 percent cut to the administrative assistant's salary, and a 46 percent cut to 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 help solve local and statewide needs alongside community partners. In 2014, KSRE developed a strategic plan focused around five grand challenges to prioritize their work. The grand challenges include: global food systems, water, health, developing tomorrow's leaders, and community vitality. Due to a decline in state funding, overall staffing in KSRE has shrunk to 385 positions. However, staff in community vitality and youth development has increased thanks to funding by extramural sources.

The SSLS mission and reach has significantly expanded since 2010. The school has expanded the range of its programming and has a robust service-learning program with one in four freshman enrolling in a service-learning class. They have expanded their service-learning work to include multiple international sites. In 2010, SSLS moved into a new building. While state funding is provided to SSLS, it has significantly expanded its private fundraising. SSLS has added 10 staff, including two tenure-track faculty tasked with conducting community-engaged scholarship. Alongside two other departments in 2017, SSLS 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 people could learn from one another outside traditional academic settings. 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

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needs adults, and a social justice lecture series.

Funding

C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

Kansas has traditionally been known as a fiscally conservative state. In 2012 and again in 2016, Kansas elected a Republican governor - Sam Brownback - who strongly believed in limited government. Brownback and the Republican-controlled legislature passed sweeping tax cuts that significantly reduced state budgets. Every state agency saw budget cuts, including state universities. Kansas State University's budget office reports that between FY 2009 and FY 2019, K-State saw a 32.2 percent decrease in state funding. Nearly all university units saw their internal budget allocations cut over the last decade.

In FY 2010, the Center for Engagement and Community Development (CECD) had 2.0 FTE funded by university / state dollars and salary dollars totaled \$211,875. CECD had operating monies totaling \$58,778. In 2015, CECD added one additional staff funded by the university. In FY 2019, CECD's 3.5 FTE totaled \$316,850. CECD's operating budget declined 37 percent over that 10-year span to \$37,296.

University / state funds to extension includes funding to the county agents and their operations as well as salary to campus extension specialists and their operations. In FY 2010, the internal allocation to the extension state general fund was \$21.3 million. For FY 2019, the extension state general fund was \$18.0 million or a reduction of 14.5 percent.

While the total budget allocation (general use funds and restricted use funds) increased 12 percent since 2010, that has been in the context of university budget cuts and callbacks. Since 2011, when the university launched our K-State 2025 strategic plan, and then in 2013 when the Staley School of Leadership Studies launched our university's K-State 2025 plan, we have grown our budget primarily and significantly through private gifts and grants. Internal allocations have both grown and declined significantly during the 10-year period since the last Carnegie classification. Those funds have not always been secure.

Global Campus receives no internal budget allocations from state or university sources. Their budget comes from fees assessed per credit hour generated through their course offerings and from private gifts and grants.

C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

We are interpreting this question as one that seeks to know if there are external groups or agencies that are supporting the operations of some facet of engagement within one of the four campus engagement coordinating units. We are not

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including grants in this section, but rather in section C.2.3.

K-State Research and Extension has federal funding through the Farm Bill and also county funding as determined by county commissions across the state. The director of extension reports that federal funding has held steady since Kansas State University's earlier classification. That annual appropriation has been \$5.34 million. County funding has declined over the last several years. FY 2012 reported county funding of \$3.5 million while county funding for 2019 has decreased to \$2 million.

One of K-State's three campuses, K-State Olathe, is located in the Kansas City metro area (more specifically, Olathe is located in Johnson County, Kansas). K-State Olathe is focused on issues of animal health and food safety/security. This campus works to engage with private businesses, non-profits and public schools around these educational sectors and was created in partnership with the Johnson County Education and Research Triangle Authority (JCERTA). This authority provides \$6 million per year to K-State Olathe in support of their programming.

K-State's Global Campus is self-funded by assessing fees to students who enroll in online courses and also from fees charged by their conferencing unit. For every conference they help organize, they charge fees per registrant and also charge the content area organizer and hourly charge for assistance their staff provides. Their total credit hour production in FY 2010 was 56,817 credit hours. In FY 2018, their total credit hour production was 77,748, or an increase of 27 percent. Global Campus revenue has steadily increased from 2010 to 2018. Their revenue comes from both credit and noncredit (conference fees, UFM Community Learning Center fees) income. Total revenue in FY2010 was \$23.2 million. Total revenue for FY2018 was \$42.2 million.

C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

We are answering this question in terms of fundraising broadly, including both private fundraising and extramural grant and contract activity. Public Service grants dollars awarded to the university are up 31 percent since 2012, totaling \$22.8 million in 2017. Fundraising at Kansas State University is tied to the individual colleges. College deans pay for development officers that work through our KSU Foundation. The four primary engagement units are not closely affiliated with a college. The Center for Engagement and Community Engagement (CECD), the Staley School of Leadership Studies (SSLS), and Global Campus are combined with several other campus-wide units, working with one development officer supported by the provost's office. Likewise, K-State Research and Extension (KSRE) has not had a development officer specifically assigned to them, but rather works with the College of Agriculture development officer. This is not to say that engagement fundraising has not been successful.

Growth in KSRE has come through private fundraising. While overall, KSRE has seen a decline in internal and external budgets, they have seen growth through fundraising. In FY 2012, extension reported \$11 million in fundraising (private monies and grants). In FY 2018, they reported \$14.8 million. Extension has added staff through private fundraising. New positions are possible, according to the director of extension "through strategic partnerships and getting major funding from the Dane Hansen Foundation and the Masonic Foundation of Kansas."

The most significant private fundraising related to SSLS community engagement is a \$2 million cornerstone endowment for Leading Change Institutes received in 2014. This gift funded eight Ethical Global Partnership Institutes including one in Senegal, West Africa. Leveraging that endowment, SSLS secured nationally competitive grants to host the Mandela

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Washington Fellowship for Young African Leaders for four consecutive years. A Leading Change Institute contributed directly to the development and launch of the Interdisciplinary doctorate in Leadership Communication. SSLS secured significant corporate funding support for a Certificate in Community-Engaged Leadership and secondary major in Global Food Systems Leadership. Funds from the endowed Staley Chair for Leadership, established in 2014, have supported professional development for faculty and staff, particularly in community-engaged scholarship, instruction, and programming. Since the last classification, SSLS's fundraising activities have established three new endowments (exceeding \$6 million and growing) that directly support community engagement, as well as anchor local partnerships for service-learning and community engagement.

Private fundraising has been virtually nonexistent for CECD. However, between 2010 and 2018, CECD raised over \$3.1 million in extramural grants and contracts, allowing CECD to hire two full-time staff, one graduate research assistant, and two undergraduate students. These funds have been used to advance partnerships in rural food access, affordable housing, civic education, and civic engagement.

Global Campus has had limited success with fundraising. Historically, fundraising has not been a priority for online learning, partly due to the way fundraising is organized as explained above. To illustrate, K-State is currently executing a \$1.4 billion fundraising campaign. In this campaign, Global Campus has a target fundraising goal of \$500,000 and is struggling to meet that goal.

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

In addition to dedicating staff to community and economic development activities, Kansas State University also invests financial resources in these initiatives. This is evidenced by three initiatives designed to advance the local community advancement, while concomitantly advancing the university mission: Knowledge Based Economic Development (KBED), the North Campus Corridor (NCC), and Region Reimagined.

Knowledge-Based Economic Development (KBED), LLC: KBED is one of the first truly integrated university/community economic development initiatives to focus on the attraction of, as well as the creation of, knowledge-based businesses. KBED provides a unique venue for university/community collaboration and fosters an innovative economy to create regional vitality and quality of life. The KBED Partners include: the Manhattan Area Chamber of Commerce, the city of Manhattan, K-State, KSU Research Foundation, KSU Foundation, KSU Institute for Commercialization, North Central Regional Planning Commission, and Pottawatomie County Economic Development Corporation. Since its inception, the university partners have invested \$1,048,240 into the KBED partnership and have committed to investing \$78,040 annually to support the operations of the organization.

North Campus Corridor (NCC): The city of Manhattan, Manhattan Area Chamber of Commerce, K-State, KSU Foundation, KSU Institute for Commercialization, and K-State Athletics have partnered to develop plans and financing strategies to make the 4-mile corridor on the north edge of the K-State campus a reality. The KSU Foundation has taken a leadership role in developing 56 acres that make up the K-State Office and Research Parks, providing office and build-to-lease lab space for established companies, state and federal partners that advance K-State and to-date has invested over \$34 million in facilities in the corridor. K-State has approved the use of \$10 million (\$500,000 per year for 20 years) of a city/university Special Projects Fund to partially fund the infrastructure improvements within the corridor. This fund was established as a result of an agreement with the city and the university upon the annexation of the university into the city of Manhattan. A

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joint fund committee reviews recommendations forwarded from the university and the city of Manhattan for projects and programs that are deemed to have a mutual benefit to both the city and the university. Finally, K-State Athletics has also committed \$3 million to the fund infrastructure improvements.

Region Reimagined: The Region Reimagined Initiative is a tri-county community and economic development planning and implementation effort to build a sustainable path to regional growth and prosperity. Community groups from Geary, Pottawatomie and Riley counties are forming to develop and implement regional strategies focused on Talent Attraction and Retention, Innovation and Entrepreneurship, Quality of Place, Built Environment and Advocacy. The development of this plan has been partially funded by the Manhattan Area Chamber of Commerce's Advantage Manhattan "Power Our Potential" fundraising campaign, which is designed to raise necessary funds to develop and implement the Chamber's increased economic development initiatives for the next five years. K-State and its affiliates have invested over \$100,000 in the Advantage Manhattan campaign.

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

C.2.5.a

Please describe business operation practices tied to the local community:

There is no official university policy to buy locally. Kansas State University does, however, spend significant sums of money locally - defined as our region and across Kansas.

The FY 2018 university budget was \$823.7 million. Regional spending in relation to the FY 2018 budget was 4.2 percent (or \$34.6 million). Regional spending is defined as expenditures within Riley, Pottawatomie, Geary, Wabaunsee, Morris, Chase, and Lyon counties. K-State is situated within Riley County. The other six counties are clustered around Riley County within a distance of approximately 90 miles. State of Kansas spending in relation to the FY 2018 budget was 11.4 percent (or \$94.2 million). Link to K-State budget. <https://www.k-state.edu/budget/Fact%20Card%20FY18.pdf>

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

There are two primary system-wide tracking or documentation mechanisms to benchmark engagement with communities. The Center for Engagement and Community Development (CECD) has the primary responsibility for tracking and

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documenting campus faculty and staff engagement. The Office of Educational Innovation and Evaluation (OEIE) tracks K-State Research and Extension's (KSRE) engagement with communities. During the 2009-2010 academic year, CECD pilot-tested a benchmarking tool called the Outreach and Engagement Measurement Instrument (OEMI). The OEMI was based off a tool used at Michigan State University. We intended to begin using the OEMI, but the pilot test revealed it was too complex, too time-consuming, and asked questions not relevant for Kansas State University. At that same time there was a change in the university provost and the energy and commitment to benchmark engagement waned. Once new leadership was settled at K-State, we began testing a modified version of the OEMI that we called the K-State Engagement Benchmarking Tool (EBT). We piloted that tool in 2012 and first administered it campus-wide in 2013. We administered the EBT again in 2015 and 2017. The EBT tracks time spent on engaged activities, areas of concern which those activities address, modes of engaged work, locations of engaged work, partners, participants, and students involved in the engaged work, external funding supporting engaged activities, and professional and public impacts of the engaged work. The EBT is used to: (1) document K-State's engaged work – engaged research, teaching, and service; (2) assess the impact of that engaged work both for campus and community partners; (3) provide a vehicle to communicate the university's engaged work to university faculty and administrators, public audiences, community partners, and institutional accrediting agencies. The data is housed and maintained by K-State's Office of Assessment. Importantly, faculty and staff are encouraged to complete the EBT, but not required.

In 2015, OEIE developed a tracking system for KSRE called PEARS (Program Evaluation and Reporting System). PEARS is a web-based data-management system built and maintained by OEIE for K-State nutrition education professionals, KSRE county programming agents, as well as extension administrators. PEARS data is inputted by extension educators as they deliver programming - so data is continuously gathered. Data from PEARS helps SNAP-Ed and extension administrators manage program data and demonstrate impact. Data is housed with OEIE and is now saved in the cloud.

3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

Questions on the Engagement Benchmarking Tool (EBT) ask about any community impacts or societal impacts resulting from the engaged work being reported. There is a question that prompts categories of impact including changes in public policy, improved or expanded campus / community collaborations, enhanced community understanding, increased economic development, improved environment, enhanced built environment, improved downtown design, better housing, better infrastructure, and improved public health. An open-response text box where respondents may write a more complete response to the question of impact follows this. Likewise, there are questions on the EBT that ask about professional impacts of the engaged work. Again, respondents are prompted with a list of possible professional impacts including publications (journal articles, books, book chapters, software developed, technical reports, performances / exhibitions, professional training materials, web sites, and/or inventions/ patents). Again, an open-response text box question follows where respondents may write about impacts in a narrative fashion. The Center for Engagement and Community Development (CECD) administers the EBT every other year. The data goes to the Office of Assessment where it is housed. EBT reports can be found at the CECD website: <https://www.k-state.edu/cecd/>

For the extension service, the Office of Educational Innovation and Evaluation (OEIE) uses their Program Evaluation and Reporting System (PEARS) tool to measure outcomes and impacts. County-based agents and statewide specialists are strongly encouraged to use this tool to describe their programming, reflect on impacts that came from the programming and talk about how their programming connects to K-State Research and Extension's (KSRE) priority areas such as their five

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grand challenges, and speak to the level and quality of partnerships they are collaborating with. Beginning in 2016, PEARS also began to ask extension educators to assess the depth and quality of their partnerships. To discuss the depth and quality of their partnerships, PEARS established a quality partnership assessment rubric. Educators are encouraged to input data on this assessment tool as they conduct programming. Educators are also required to submit quarterly reports when they might also input this data. The PEARS tool is on the web and always available to extension educators. Data is stored at OEIE and in the cloud. The PEARS website: <https://www.k-state.edu/oeie/pears/>

The EBT and PEARS are institution-wide tools for benchmarking and assessing community engagement. While there is strong encouragement from both university and KSRE administration for faculty and extension educators to complete the assessment tools, response percentages are still low and uneven. It appears that PEARS is slowly gaining responders as completion of PEARS is more closely tied to evaluation. There is no strong incentive, however, for faculty to complete the EBT and its highest completion rate occurred in 2015. Faculty / staff response to the EBT dipped in 2017, and campus community engagement trends subsequently declined. It is our belief that community engagement is up on campus, but just not reflected in the 2017 EBT. The campus also does not have an institution-wide assessment or measurement tool for service-learning other than the EBT.

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

Kansas State University administered the Engagement Benchmarking Tool (EBT) in 2013, 2015, and 2017. The Office of the Provost and the Center for Engagement and Community Development (CECD) promotes the survey to Dean's Council, department heads, and through campus engagement champions. EBT news stories run in the daily campus newsletter – K-State Today. Once the survey is live (it is live two months), faculty are reminded of the survey every two weeks. Average response rate is about a 20 percent. Listed below are some topline findings.

The departments 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. Not surprisingly, there are strong engagement champions in these units. 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 each of these three areas, but exemplars include: an engineering project called the bulk solids project at K-State Polytechnic; the Rural Grocery Initiative, which promotes community development out of CECD; and K-State's Tap to Togetherness project out of Dance.

While there is significant outreach / engagement work 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 KC metro area – and a campus in Salina, Kansas, 175 miles west of Kansas City. The corridor between these two campuses (the Manhattan campus sits 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.

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Beginning in 2015, the Office of Educational Innovation and Evaluation (OEIE) began tracking K-State Research and Extension's (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 activities. Website for SNAP-Ed Impact Report: <https://www.he.k-state.edu/fnp/>. In 2017, through PEARS, KSRE developed an assessment rubric to evaluate the depth and quality of their KSRE / community partnerships. PEARS defines the depth of partnerships 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 robust collaboration level.

3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

The Center for Engagement and Community Development (CECD) has several mechanisms for determining quality of community engagement. In 2012, the Provost's Office and CECD launched the Excellence in Engagement Award. In 2013, those same two offices launched the Engagement Incentive Grant program. Both programs are annually awarded, having system-wide reach, and are guided by a set of criteria that promotes quality standards for community-engaged projects. Criteria for quality community engagement include: (1) the community engagement benefits the lives of individuals, families, communities, and/or society as well as positively impacting university faculty and students; (2) the community engagement is created and sustained through mutual collaboration between university faculty/staff and external communities; (3) engaged scholarship is communicated through scholarly publication, academic presentation, public scholarship, and/or community presentations; and (4) the engaged scholarship creates or applies disciplinary knowledge.

During the Carnegie reclassification process, our system-wide task force assessed the quality of Kansas State University's community partnerships by convening and conducting five focus groups composed of community partners (four domestic, one international). The focus groups assessed community partner perceptions of voices heard, benefits realized, and their role, if any, in disseminating results. Additionally, the Carnegie task force established criteria to guide selection of the 15 signature partnerships highlighted in the Carnegie reclassification application. Meeting the standard of a K-State signature partnership required community-engaged projects to: demonstrate a scholarly component; be responsive to community needs, mutually beneficial, and multidisciplinary; have multiple touchpoints and community impact; and represent a diversity of voices.

The Staley School of Leadership Studies (SSLS) assesses community engagement in several ways. For SSLS, leadership is a relationship. According to the director of SSLS, "We believe leadership is a relationship, quality is seen in the longevity of our partnerships. They are relationships with multiple touch points. We assess the quality of partnerships by the integration of that partnership with the rest of school of leadership goals. All of our partnerships have multiple goals. Quality partnerships keep

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finding new and different ways to advance our mutual goals and interests."

In 2017, K-State Research and Extension (KSRE) developed an assessment rubric to evaluate the level and quality of partnerships. The Program Evaluation and Reporting System defines the depth of partnerships from weaker to stronger as follows.

Network: Organization has signed on as a member of a formalized network. There is ongoing dialogue and information sharing.

Cooperator: Organization assists with information such as referrals, providing space, distributing marketing and education materials, and hosting events.

Coordination: Organization maintains autonomous leadership, but has common focus with KSRE on decision-making; sharing resources to aid in the adoption of policy, systems, and environmental changes.

Coalition: Organization has longer-term commitment to join action in assisting with KSRE practices, and/or standards. Key characteristics include shared leadership, definition of roles, and generation of new resources.

Collaboration: Organization contributes to joint activities and has identified personnel who help advise and make decisions about effective strategies and interventions. Key characteristics include a system with shared impacts, a consensus decision-making process, and formal role assignments.

3.5

Outcomes and **Impacts on students**

Describe one key finding from current data and indicate how you arrived at this finding:

In Leadership 212, students are asked to reflect on their service-learning experience. In this exercise students articulate learning through the power of narrative via letter writing. Writing letters can be a productive way to process and make meaning of thoughts, feelings, and experiences. The practice of writing letters can help students process and make meaning of different contexts in order to surface learning. The following is an example of a student self-reflection letter.

Dear Closed Doors,

I was not expecting to encounter you. I entered this project passionate, excited, and a little naive. That first house I knocked on, you were there, a barrier to people on the other side who I was excited to inform about food insecurity, I took you in stride and moved along to the next house. After nearly a full street of you, however, I started to hate you. Now, though, I want to thank you because you made me look at the issue of food insecurity in a different way. This issue is composed of a whole group of you, both literal and metaphorical. The issue of food insecurity is full of you in the lack of opportunities and closed mindsets.

One way you appear in the issue of food insecurity is in lack of opportunities. You are present in the lack of government funding for food welfare programs and assistance. You are present in the job field, when people are denied needed employment positions. You are present in "food deserts," in the form of closed grocery stores and the lack of access to healthy fruits and vegetables.

You are also present in the "closed doors" of people's mindsets. When people are not educated about this issue, they use you to shield them from information about the severity of food insecurity. People use you when they think the problem is too complex to be addressed. You are what keeps people from being willing to try and tackle the issue one step at a time. You are the obstacle to change.

We found you in my group in the form of communication challenges. We struggled in assigning roles to students. We had a miscommunication on the date of pickup, so the first batch of flyers were incorrect and we had to manually correct the day

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on the flyers. We also found you when not all members of the group were able to participate because of prior commitments.

Overall, I didn't let you defeat me. You try to keep me from progressing, learning, and pursuing a goal. You limit my determination. You keep me from being flexible. But along the way, you give me the keys to defeat you by opening you. You teach me to be determined, to be adaptable, and to never give up. But I want to thank you, closed doors, for giving me the keys to open you, both metaphorically and literally, and come one step closer to tackling the issue of food insecurity. Sincerely, LEAD 212 Student

3.6

Outcomes and **Impacts on faculty**

Describe one key finding from current data and indicate how you arrived at this finding:

3.6

Outcomes and Impacts on faculty

From faculty in the Staley School of Leadership Studies (SSLS) reflecting on the partnership they have with community stakeholders around the issue of food insecurity:

Because of the food insecurity partnership, a SSLS faculty member decided to continue her education at the University of North Carolina-Greensboro working on a Ph.D. because of their work in food insecurity and social justice. A second SSLS faculty member was selected to serve on the inaugural advisory board for Kansas State University's Cats' Cupboard – a food pantry for K-State students through her association with the partnership in food insecurity. A third SSLS faculty member credits her K-State President's Award in Excellence for Undergraduate Teaching to her work with the food insecurity partnership.

The following segment is from an interview conducted with a faculty member in landscape architecture reflecting on her many community-engaged partnerships. This faculty was a member of our first cohort of Civic Engagement Fellows in 2017. Here is how she conceptualized community engagement:

"I will say, that for me, community engagement is a more participatory process with stakeholders, not necessarily just clients or sponsors. When we get to work with stakeholders, with community audiences, then we're really impacting something. For our projects, especially in Wichita with the civil rights park, we started with group convenience contacts, that snowballed into a lot of interviews and then we also had this public ad exhibit where, over two Fridays, about 800 people come through and this is where you really start to hear what this site is and this history means to people. Imagine the learning for a student and me. I think place is deeply, deeply sacred to people. As designers, as anyone in this building, designers and planners, I think we have an ethical obligation to really respect local knowledge, local needs. I guess that's part of the joy of being a professor and my definition of it and doing engaged work. Because I get to help give my students work from this kind of ethical basis in practice. I'm pleased when they reflect back to me a couple of years later and go, "Now I understand what you meant about considering my own biases as a professional." "Wow, those are like those wonderful moments for me." Or, when I get a call from a student who says, 'I really want to do more socially relevant work and I'm looking at these firms, will you be a reference?' It's like, 'Yay, it's awesome.'"

3.7

Outcomes and **Impacts on community**

Describe one key finding from current data and indicate how you arrived at this finding:

The Staley School of Leadership Studies (SSLS) food security partnership has had significant community impacts, both for the campus community and the Manhattan community. This partnership was responsible, in part, for the creation of the Cats' Cupboard. The Cats' Cupboard Initiative is a collaborative effort among students, faculty, staff, and community focused on promoting food security for students at Kansas State University. This initiative aims to provide direct food access through an on-campus food pantry, in addition to education and engagement opportunities. Cats' Cupboard will be accessible to all K-State students. This partnership has also been a driving force behind the creation of the food recovery network. It is an organization of students, run by students. Five nights per week, they collect anywhere between 100 and 350 pounds of food that was previously thrown in the trash from the performance tables at the athletic complex where all

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of the athletes eat. Students pick up the food, deliver it to five different community partners, depending on the night of the week (they are almost all churches and then a hot meal is served one night a week in Manhattan at different locations). According to a community partner, "[The initiative is] called Common Table. It's always existed, however the churches...the burden of them finding the food, cooking the food and serving food has really been lifted and like every fridge is full and they serve this food that was previously wasted."

The Rural Grocery Initiative (RGI) has utilized K-State's Office of Educational Innovation and Evaluation to conduct evaluations of the RGI and its summits. Their evaluations have identified several community impacts. (1) RGI scholarship and intellectual property have provided value to owners and stakeholders. As one owner reported, "I learned about challenges and options from RGI. I will now take a different approach to re-establish healthy food access in my community by looking at food hubs, partnering with locally-owned convenience stores and possibly delivery services." (2) RGI creates networking spaces through social media platforms and biennial grocery summits. Community partners value this networking. One owner said, "Wow! Met someone at the summit reception that was facing challenges I've been through. Talked for 2 1/2 hours nonstop. Sharing wisdom gained from my struggles makes me feel like it wasn't all in vain if I can help someone else." (3) Owners find value in collaboration facilitated by RGI. One owner explained, "The summit gave me an understanding to see the power of stronger collaborations with different industries and institutional entities, like K-State, government, business." (4) RGI has increased rural availability of healthful foods. RGI has been directly involved in opening new stores, renovating older stores, and expanding produce selections in existing grocery stores. A rural community non-profit executive director summarizes RGI. "The work of RGI is determined by looking at the needs of communities and melding those things with the expertise the university can offer. For these very small towns to have the collaborative support of our land-grant university is an amazing gift."

3.8

Outcomes Impacts on institution

Describe one key finding from current data and indicate how you arrived at this finding:

From an interview with Staley School of Leadership Studies (SSLS) faculty: "I don't know what came first, the Leadership 212 engagements or the engagement for the nonprofit focus in Leadership 420, but one of the biggest impacts in the school is that together those two courses have both deepened how we do community work, how our students have come to learn about food systems. I would say that our community has also gone into the development of the Global Foods System (GFS) secondary major which is a new program. The three - LEAD 212, LEAD 420, and GFS - are now all doing distinct work pedagogically, but also with how they think and talk about food systems to serve different audiences of students and communities. An outgrowth (from our community food systems work) is a focus within our YALI (Young Africans Leaders Institute) program too. Our YALI focus has become how we connect with nonprofits and specifically around food, both production and distribution.

"A really quick example that might illustrate that, this last fall our strengths CAT (Connecting Across Topics) community was partnered with the Ogden community to host a Christmas store. One of their obligations was that they provide lunch for families in the Ogden community. The students came to leadership studies faculty asking if faculty would do crock-pot soup meals. One of our faculty members, Chance, said 'that's an idea.' Another idea is we partner with the food recovery system and use existing food for that event. So then our students got connected with the food recovery unit on campus and utilized existing food to support a community meal and that meal was the best meal that we've ever served at the Ogden Christmas store. I think all of this work collectively impacts our students and how the School of Leadership Studies engages with our students because we are learning and working with each other."

The Rural Grocery Initiative (RGI) is a multi-disciplinary partnership with owners of small town grocery operations. It is an eleven-year partnership that has gained national attention. The RGI has generated community-engaged scholarship, peer-reviewed journal articles and conference presentations by faculty representing multiple disciplines. The partnership has impacted teaching at Kansas State University. One semester, multiple courses in the School of Journalism and Mass Communication decided to focus on this partnership. Video classes, print classes, marketing classes, methods classes all focused on this partnership to guide their teaching. K-State Research and Extension has used the RGI to focus some of its nutrition education. As a result of RGI, they became aware of and adopted a particular nutrition education curriculum - Stock Healthy, Shop Healthy - and are using that curriculum in several rural grocery stores across Kansas.

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3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

The Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP) within the Association of Public and Land-Grant Universities (APLU) created the Innovation and Economic Prosperity (IEP) Universities Designation and Awards program to recognize universities that are leaders in spurring and promoting regional economic engagement and development. Kansas State University submitted a proposal to achieve the IEP and received that designation in 2017.

Part of the submission proposal was a self-study conducted by the university. The IEP self-study revealed several strengths and areas where there could be improvement regarding the universities economic engagement. There were several strengths identified including: (1) local engagement stakeholders recognized the variety of campus activities that connect to the community; (2) stakeholders appreciate the broad base of programs that partner locally, regionally, state-wide, and globally; (3) K-State's commitment to its land-grant mission; and (4) K-State's innovation in extension and engagement. There were also areas identified where improvement could take place including: (1) strengthening the culture of engagement ("faculty and staff are not recognized equally across the academy for their engagement work"); (2) better communicate economic engagement successes, capacities, and resources; and (3) better alignment of teaching and research with external needs.

In 2018, our Center for Engagement and Community Development (CECD) collaborated with Dr. Andy Furco and his University of Minnesota graduate class, "Public Engagement in Higher Education." A team of his graduate students were tasked with conducting an engagement audit of K-State's engagement efforts. Their examination led to a report that produced a description of K-State's engagement work, an analysis of that work, and recommendations to strengthen the university's engagement efforts. The team made three recommendations in their report. They recommended establishing a campus-wide service-learning center as a strategy to help advance K-State's engagement agenda and better institutionalize engagement pedagogy. They also recommended more completely incorporating the language of community engagement into departmental tenure and promotion documents. Finally, they recommended that K-State consider elevating the position of director of CECD to a more influential administrative level.

In 2015, K-State's provost convened a Carnegie Mid-Point Check-Up. Her charge to this task force was to develop a campus engagement map highlighting campus engagement strengths, challenges, and gaps, create a 2015 "draft" of a Carnegie re-classification application, identifying where more work needed to be done, and offer strategic action steps to address campus engagement gaps. Strengths identified included: CECD's office had been strengthened, significant funding was invested in engaged scholarship, K-State had begun benchmarking engagement, university engagement awards were created on par with other campus-wide awards, and there was a slow, but steady increase in the number of departments rewarding community-engaged work. Challenges included defining

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engagement, rewarding engaged scholarship, expanding engaged pedagogy, engagement fundraising, and developing professional development opportunities for community engagement.

Professional Development

4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

In our 2010 classification application, we noted that each spring the Center for Engagement and Community Development (CECD) hosts an annual engagement symposium where faculty and staff are given the opportunity to highlight their engaged work to a campus and community audience. In addition, presentations are given at these symposia that discuss engagement pedagogies, epistemologies, and research and creative research models. In 2014, for example, the entire symposium was focused on “the centrality of engagement” to Kansas State University and keynote speakers included the Vice Provost for Outreach and Engagement at Michigan State, the Vice President for Engagement and Extension at Colorado State University, and the Associate Provost for Engagement at Texas Tech University.

In 2017, CECD introduced the Civic Engagement Fellows program. The Civic Engagement Fellows program is an invited professional development and peer-learning opportunity for faculty and staff from various disciplines interested in deliberative practices and community-engaged scholarship. The goals of the Civic Engagement Fellows program are to: (1) build a community of practice around community-engaged scholarship, (2) strengthen faculty and staffs’ understanding of and commitment to deliberation practices within community-engaged scholarship, (3) create faculty cohorts who address significant campus and community challenges and (4) become campus agents of change. We had nine Civic Engagement Fellows in 2017 and ten in 2018.

In 2012 and 2013, the Office of the Vice Provost for Undergraduate Studies in partnership with the Staley School of Leadership Studies (SSLS) and the Teaching and Learning Center hosted service-learning institutes. The faculty who attended were encouraged to use the workshop as an opportunity to design and develop high-impact service-learning curriculum for use in their courses. One K-State faculty reported: “The Service-Learning Institute raised the bar for Kansas State University. It called for more collaboration in our communities and more intentional co-created work. We are all teachers, and we are all students and if we work together we can build capacity for healthier communities.”

K-State’s Teaching and Learning Center hosts a New Faculty Institute each year. This institute is a university-wide program to introduce newly hired faculty to K-State missions of teaching, research and service. Each year new faculty are introduced to campus engagement through discussions of extension and faculty community-engaged scholarship.

K-State Research and Extension (KSRE) agents and specialists are continuously engaged in an ongoing process of programming and professional development. In 2012, KSRE Teams developed program focus teams to help extension educators better understand extension processes (including engagement) and determine appropriate professional development opportunities that assisted agents in acquiring expertise in an area of program focus. KSRE program focus teams work to identify basic knowledge and professional development opportunities for all agents who want to do

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programming in a particular subject area. KSRE provides nearly \$100,000 per year to support the program focus teams.

4.2

In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes		Yes
Facilitation of partnerships	Yes	Yes		Yes
Student teaching assistants	Yes	Yes		
Planning/design stipends				
Support for student transportation				
Eligibility for institutional awards	Yes	Yes		Yes
Inclusion of community engagement in evaluation criteria				
Program grants	Yes	Yes		Yes
Participation on campus councils or committees related to community engagement	Yes			Yes
Research, conference, or travel support	Yes	Yes		Yes
Other				

G.2.1 If Yes to "Other": Please describe other support or services:

--empty--

Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

Yes

5.1.a Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

While there are not institution-wide search/recruitment policies to encourage the hiring of faculty with expertise and commitment to community engagement, various departments have searched for faculty with such commitment. The Staley School of Leadership Studies (SSLS); the Department of Sociology, Anthropology, and Social Work; the Department of Communication Studies; and the Department of Landscape Architecture/Regional and Community Planning have all specifically

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searched for faculty with a commitment to and expertise in community-engaged practices. They have created position descriptions that explicitly call for candidates with expertise in community engagement. In each of these instances, staff from the Center for Engagement and Community Development (CECD) have either served on search committees or been part of interview teams for these faculty positions. The new Ph.D. in Leadership Communication is explicitly grounded in community-engaged practices and all their faculty are committed to those epistemologies and methodologies.

From CECD:

"The successful candidate will be expected to conduct some form of community-engaged scholarship around the food system. Community-engaged scholarship (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community-engaged scholarship) represents the view that one's research and/or outreach is characterized by scholarly work tied to that individual's expertise, is for the benefit of some external community, is publically accessible and shared with community stakeholders, and reflects the mission of the institution of higher learning. Specifically, we expect the individual hired into this position to conduct collaborative research and/or outreach in partnership with university staff and some external community or stakeholder for the benefit of the external community, CECD, and Kansas State University."

From the Department of Communication Studies:

"As a department concerned with communication as a tool to effect change locally, nationally, and globally, we seek an engaged scholar with a specialty in interpersonal and/or organizational communication and with strong skills in quantitative and/or qualitative research methods. The communication studies department houses a growing undergraduate program, masters in arts graduate program, and is one of three managing units for the Leadership Communication doctoral program, an interdisciplinary research degree grounded in community-engaged scholarship. One of the minimum requirements include: familiarity with and openness to community-engaged scholarship."

From SLS:

"The Staley School of Leadership Studies at Kansas State University in Manhattan, Kansas is seeking candidates for a nine-month, tenure track, assistant professor position with an emphasis in civic leadership. The position includes responsibilities for engaged teaching, engaged research and scholarly activity in one or more of the following areas: civic leadership, social innovation, ethical dimensions of leadership, cross-cultural leadership, nonprofit leadership, or leading change. The successful candidate for this position will teach courses in the leadership minor, advise undergraduate students, advance goals of the School's strategic plan, and support the mission of the Staley School of Leadership Studies through an active and engaged research program."

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

Policies for tenure and promotion are made at the departmental level. From the university handbook:

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"The responsibility for developing an annual evaluation system for faculty and unclassified professionals rests primarily with the department's/unit's faculty and unclassified professionals in consultation with the unit's administrative head and the dean concerned." <https://www.k-state.edu/provost/universityhb/fhxq.html>

So, there have been no institutional policy changes since Kansas State University's last classification. However, in 2015 K-State instituted a variety of professorial categories including: professor of practice, teaching professor, clinical professor, extension professor, and research professor. These professorial categories are not eligible for tenure. They are eligible for promotion through ranks of assistant, associate, and full professors. Extension professor and professor of practice provide opportunities for university advancement for faculty that likely have community engagement portfolios.

5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

Because of Kansas State University's decentralized administrative structure, institution-wide policies evaluating and rewarding community engagement do not exist. There are, however, a variety of efforts underway to influence and ultimately increase the number of departments that recognize and reward community engaged work. Staff from the Center for Engagement and Community Development (CECD) have participated in K-State's New Faculty Institute and advocated for the need for departmental Tenure and Promotion (T&P) documents recognizing community engaged scholarship. Additionally, CECD staff has used the Civic Engagement Fellows professional development sessions as an opportunity to advocate for departments to strengthen their commitment to community engagement through their T&P policies. CECD staff have also attended individual departmental meetings and also attended departmental tenure and promotion committees and urged more community engagement friendly T&P policies. Finally, CECD has used the process of applying for the Carnegie "community engaged university" designation as an opportunity to advocate for the need to strengthen T&P documents across the university.

5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

No

5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

N/A

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

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5.5 a Community engagement is rewarded as a form of teaching

No

5.5 a Teaching

Provide link or descriptive text

--empty--

5.5 b Community engagement is rewarded as a form of research

No

5.5 b Research

Provide link or descriptive text

--empty--

5.5 c Community engagement is rewarded as a form of service

No

5.5 c Service

Provide link or descriptive text

--empty--

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

Yes

5.5.2 a

Provide link or descriptive text

The following text is from the annual evaluation / tenure and promotion document from the Staley School of Leadership Studies (SSLS). <https://www.k-state.edu/provost/deptdocs/edu/edu/edleaddeptdoc.pdf>

"The faculty in SSLS therefore delineate below an annual evaluation policy based on Scholarship, Teaching, and Service. These categories can be understood as distinct, and also integrated, as demonstrated through forms of community-engaged scholarship."

5.5.2 b Community engagement is rewarded as a form of research

Yes

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5.5.2 b

Provide link or descriptive text

The following text is from the annual evaluation / tenure and promotion document from the Staley School of Leadership Studies (SSLS). <https://www.k-state.edu/provost/deptdocs/edu/edu/edleaddeptdoc.pdf>

"The faculty in SSLS therefore delineate below an annual evaluation policy based on Scholarship, Teaching, and Service. These categories can be understood as distinct, and also integrated, as demonstrated through forms of community-engaged scholarship.

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."

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c

Provide link or descriptive text

The following text is from the annual evaluation / tenure and promotion document from the Staley School of Leadership Studies (SSLS). <https://www.k-state.edu/provost/deptdocs/edu/edu/edleaddeptdoc.pdf>

"The faculty in SSLS therefore delineate below an annual evaluation policy based on Scholarship, Teaching, and Service. These categories can be understood as distinct, and also integrated, as demonstrated through forms of community-engaged scholarship."

5.5.3 Department

5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

5.5.3 a

Provide link or descriptive text

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."

5.5.3 b Community engagement is rewarded as a form of research

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Yes

5.5.3 b

Provide link or descriptive text

From the Department of Geology:

"While not all research will produce immediate tangible results, we anticipate that, on a regular basis, the typical faculty member will be involved in engagement with the public and private sectors and distribution of materials that will increase the wider impact of the research."

5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c

Provide link or descriptive text

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."

5.5

Provide narrative describing the implementation of these policies and processes:

Policies for tenure and promotion are made at the departmental level. From the university handbook:

"The responsibility for developing an annual evaluation system for faculty and unclassified professionals rests primarily with the department's/unit's faculty and unclassified professionals in consultation with the unit's administrative head and the dean concerned." <https://www.k-state.edu/provost/universityhb/fhxq.html>.

Each department's evaluation document is good for five years at which time the department reviews and modifies the policy and the approval process repeats. Different departments are on different five-year clocks so that every year, some departments are reviewing and adjusting their policies.

5.6

If there are **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

Nearly all promotion policies that reward faculty scholarly activity for using community-engaged approaches and methods are directed at full-time, tenured or tenure-track faculty. At Kansas State University, community-engaged work does not seem to fall on non-tenure track or part-time staff. Published evaluation documents do not seem to make a distinction between tenure track and non-tenure track faculty.

The vast majority of the departments that reference engagement with external communities in their evaluation documents reference this work under the "service" category. There are a few that connect community-engaged work with research and even fewer that discuss community-engaged work within teaching categories. There are some departments that connect community engagement to K-State's mission statement and a few that link their engagement discussion within the context of K-State's most recent strategic plan - K-State 2025. There are also a few departments that reference the definition of engagement in their evaluation documents.

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5.7

List the colleges/schools and/or departments.

Departments:

Agricultural Economics (evaluation document linked to Kansas State University's mission statement)
Agronomy (evaluation document linked to extension and collaborative program development)
Communication and Agricultural Education (service)
Grain Science (evaluation document linked to K-State strategic plan and theme of Engagement)
Architecture (scholarly and creative endeavor; service)
Landscape Architecture / Regional and Community Planning (scholarship of engagement; service; teaching)
Interior Architecture (scholarship; service)
American Ethnic Studies (public service)
Art (service)
Communication Studies (research; service)
Geography (service)
Geology (research; service)
Math (service)
Political Science (service)
Gender (public service)
Journalism and Mass Communications (service)
Leadership Studies (research; teaching; service)
Architectural Engineering / Construction Science (service)
Civil Engineering (service)
Electrical Engineering (service)
Apparel, Textiles, and Interior Design (evaluation document linked to K-State engagement mission)
Family Studies / Human Services (research; service)
Food, Nutrition, Dietetics, and Health (service)
Kinesiology (service)
Hospitality Management (service)
K-State Polytechnic, Integrated Studies (service)
Diagnostic Medicine (service)
Clinical Services (service)
Anatomy / Physiology (service)
K-State Olathe, School of Applied and Integrated Studies (research, teaching, service)
K-State Libraries (service)

5.8

What percent of total colleges/schools and/or departments at the institution is represented by the list above?

52%

5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

From the Department of Communication Studies (research):

"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

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societally relevant knowledge that is generated in collaboration with, communicated to, and validated by peers in academe and the community.”

From the Department of Integrated Studies on the K-State Polytechnic Campus (service):

“Engaging 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 Landscape Architecture/Regional and Community Planning (teaching):

"Faculty should engage in class or studio projects where students engage with the community or key stakeholders in hands-on service-learning."

5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

N/A

Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term “community-engaged courses” to denote academically based community-engaged courses. Your campus may use another term such as service-learning, academic service learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

When Kansas State University applied to the Carnegie Foundation for the community-engaged classification in 2010, the

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university had no common or agreed upon definition of service-learning.

In 2012, the Vice Provost for Undergraduate Studies at Kansas State University convened a Service-Learning Task Force to explore the nature and status of service-learning at the university. Out of that task-force came a university definition for service-learning, the Staley School of Leadership Studies in concert with Kansas State University defines service-learning as:

"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.

"Service-learning powerfully advances the mission of Kansas State University by contributing to the development of a 'highly skilled and educated citizenry' and by working to improve 'the quality of life and standard of living of those we serve.' It fosters interdisciplinary collaboration, multicultural competencies, and engaged research. It teaches teamwork and civic responsibility, preparing students for their careers and active engagement with diverse communities."

A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

There is no central unit at Kansas State University that identifies, reviews, and/or approves community-engaged courses. This issue of a central administrative unit organizing, advocating for, and facilitating community-engaged courses has been debated for many years. Kansas State University celebrates its decentralized nature. K-State also constantly deals with a scarcity of resources and many priorities competing for those limited resources. Consequently, developing and approving community-engaged courses happens at the individual unit level. The unit most invested in community-engaged courses is the Staley School of Leadership Studies. The following outlines their process:

"The process of creating and approving service-learning courses in the Staley School of Leadership Studies occurs via the curriculum review process. The curriculum committee works with teaching teams to identify the pedagogical approach as community-engaged based on the learning goals, curriculum, and pedagogy. This happens annually through faculty meetings and course and curriculum review. This process exists in our undergraduate curriculum and in our doctoral course work."

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
- data based on undergraduate FTE
- Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
72	(57 in 2010). Chg +15	1.5%	0%. Same percentage as original classification
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
35	(28 in 2010). Chg +7	57.3%	+21.9%
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
49	79	3.4%	-2.7%
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
N/A			
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
N/A			
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
N/A			
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
1,808	(3,417 in 2010). Chg -1,609	8.7%	-5.7%

1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

Kansas State University has made a commitment to benchmark engagement activity - research, teaching and/or service community engagement - every other year via a tool called the Engagement Benchmarking Tool (EBT). The EBT asks if faculty use a service-learning pedagogy and if they answer yes, they are asked which of their courses use service-learning and how students were involved in the class. We don't collect data regarding faculty status. Anecdotal evidence from interviews indicate that tenured and non-tenured faculty of all ranks use a service-learning pedagogy. There appear to be very few part-time faculty using this pedagogy. Additionally, the Carnegie application from 2010 did not collect or track

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data regarding the status of those faculty employing a service-learning pedagogy. The EBT is administered through the Center for Engagement and Community Development (CECD) with the survey assistance of the Office of Planning and Analysis. A campus report is provided. Additionally, individual colleges and departments often request data specific to their unit. The Office of Planning and Analysis and CECD work together to produce those unit reports.

As a voluntary, self-report instrument, the EBT varies in response rate and in who completes the survey. For example, the 2015 EBT report shows a fewer number of service-learning classes representing a fewer number of departments, but reporting a larger number of students participating in service-learning courses. <https://www.k-state.edu/cecd/>

1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

Prior to 2004, the only assessment activities for institutional outcomes were indirect measures including the Senior Survey and Alumni Survey. Direct measures of assessment began after challenges from a Higher Learning Commission accreditation report. Written Communication and Critical Thinking began to be assessed using the Collegiate Assessment of Academic Proficiency (CAAP). Data was collected using the CAAP until 2008 when the institution switched to the Collegiate Learning Assessment (CLA). In 2006, the institution began aligning program learning outcomes to institutional outcomes to provide direct evidence of learning transfer into the context of disciplinary application. It soon became clear that there was little meaning in the data from the CAAP and the CLA since both are given to seniors in their final semester of coursework on a volunteer basis and the assessments were not connected to instruction or direct learning expectations. Program learning outcomes began using adapted American Association of Colleges & Universities (AAC&U) VALUE Rubrics in 2010 providing a standardized scale across program-based learning outcome assessments. The Office of Assessment began focusing annual professional development on assessment practices for Written Communication (2011 & 2012); Oral Communication (2013); Critical Thinking (2014); Diversity (2015-2016); Critical Thinking (2018); Diversity (2019). Kansas State University began bringing speakers from the institution as well as external experts to share effective practice in assessing learning. The institutional undergraduate outcomes (Knowledge; Critical Thinking; Communication; Diversity; Professional Integrity) are currently assessing within programs to identify degree-completion competence as defined by the program's curriculum standards in each disciplinary context. Each program benchmarks achievement in the categories of Exceeds expectations; Meets expectations; Developing toward expectations; Does not meet minimum expectations enabling the institution to identify the extent to which students across the institution meet achievement expectations. Since programs are expected to identify appropriate assessment tasks for program completion, many programs collect information from senior-level projects and internships when appropriate. Community engagement, service-learning, and co-curricular learning are often components of program assessment processes when achievement data can be collected and disaggregated by criteria. The institution is currently in the process of updating the assessment for all student life units to reflect that institution's strategic plan.

2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

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Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>One of the strategic goals of Kansas State University's latest strategic plan – K-State 2025 – is strengthening the undergraduate educational experience. One of the primary benchmarks for this strategic goal is to increase the percentage of students engaged in research. This goal acknowledges the importance of discovery, application, faculty mentoring, active learning, and student creativity.</p> <p>The Office of Undergraduate Research and Creative Inquiry (OURCI) was established in 2014 to address this goal and is an explicit action illustrating that K-State is committed to promote undergraduate research and creative inquiry for the high-impact learning and inspiring enrichment it provides.</p> <p>OURCI is dedicated to the expansion of undergraduate research opportunities at K-State. The office serves an interdisciplinary community of researchers and encourages undergraduate students and faculty to realize research's value early in a student's academic career. The office raises the visibility of K-State's strong commitment to excellence in inquiry, investigation and discovery of new knowledge and creative endeavors.</p> <p>OURCI broadens the awareness of research across all university disciplines - from Science, Technology, Engineering & Math (STEM) disciplines to the humanities and the arts – and supports a variety of research methodologies. Undergraduate research and creative inquiry are defined as scholarly, collaborative, authentic, original work or an assessment from a new point of view conducted by a student or group of students within a mentored environment. The projects involve inquiry, design, investigation, research, scholarship, discovery, application, writing and/or performance to a greater or lesser degree depending on the discipline. The undergraduate research projects are publically disseminated through a variety of venues including: university seminars, an undergraduate research poster and conference presentations, performances, exhibitions and/or publications.</p> <p>A unique quality of K-State's new OURCI is that it incorporates and expands upon the Developing Scholars and the Edgerley-Franklin Urban Leadership Scholarship Programs, both highly successful efforts to promote research and engaged learning opportunities for talented high-potential students from underrepresented, first-generation, and low-income communities.</p>
Web Link (if available)	https://www.k-state.edu/undergradresearch/

Curricular Activity: 3.1 Student Leadership Courses

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Staley School of Leadership Studies (SSLS) has integrated community engagement throughout their curriculum. This focus on community engagement has always been part of their curriculum, but three significant events accelerated and deepened this focus. In 2011, K-State 2025 – the latest university strategic plan – was launched with one of the strategic themes as “Engagement, Extension, Outreach, and Service.” The director of the SSLS was on the task force that developed this engagement-focused strategic theme. In 2013, the SSLS launched their own strategic plan which integrated their efforts with the overall Kansas State University strategic plan. In SSLS’s strategic plan, they articulated several goals, but two specifically address issues of community engagement. One goal was to “build capacity to innovate and sustain efforts to promote leadership development through interdisciplinary collaboration, engaged teaching and learning, civic engagement, and recruitment and retention of students.” A second relevant goal was to: “create and advance opportunities for enhanced civic engagement, service-learning, and leadership development that mutually benefits student learning and community interests.” The third event that facilitated the SSLS’s deep commitment to community-engaged work was workshops conducted by Patty Clayton in 2013. Her training served as a catalyst for changing the way the 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 issues being studied.</p> <p>From these transformative events, many things happened. The SSLS developed a closer collaboration with the Kansas Leadership Center (KLC) located in Wichita, Kansas. Through KLC, Dr. Tim Steffensmeier joined SSLS faculty as director of research and lead advisor for Leadership Communication Ph.D. In 2014, in collaboration with the Points of Light Foundation, the school launched a certificate in community-engaged leadership. Additionally, their model of service-learning was transformed and put into practice in all their classes, but especially in their “Introduction to Leadership Concepts” (LEAD 212) which enrolls one in four freshman every year. SSLS also introduced two upper-level undergraduate courses focused on community-engaged leadership including “Foundations of Community-Engaged Leadership” (LEAD 510) and “Approaches to Community-Engaged Leadership” (Lead 520).</p> <p>Finally, it is important to recognize the newest Ph.D. at K-State and that is the doctorate in Leadership Communication initiated and launch by the SSLS and the Departments of Communication Studies and Communications and Agricultural Education. The Leadership Communication doctoral program was approved by the Kansas Board of Regents and launched in the fall of 2018 and is an interdisciplinary research degree. This Doctor of Philosophy degree is rooted in leadership practices and communication processes that can be used to make progress on the most difficult challenges of our times. Coursework and research for this Ph.D. is grounded in community-engaged scholarship.</p>
Web Link (if available)	https://www.k-state.edu/leadership/

Curricular Activity: 4.1 Internships/Co-ops

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Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	There is no institution-wide requirement for community engagement regarding internships. Many departments either require or encourage their students to take advantage of the variety of experiential learning opportunities afforded by Kansas State University that could possibly include a community engagement component. For example, several departments reference study abroad as an internship option. K-State's study abroad program has become more community-engaged since 2010. There is, however, just one college and one department that explicitly reference service-learning as an option for their internships. The College of Business and the Department of English both make mention of this community engagement learning mode in their description of their internship program.
Web Link (if available)	

Curricular Activity: 5.1 Study Abroad

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Since Kansas State University's 2010 classification, international study has become a more focused area of effort for the university. Internationalization of the campus is one of the "common elements" of K-State's strategic plan, K-State 2025 which was launched in 2011. So, while it is not one of the seven strategic themes, it is expected that efforts to internationalize student learning and faculty work is threaded throughout the seven themes.</p> <p>Some specific changes include: education abroad works more closely with faculty-led programs to evaluate syllabi to help insure international logistics are in place, that the course learning objectives match department and university student learning objectives. From this assistance with the education abroad office, K-State has seen an increase in international course submissions and there has been a higher success rate in international study abroad classes achieving enrollment requirements.</p> <p>Not only has there been an increase in proposed international courses, education abroad also has seen growth in student enrollment four of the past five years. In 2010 – our last classification – there were 518 students participating in education abroad. In 2017, there were 883 and in 2018, there were 812 students.</p> <p>Additionally, education abroad has worked with two international programs to create multi-department, multi-disciplinary international opportunities. The Global Citizenship CAT (Connecting Across Topics) Community is a year-long academic experience for first-year students at K-State. This international program explores what it means to be a global citizen and explore the ethical dimensions of intercultural experiences. In the fall term, students examine the social construction of cultures and how they help form our identities. In the spring, students prepare for and travel during spring break on a study tour to major cosmopolitan communities, where students engage with and reflect critically upon the people, history, culture, society, economy, and environment of those locations. In the second international program, Kansas State University in Italy offers K-State faculty and students the opportunity to engage in a variety of education abroad opportunities in Orvieto, Italy. K-State has rented space in Orvieto, Italy which serves as base of educational opportunities for students wishing to explore Italy through academic perspectives of architecture, design, leadership studies, food science, or engineering.</p>
Web Link (if available)	https://www.k-state.edu/abroad/

Curricular Activity: 6.1 Alternative Break tied to a course

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	We could find no examples of alternative breaks tied to a class where the service work was conducted during spring or winter break.
Web Link (if available)	

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

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Is Community Engagement integrated into this area?	
What has changed since the last classification?	
Web Link (if available)	

2.1.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum: 2.1 Core Course

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	There are only three classes required of all Kansas State University students: Composition I, Composition II, and Public Speaking. These have not changed since 2010 and there are no community engagement requirements embedded in these classes.
Web Link (if available)	

Curriculum: 3.1 General Education

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Is Community Engagement integrated into this area?	No
What has changed since the last classification?	There are no general education requirements at the institutional level that speak directly to community engagement. K-State 8 is a program that intends for students to explore the perspectives of disciplines beyond their major. Students are required to take courses – outside their major – that address eight different areas. Some speak toward engagement including: global issues and perspectives and human diversity within the United States. General education also appears as "general requirements" established by individual colleges. Some of the colleges speak generally to student engagement, others do not. The College of Human Ecology, for example, indicates they want their students to: understand roles and dynamics within family and other human systems, recognize and value diversity throughout the human experience, apply professional knowledge to improve the lives of people, and assume the responsibilities of citizenship. In general, however, community engagement has not been integrated into the curriculum through general education.
Web Link (if available)	

Curriculum: 4.1 First Year Experience Courses

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Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Kansas State University launched K-State First - K-State's first-year experience program in fall 2010. K-State First helps students transition from high school to college-level learning and college life. K-State First is guided by a philosophy that learning is social and students need to be engaged on campus and in community. Students who feel connected learn better than students who don't - it creates a sense of belonging. A sense of belonging fuels motivation, which is key to student success. K-State First has four programs:</p> <p>Guide to Personal Success (GPS) is a freshman mentoring program which pairs university professionals with students sharing similar interests. The mentor serves as a guide through the first semester. An indicator of student success is whether or not a first-year student connects with a faculty member. The goal of GPS is to encourage new students to connect with a K-State person, someone to consult when looking for answers. The mentoring program came into being after 2010.</p> <p>A second K-State First program is Common Book. Common Book strives to give new students something to talk about with others. Just as K-Staters bond around sports, books bond people as well. It is also an opportunity for students to understand that college is about books and learning and that college-educated people read, not just within their own field, but within a variety of fields. The Common Book program promotes community engagement, partnering with the public library and encouraging the community to read the book. Common Book also selects books that are socially engaged, raising tough issues. In 2019, the common book is "The Hate U Give", and the program partnered with the Riley County Police Department and the K-State Police Department. Common Book provided 600 students tickets to see the movie and, after viewing the movie, students engaged in conversation around issues raised in the book and movie. Overall, the Common Book provides opportunity to engage the K-State community and wider community together.</p> <p>The CAT (Connecting Across Topics) Communities - our learning community program - is the third program within K-State First. With CAT Communities, freshmen take a cluster of classes built around a common theme or interest. Learning communities could be around a career field, major, or student interest area like music or Harry Potter. The hope is that as small groups of students take the same classes, they bond with one another and with a faculty leader assigned to them. These residential communities launched after 2010. Additionally, a study abroad component has been added as an option to the learning communities.</p> <p>The fourth K-State First program is the First-Year Seminars program providing freshmen with the chance to take small classes taught using high-impact pedagogies. All first-year seminars carry general education credit and meet program of study requirements for most students. K-State First encourages service-learning as one of the high-impact practices and a number of seminars employ that pedagogy. All seminars are encouraged to use high-impact learning practices.</p>
Web Link (if available)	K-State First website: https://www.k-state.edu/first/

Curriculum: 5.1 Capstone (Senior Level Project)

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Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	There are no community-engagement institutional requirements for capstone courses at Kansas State University. Requirements and policies are made at the departmental level. As an example, the natural resources and environmental science secondary major uses their capstone course to present interdisciplinary research results in a public forum. Students in this secondary major often use community-engaged methods in their research. For example, in 2018, one of their students presented research on a "Citizen Science Water Quality Project for Marion County Lake" which was a community-engaged project.
Web Link (if available)	

Curriculum: 6.1 In the Majors

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	There are no community engagement institutional requirements for majors at Kansas State University.
Web Link (if available)	

Curriculum: 7.1 In Minors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>There is no institution-wide policy regarding community engagement and minors. All policies regarding minors is guided by local academic units and approved through curriculum committees up through Kansas Board of Regents approval. However, when talking about minors at Kansas State University, the minor that dwarfs all others in terms of numbers and commitment to community engagement is the leadership studies minor. The leadership studies minor has 812 students currently enrolled.</p> <p>The Staley School of Leadership Studies (SSLS) has integrated community engagement throughout their minor. This focus on community engagement has always been part of their curriculum, but three significant events accelerated and deepened this focus. In 2011, K-State 2025 – the latest university strategic plan – was launched with one of the strategic themes as “Engagement, Extension, Outreach, and Service.” The director of the SSLS was on the task force that developed this engagement-focused strategic theme. In 2013, the SSLS launched their own strategic plan which integrated their efforts with the overall K-State strategic plan. In SSLS’s strategic plan, they articulated several goals, but two specifically address issues of community engagement. One goal was to “build capacity to innovate and sustain efforts to promote leadership development through interdisciplinary collaboration, engaged teaching and learning, civic engagement, and recruitment and retention of students.” A second relevant goal was to: “create and advance opportunities for enhanced civic engagement, service-learning, and leadership development that mutually benefits student learning and community interests.” The third event that facilitated the SSLS’s deep commitment to community-engaged work was workshops conducted by Patty Clayton in 2013. Her training served as a catalyst for changing the way the 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 issues being studied.</p> <p>From these transformative events, many things happened. SSLS developed a closer collaboration with the Kansas Leadership Center (KLC) located in Wichita, Kansas. Through KLC, Dr. Tim Steffensmeier joined SSLS faculty as director of research and lead advisor for Leadership Communication Ph.D. In 2014, in collaboration with the Points of Light Foundation, the school launched a certificate in community-engaged leadership. Additionally, their model of service-learning was transformed and put into practice in all their classes, but especially in their “Introduction to Leadership Concepts” (LEAD 212) which enrolls one in four freshman every year. SSLS also introduced two upper-level undergraduate courses focused on community-engaged leadership including “Foundations of Community-Engaged Leadership” (LEAD 510) and “Approaches to Community-Engaged Leadership” (LEAD 520).</p> <p>International Teams is a service-learning program of interdisciplinary teams organized by the SSLS. Teams travel and live in communities around the world during the summer break and collaborate with international community partners to engage local community issues and challenges. Projects have focused on youth development, health, education, environmental and sustainability concerns. The International Teams are connected to the "Seminar in International Service-Learning" (LEAD 489).</p>
Web Link (if available)	https://www.k-state.edu/leadership/

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Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Leadership Communication doctoral program was approved by the Kansas Board of Regents and launched in the fall of 2018. The Leadership Communication Ph.D. program is an interdisciplinary research degree which includes faculty from the Departments of Communications Studies and Communications and Agricultural Education as well as the Staley School of Leadership Studies. The program is rooted in leadership practices and communication processes that can be used to make progress on the difficult challenges facing our communities and organizations. Through the study and practice of leading change, students produce original research that is grounded in community-engaged scholarship. Central to the curriculum of the Leadership Communication Ph.D. are community-engaged approaches to teaching, learning, and research. Core courses include work in the areas of foundations of leadership, communication theories and engagement, leadership communication, approaches to public/community engagement, and public problem-solving.</p> <p>The Master of Public Health (MPH) program enrolled its first students in fall 2003. The program was first accredited by the Council on Education for Public Health (CEPH) in June 2014, and as part of this structure, student projects included a field experience, whereby students were required to work with a public health agency for their practice project, and not an academically-based project. The program had a site visit in March 2019 for the second round of accreditation. The applied practical experience (APE) became a formal program requirement in fall 2018, and prior to that (2014 to 2018) most students conducted a field experience that included community engagement. MPH courses both teach and assess community engagement through 12 Public Health Foundational Objectives and 22 Public Health Foundational Competencies. The MPH program also has a community advisory board composed of non-academic public health professionals that helps ground the program in community-based learning.</p>
Web Link (if available)	https://www.k-state.edu/lead-comm/ https://www.k-state.edu/mphealth/

Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	
What has changed since the last classification?	
Web Link (if available)	

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2.2.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Since Kansas State University's last classification, many things have taken place to advance the university's curricular engagement. The year following our last classification, K-State First was launched (<https://www.k-state.edu/first/>). 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 have 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 to address undergraduate studies. This administrator was interested in high-impact learning pedagogies and advanced campus focus and work around service-learning. He emphasized, not only service-learning, but learning communities, and first-year seminars where students connected with campus and community. In 2012, this administrator convened a service-learning task force which resulted in a campus-wide definition of this pedagogy. In 2013, the Staley School of Leadership Studies (SSLS) brought Patty Clayton to campus to conduct workshops around curricular community engagement. From her work with K-State, SSLS organized two campus-wide service-learning institutes in 2013 and 2014 (<https://www.k-state.edu/leadership/appliedlearning/index.html>). Patty 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 working hard to understand issues from the perspectives of the external stakeholders. It is widely acknowledged that Patty Clayton's work deepened the campus commitment to community-based learning. At the graduate level, the Masters of Public Health (MPH) program (<https://www.k-state.edu/mphealth/>) became accredited by the Council on Education for Public Health (CEPH) 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. Finally, in 2018, the Leadership Communication Ph.D. (<https://www.k-state.edu/lead-comm/>) was approved by the Kansas Board of Regents. This Ph.D. is unique as faculty will teach courses from a community engagement epistemology, but also because all students will engage in community-based research, including their dissertations.

There are a few departments strongly committed to community-engaged learning. However, community-engaged learning needs to be more pervasive and more integrated into the K-State curriculum. Strategies to achieve this goal include continuing to work with colleges and departments to advocate for this learning pedagogy. Also, working with curriculum committees and the Office of the Registrar to incorporate community engagement tags on courses that use a community-engaged pedagogy. Additionally, more work needs to be done to recognize and reward faculty who use community engagement pedagogies. Departmental evaluation and tenure and promotion documents need to be modified to incorporate such recognition and reward.

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and

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connection to academic knowledge in the context of reciprocal, asset-based community partnerships.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	<p>There is also a co-curriculum component to the social entrepreneurship work at Kansas State University. Two years ago, the university organized an entrepreneurship club, which students join to understand more about entrepreneurship and innovation. This club is open to all K-State students. Some join based on interest in social entrepreneurship. The club brings in guest speakers, takes field trips, and participates in professional development workshops and then reflects on those activities. K-State's Center for the Advancement of Entrepreneurship also organizes and manages "K-State Launch," an entrepreneurial idea competition for K-State students with new business venture ideas. The competition is open to all K-State undergraduate and graduate students or teams from all majors. This event was also launched after K-State's original classification in 2010. Some competitors have been social entrepreneurs.</p>
Community service projects - outside of the campus	Yes	<p>There are numerous community service programs and projects occurring outside of the Kansas State University campus. This answer will focus on two "institutionalized" community service programs that are working internationally.</p> <p>As part of the Department of Food, Nutrition, Dietetics, and Health's (FNDH) K-State 2025 strategic plan, the faculty established goals around "increased undergraduate participation in expanded opportunities for meaningful engagement experiences" and "increased involvement in community-based research and outreach projects." One strategy the department used to pursue those engagement goals was to establish a community engagement program with health-related non-profits in Guatemala. The department has worked to institutionalize this community engagement program. The overall goal of this program was articulated in their strategic plan. They have used university dollars as well as grant dollars to support the program. They have dedicated faculty resources to the program, involving not only FNDH faculty, but college administrators as well. They are now recruiting not only FNDH students, but other K-State students and institutions.</p> <p>The FNDH Guatemala program officially launched in summer 2018. Students take a spring semester preparatory class learning about cultural awareness, intercultural communication, rural communities, and the country of Guatemala. They travel to Guatemala during their summer break, spending four to six weeks in the country working with local health, nutrition, and education non-governmental organizations. When students return, they complete a survey and engage in reflection exercises where they reflect on challenges they encountered, their greatest learnings, their disappointments, and advice for future students. The following is an excerpt from one of the reflection exercises: "The most rewarding part was knowing that I made an impact on people's lives. Actually getting to use the knowledge and skills I've been learning over the past three years of coursework was an experience I'll never take for granted, because I can't do that here in the U.S. as an undergraduate student. The whole six weeks was extremely eye-opening, and gaining a perspective of the world from another culture's way of life cannot be replaced."</p> <p>Additionally, there is the International Service Teams (IST) program. This program is a service-learning program of interdisciplinary student teams organized by the Staley School of Leadership Studies (SSLS). Student teams take a preparatory class each spring and then travel and live in communities around the world during the summer break and collaborate with international community partners to engage local community issues and</p>

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		<p>challenges. SSLS students in the IST program are working in South Africa, the Dominican Republic, the Gambia, Kenya, and Paraguay. Projects have focused on youth development, health, education, environmental and sustainability concerns. The International Teams are connected to the "Seminar in International Service-Learning" (LEAD 489). These international community service teams also engage in reflection exercises upon their return to campus.</p>
<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>There are a few units on campus that organize and carry out on-campus service projects. The athletic department, through their Student-Athlete Advisory Committee, organizes a number of on-campus, community service projects. Cats for Cans is a food collection project for Manhattan's local food pantry and Hygiene Hijack is a community service program to assist the campus food pantry.</p> <p>The largest and most robust community service organizer on campus is HandsOn K-State. HandsOn K-State promotes civic learning and leadership through meaningful volunteer and service opportunities between campus and community. HandsOn K-State strives to develop socially responsible citizens knowledgeably equipped for active participation. Annually, HandsOn K-State creates and implements specific days of service to heighten civic awareness. Each semester, HandsOn K-State hosts mobile food distribution in conjunction with Harvester's of Topeka, Kansas. The food distribution occurs in the parking lot of our football stadium and is completely student organized. Each mobile food distribution provides over 8,000 pounds of fresh produce to an average of 180 households, many of which are our university student households. HandsOn K-State organizes a Martin Luther King, Jr. Day of Service and mobilizes over 100 volunteers at anywhere from 10-20 sites on campus and in the Manhattan community. Another coordinated campus volunteer opportunity is Furniture Amnesty Day.</p> <p>HandsOn K-State is run solely by student coordinators. As the campus resource center for all service-minded people, these coordinators work with students, student groups, and campus organizations to discuss interests, assist in finding organizational contacts, and identifying any service-learning training needed to establish and execute volunteer opportunities. Furniture Amnesty Day is a campus and community-wide service event that encourages students and Manhattan residents to properly dispose of unwanted furniture, recycling it for others to use.</p>
<p>Alternative break - domestic</p>	<p>Yes</p>	<p>Alternative breaks are organized by the Staley School of Leadership Studies and is an opportunity for students to participate in an intensive service experience during their winter, spring, and/or weekend breaks. Kansas State University alternative breaks are all domestic and the experience is typically 5-7 days. Participants travel to communities around the Midwest where they work with local residents to learn how their host communities are addressing pressing social issues. Alternative breaks are typically one-time experiences that a student engages in off-campus, but does not repeat. Alternative breaks are open to K-State undergraduate, graduate, and international students.</p> <p>Alternative breakers will learn through service. They will be challenged to prepare, act, reflect, and evaluate their service experience. This approach to service tests the simple volunteer mindset and allows students to understand community impact and grow personally through service.</p> <p>In our case, undergraduate students both participate in the experiences and coordinate them. Coordinators support all program logistics, develop reflection and preparation work, and guide the process with support from our staff team. There are also site-leaders in the case of our community service and alternative breaks experiences. Site leaders serve as guides for the teams and provide logistics during the service. Alternative breaks website: https://www.k-state.edu/leadership/programs/serviceteams/altbreaks/</p>

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Alternative break - international	Yes	N/A
Student leadership	Yes	<p>There are several campus co-curricular student leadership programs that incorporate community engagement into their efforts. Two of these leadership programs exist within the Staley School of Leadership Studies (SSLS). The Cargill Fellows program launched in 2018 empowers Kansas State University students to exercise leadership in their communities and global workplaces. The Cargill Fellows are students in the Colleges of Agriculture, Business Administration, and Engineering that have an interest in professions that help nourish the world. Their exposure to and practice with such leadership skills as adapting to change, engaging in diverse environments, and critical thinking will cultivate professional competencies that will prepare them for participating as a productive citizen and for a successful launch into industry. The second leadership program housed in SSLS is the Snyder Leadership Legacy Fellows. The Snyder Leadership Legacy Fellows initiated in 2014 is a year-long program for students entering into their final year at Kansas State University. Up to 40 students are selected to participate in the program, which teaches them about leadership, exposes them to a variety of mentors and fosters their transition from student to professional, where they can put their leadership skills to use. The Snyder Fellows program extends to students the opportunity for personal and professional development based on Coach Bill Snyder's 16 goals for success. The ultimate goal of the program is to develop change agents on campus, in the community, throughout the state and beyond. The program strives to prepare students for the transition from college and for engagement as lifelong leaders.</p> <p>Two other campus-wide student leadership programs are Quest and Blue Key leadership honoraries. Quest is a student organization that works to develop freshmen into leaders by exposing them to leaders, mentors, and opportunities across campus and the community. Quest members are paired with mentors from Blue Key Senior Honorary. Under the leadership of Blue Key, Quest members get an inside look at K-State - attending special events, touring campus facilities, meeting student leaders, distinguished faculty and administrators and meeting together several times a month to build community. Quest members also give back through service opportunities in Manhattan, There is reflection in their monthly meetings. There is also a Blue Key chapter on campus that celebrates and honors upperclassmen. Like Quest, Blue Key also values service to the community, but it appears that there is not a strong community engagement orientation.</p>
Student internships	Yes	<p>As a co-curricular program, Kansas State University's Career Center coordinates student internships. The Career Center facilitates the career readiness of all students throughout the K-State community. In addition to coordinating student internships, the Career Center offers an extensive career library, free assessments for exploring major/careers, job search training, career advising, employer connections, and a staff dedicated to assisting students in the career development process. The internship program through the Career Center, however, is strictly for career exploration or increasing one's job readiness. The director of the Career Center indicated there is no expectation of reflection or formalized connection to one's academic preparation, or explicit reciprocity or mutual benefit.</p>
Work-study placements	Yes	<p>Academic Mentoring is a program activity of HandsOn K-State focused on the academic success of youth in the greater Manhattan community. Kansas State University students eligible for Federal Work-Study are placed in school and community-based classrooms/programs that promote and support teachers, staff, volunteers, and parents to, in turn, promote and support academic skills, family literacy, and positive youth development. Academic Mentors contribute 10 hours per week for a minimum of 25 weeks at 17 local schools and community organizations, serving over 2,000 children per</p>

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		year.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	N/A
Living-learning communities/residence hall/floor	Yes	<p>Started in the fall of 2010, K-State First is an integrated effort to create a positive university experience for first-year students at Kansas State University. The program provides new students with a transition to college-level learning and college life in four important ways: by fostering campus / community and feelings of belonging, by offering opportunities for diverse activities and interactions, by raising academic expectations through engagement and compassion, and by empowering students with a strong sense of personal responsibility and social agency. Bringing together exciting small classes taught by exceptional faculty with a vibrant student life experience, K-State First helps students establish the foundation for a successful college career.</p> <p>K-State First has several programs, but one is a learning community program called CAT Communities. "Connecting Across Topics", or CAT, Communities are a set of learning communities specifically designed for first-year students. As students enroll, they have the option of joining CAT Communities – both residential and non-residential – designed around student interests. In CAT Communities, students live near one another (if they live in the residence halls) and take a cluster of three classes together. These learning communities provide a faculty mentor and an upper-level undergraduate learning assistant who shares the students' interests. Faculty that teach courses as part of the CAT Communities are strongly encouraged to use impact learning pedagogies including service-learning.</p> <p>The CAT Communities not only take classes with one another, they also share co-curricular experiences. For example, one CAT Community is called Spanish in Action. They studied Spanish and leadership studies in the fall and, over the break, they went to Costa Rica and offered assistance to a local school – everything from teaching kids to painting to helping fix up the school to exercising Spanish / English language skills.</p> <p>The CAT Communities have evolved over its 10-year existence. They were originally learning communities, but not residential learning communities. Study abroad experiences were added to the program. The CAT Communities introduced peer mentors, so that now the upper-level undergraduate students live in the same resident halls as other members of the CAT Community. When first launched, there were two CAT Communities and as of spring 2019, there are 35 CAT Communities involving over 700 first-year students. K-State First website: https://www.k-state.edu/first/</p>
Student teaching assistants	Yes	<p>The Staley School of Leadership Studies (SSLS) uses undergraduate student teaching assistants – called Class Leaders – to help teach the large lecture sections of the "Introduction to Leadership Concepts" (LEAD 212) class. There is a Class Leader for approximately every 12 freshmen students in the class. The Class Leaders are asked to facilitate small group discussions, lead active-learning exercises, create a learning community with their students and perform administrative functions (such as grading, attendance, etc). These Class Leaders are upper classmen and serve as a bridge between students and instructors - they are motivated to help first semester freshmen learn the academic discipline of leadership and adjust to the Kansas State University campus community. These Class Leaders participate in training seminars, retreats, and reflections</p>

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		for their work with LEAD 212.
Athletics	Yes	<p>The Kansas State University Athletic Department is guided by a set of values that includes a commitment to community engagement. Their value statement reads:</p> <p>“At K-State, we are 'Family.' Our bond envelops our students, coaches, staff, alumni, donors and fans. The connection is constant, as we are linked from the time we are together on campus and always thereafter. We strive to recruit students, coaches and administrators who are of the highest moral CHARACTER. We embrace DIVERSITY, push INNOVATION, and seek EXCELLENCE while emphasizing the significance of acting with HONESTY and INTEGRITY. A K-Stater understands that COLLABORATION, community ENGAGEMENT and HARD WORK lead to perseverance and success throughout life.”</p> <p>One of the primary ways the K-State Athletic Department pursues community engagement is through their Student-Athlete Advisory Committee (SAAC). This committee is composed of student representatives from all sports and their mission is to provide opportunities to enhance the K-State student-athlete experience through campus/community engagement, academics, athletics, and personal development. The SAAC promotes, sponsors, organizes, plans, executes, and reviews all community service events and initiatives. SAAC ensures that the community service done through athletics is meaningful and has an impact on the student-athletes and the community that they serve. Student-athletes perform a variety of community outreach initiatives including Cats Across Continents where they work in partnership with a rural community in the Dominican Republic to build a sports court alongside a local sports non-governmental organization. Another program is “Cats in the Classroom” where student-athletes work with local schools to help elementary school children read, interact, and play. In preparation of these and their other outreach programs, the athletic department brings in speakers to contextualize the work and talk about its importance to the community and to the athletes. In 2018, nearly 500 student-athletes participated in one of the athletic department outreach programs.</p>
Greek Life	Yes	<p>The Greek system at Kansas State University has historically performed quite a lot of community service. It has been, however, in the mode of community service, not community engagement. As we have worked through the Carnegie application process, we have communicated with the leadership and staff advisor of the Greek system and communicated with them about the community engagement orientation. They have agreed to try and move more toward this engaged orientation.</p>
Other (please specify)	No	

B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

As of 2017, Kansas State University students do have access to K-State 360, which functions as a co-curricular engagement tracking system that can serve as a record of community engagement. The goal and mission of K-State 360 is to have students career ready through engagement. Whether that is completely engaged on campus or in the community, K-State 360 seeks to enhance undergraduate student career development and prepare them for being an engaged citizen once they leave K-State.

Events on-campus and in the community are identified and tagged as exploring one of six competency areas: career development, communication, problem-solving, leadership, diversity, or teamwork. These

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competency areas can be enhanced through participation in high-impact learning practices including: education abroad, mentorship, service-learning, undergraduate research, community-based learning, and employment.

Campus and community engagement events are tracked online as to the competency areas they address and if it is connected to a high-impact learning practice. As each student participates in these events or practices, that students develop a K-State 360 profile. This profile indicates the number of events completed, how many badges, how many competencies, and how many high-impact learning practices each student completed. Students may ultimately become K-State 360 certified. This is essentially completing the program and is a record that says the student completed all competencies, participated in at least two high-impact practices and they've completed a resume, cover letter, and practice interview with an alum in their particular field of study. An official K-State 360 record can be downloaded and attached to one's transcript or resume.

As of spring 2019, 3,946 undergraduate K-State students are registered with K-State 360 and participation numbers increase each month. The K-State 360 website is: <https://360.k-state.edu/>

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

N/A

B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Over the past 10 years, Kansas State University has integrated student leadership into much of the university's community engagement. Students are involved in organizing, managing, and executing several important community service programs on campus. Students also sit on advisory boards of important campus-engaged initiatives. Student program coordinators are responsible for coordinating and leading engagement programs offered at the Staley School of the Leadership Studies (SSLS). These programs include: HandsOn K-State, a resource center and clearinghouse for community service and volunteer opportunities; K-State's International Student Teams (IST) program, a service-learning program of interdisciplinary teams of K-State students; Academic Mentor Student Program, a mentoring program focused on the academic success of youth in the greater Manhattan community; and Alternative Breaks, a program for students to participate in intensive service opportunities during their winter, spring, and weekend breaks. Upper-level undergraduates also serve as Class Leaders in "Introduction to Leadership Concepts" (LEAD 212). These students help teach the class as well as help organize service-learning work around food insecurity in Manhattan and across the region.

Undergraduate students sit on the advisory board of the Cats' Cupboard, K-State's campus food pantry, and conduct much of the work for this food access initiative. K-State's First CAT (Connecting Across Topics) Communities utilize upper-level undergraduate students as mentors to their learning communities. Manhattan Good Neighbors (MGN) is a student-run program designed to foster

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improved engagement with neighborhoods surrounding the K-State campus. All these examples have evolved since K-State's last classification. We have realized the skill, energy and excitement students bring to community engagement, and we also understand there is real educational value for students to be in such leadership positions emphasizing community-engaged work.

SSLS annually hosts "Celebrating Service and Leadership" which recognizes outstanding students and campus and community partners. This event honors those that have demonstrated exceptional service, leadership, and civic engagement at K-State, in the Manhattan community, and beyond. Specifically, they provide awards for "Outstanding Civic Engagement," "Outstanding LEAD 212 Class Leader," "Volunteer and Service," and "Community Leadership."

B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

For many years, students and faculty in the Staley School of Leadership Studies (SSLS) have been involved with the issue of hunger. "Introduction Leadership Concepts" (LEAD 212) has mobilized over 750 students each fall to collect canned goods for Manhattan's local food pantry. HandsOn K-State regularly collaborates with Harvesters on mobile food distributions, and a SSLS nonprofit class delivers meals to seniors in the area through a local Friendship Meals program. For several years, however, the hunger issue was addressed through a community service model.

Following work with Patty Clayton in 2013, SSLS moved from their community service oriented focus on hunger to a service-learning model to address hunger and food insecurity. SSLS redesigned their LEAD 212 to deepen their understanding of and commitment to a well-defined service-learning model. The school moved from a PARE model (Preparation, Action, Reflection, Evaluation) to an appreciative inquiry model for community engagement. The school had a recognition that their service-learning work wasn't as deep or nuanced as it could have been, in terms of helping students recognize equity and justice issues connected to the social issues they were addressing through service-learning.

Post 2013, students became more focused on learning about food insecurity at a deeper level. They explored structural issues of poverty, local, state, and federal policies impacting one's ability to access food, as well as cultural norms surrounding poverty. Faculty wanted students to explore hunger in places beyond Manhattan, so they asked students to examine hunger and food insecurity where they grew up, where they went to high school, and where they lived outside of Manhattan. Students would research issues of hunger and food insecurity in their hometowns, bringing that information to their learning communities creating a snapshot of not just food insecurity in Manhattan, but across Kansas and around the country. Students in LEAD 212 spent more time with the food pantry, understanding the needs of local residents who utilized the pantry. They worked more extensively with the pantry, more clearly understanding the types of food needed and when food was most needed. They assisted the pantry in collecting, organizing, shelving, and then distributing the food. Upper level SSLS courses also used food insecurity as the issue to address through service-learning in their courses. In 2014, students in those upper-level SSLS courses visited with individuals utilizing the local food pantry. After visiting with mothers, caretakers, life-long learners and others, the students realized these individuals

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wanted to tell their stories, and they wanted people to listen. The students recorded the stories and translated them into a publication called “The Facing Project.”

C. Professional Activity and Scholarship

C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track. Also, describe how this scholarship has been supported since your last classification.

The following five examples represent scholarship produced by faculty from all ranks – instructor through university distinguished professor. It also represents both tenure-track and non-tenure track faculty. Scholarly activity is generally supported in one of two ways. Either research is supported within the faculty’s departmental assignment or their research is supported by some funding external to their department. Most often this funding comes from sources outside the university. However, there are some internal funding streams that support engaged scholarship. Two examples include Engagement Incentive Grants from the Center for Engagement and Community Development and also funding from the Vice President for Research’s office – Faculty Development Awards and University Small Research Grants.

Bauer, T., Kniffin, L. E., & Priest, K. L. (2015). The future of service-learning and community engagement: Asset-based approaches and student learning in first-year courses. *Michigan Journal of Community Service Learning*, 22(1), 89–92.

Courbou, A., Kanost, L., & Yates, M. (2016). Preparing students for an international sojourn: Classroom-based models. Presented at the Kansas International Educators Conference, Overland Park, Kansas.

Kingery-Page, K. (In Press). Local participation and lived experience: Dialogue and deliberation through participatory processes in landscape architecture. In T. J. Shaffer & N. V. Longo (Eds.), *Discussing Democracy: A Primer on Dialogue and Deliberation in Higher Education*. Sterling, VA: Stylus Publishers.

Kliewer, B. W., & Priest, K. L. (2016). Creating the conditions for political engagement: A narrative approach for community-engaged scholarship and civic leadership development. In K. M. Soria & T. D. Mitchell (Eds.), *Civic Engagement and Community Service at Research Universities: Engaging Undergraduates for Social Justice, Social Change and Responsible Citizenship* (pp. 47–62). London: Plagrove Macmillan.

Priest, K. L., Saucier, D. A., & Eiselein, G. (2016). Exploring students’ experiences in first-year learning communities from a situated learning perspective. *International Journal of Teaching and Learning in Higher Education*, 28(3), 361–371.

C.2.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty

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scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

Kansas State University's Beach Museum of Art Staff Collaborating with Regional Art Institutions:

Fowler, S., Kaneko, M., (Art History Professors at University of Kansas), Wang, A. J., (Curator at the Beach Museum of Art). Voices: Art linking Asia and the West. Exhibited at the Beach Museum of Art, Manhattan, KS December 2018 – December 2019.

*A collaborative project among regional art institutions, initiated by Linda Duke and Aileen June Wang at K-State's Marianna Kistler Beach Museum of Art. The project was inspired by the Silk Road, a network of trade routes established in the second century BCE, which linked Asia with the Mediterranean, Africa, and Europe by land and sea. Project partners include the University of Kansas' Kress Foundation Department of Art History and the Spencer Museum of Art, the Mulvane Art Museum at Washburn University, the Birger Sandzén Memorial Gallery (a community-based museum in Lindsborg, Kansas), and the Ulrich Museum of Art at Wichita State University. The institutions aimed to offer a contemporary interpretation of the Silk Road, creating a knowledge corridor through Kansas, in which people could learn about how exchanges between Asian countries and the United States continue today.

Staley School of Leadership Studies Collaborating with Kansas Leadership Center Consultants:

Chrislip, D., Gott, T., Kanoute, S., & Steffensmeier, T. (2018). Leadership development in the civic arena: Measuring progress in Senegal, Israel, and Kansas. Presented at the International Leadership Association Conference, West Palm Beach, Florida.

*David Chrislip is a principal and co-founder of Skillful Means, a visioning and strategic planning firm based in Colorado and serves as a consultant for the Kansas Leadership Center.

K-State PowerCat Financial Faculty Collaborating with Professionals in Financial Planning:

Britt, S. L., Canale, A., Fernatt, F., Stutz, K., & Tibbetts, R. (2015). Financial stress and financial counseling: Helping college students. *Journal of Financial Counseling and Planning*, 26(2), 172–186.

*Fred Fernatt is president of Creative Transitions Strategies; Racquel Heath Tibbetts is a Vice President and the Senior Financial Planner for Key Private Bank in the New England Region.

College of Architecture, Planning, and Design Faculty Collaborating with Flint Hills Wellness Coalition:

Kingery-Page, K., Schenck-Hamlin, D., Irwin, B., & Prudenti, R. (2019, March). Revealing the story(stories) of housing in a public dialogue. Presented at the Council of Educators in Landscape Architecture, Sacramento, CA.

*Brandon Irwin is a community liaison with the Flint Hills Wellness Coalition.

Department of Food, Nutrition, Dietetics, and Health Collaborating with Project Concern International:

Delimont, N. M., Chanadang, S., Joseph, M. V., Rockler B. E., Guo, Q., Regier, G. K., Mulford, M. R., Kayanda, R., Range, M., Mziray, Z., Jonas, A., Mugyabuso, J., Msuya, W., Lilja, N. K., Procter, S. B., Chambers, I. V. E., Alavi, S., Lindshield, B. (2017). The MFFAPP Tanzania efficacy study protocol: Newly formulated, extruded, fortified blended foods for food aid. *Curr Dev Nutr*, 1(5) e000315; DOI: <https://doi.org/10.3945/cdn.116.000315>

*Michael Mulford, Joseph Mugyabuso, R. Kayanda, and Wences Msuya are staff with Project Concern International (PCI), an non-governmental organization working to feed children in Tanzania.

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C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

The following five examples represent scholarship produced or co-produced by professional staff. Scholarly activity is generally supported in one of two ways. Either research is supported by staff's home department or their research is supported by some funding external to their unit. Most often this funding comes from sources outside the university. However, Engagement Incentive Grants from Kansas State University's Center for Engagement and Community Development are also available to support this research.

Gott, T., Bauer, T., & Long, K. (In Press). Student Leadership Today, Professional Employment Tomorrow. *New Directions of Student Leadership*.

*Kait Long is Project Administrator for the Staley School of Leadership Studies.

Kaus, J. (2018, July). Unlocking the Secrets to an A+ Training Program for Peer Educators. Presented at the Higher Education Financial Wellness Summit, Portland, OR.

*Jodi Kaus is Associate Director of K-State's Powercat Financial.

Priest, K. L., & Youngblood, R. J. (*) (2018). Advancing leadership education through community-engaged scholarship. Presented at the Association of Leadership Educators Conference, Chicago, IL.

*R.J. Youngblood is Assistant Director of K-State's Academic Achievement Center.

Schenck-Hamlin, D., & Kingery-Page, K. (2018, November). Creativity, Complexity, & Comprehension: How do we address affordable housing? Presented at the National Coalition for Dialogue and Deliberation Annual Conference, Denver, CO.

Donna Schenck-Hamlin is Program/Project Manager for the Center for Engagement and Community Development.

Vaughan, M. (2019, February). Becoming Dumbledore's Army: Academic and Social Engagement in Living-Learning Communities. Presented at the Southwest Popular/American Culture Association Conference, Albuquerque, NM.

*Mariya Vaughan is Assistant Director of K-State First.

D. Community Engagement and other Institutional Initiatives

6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's **diversity and inclusion** goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

Diversity and inclusion are preeminent goals of Kansas State University. Diversity is not only one of the eight "common elements" that underlie the K-State 2025 vision and goals, but it is also a value K-State embraces as an institution, as seen in our mission and principles of community.

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In 2017, the focus on diversity and inclusion became more intentional and strategic, and engagement was a vital piece of this effort. The Office of Multicultural Affairs was reorganized and moved out of the Office of the Provost into the Office of the President to both give the work more visibility and broaden the portfolio of diversity work. The university hired a chief diversity and inclusion officer that serves on the President's Cabinet.

In 2017, the Office of Student Life (another member of the President's Cabinet) created the Department of Diversity and Multicultural Student Affairs and hired an associate vice president to provide strategic leadership for this unit. In 2018, this department hired a director of intercultural learning to engage faculty and students around multicultural learning issues.

This department engages a variety of external stakeholders to identify, cultivate, recruit, retain, graduate, and place multicultural students. An example of this effort is "Project Impact," which is a suite of campus programs that has been developed from campus / community partnerships between K-State, public schools, community colleges, corporate partners, and families of underrepresented students. K-State and external stakeholders have collaborated to design programming such as "College for a Day," "MAPS" (Multicultural Academic Programs for Success), and KOMPASS to help recruit, retain, graduate, and place multicultural students. The design of these programs is co-created by campus and community partners using culturally-appropriate norms and information.

Additionally, this department is partnering with Kansas' non-profits and for-profit businesses to place multicultural students into internship programs with the aim of helping prepare them for jobs following graduation.

In 2017, the Office of the President initiated KSUnite to provide the K-State and local community an opportunity to meaningfully engage around issues of respect, civility, and tolerance. Facilitated conversations helped guide the university and the Manhattan community forward. This gathering of K-State students, faculty, staff and surrounding communities reaffirmed who we are, what we value, and what we stand for. A second KSUnite event took place in 2018 and there is now a KSUnite weekly newsletter that shares diversity and inclusion news and events.

The Office of Diversity's strategic plan (2015) articulated the goal of building a free-standing Multicultural Student Center. This center has become a powerful symbol of the university's commitment to diversity and inclusion. K-State formed a Multicultural Center Project Action Team, a 28-member team of student, faculty, staff, administrators, alumni, KSU Foundation, and community representatives to provide recommendations on the facility's purpose, use, location, and design. K-State has now raised more than 84 percent of the funds needed to build the center and ground is expected to be broken in June 2019.

The Department of Diversity and Multicultural Student Affairs website: <https://www.k-state.edu/diversity/about/>

6.2.

Indicate how community engagement is connected to efforts aimed at **student retention** and success, and describe what has changed since the last classification. Provide relevant links if available.

In 2018, a framework for a Comprehensive Strategic Enrollment Management Plan was developed by a steering committee led by the university provost and vice president for student life. The strategic enrollment plan connected to both Kansas State University's mission statement ("...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.") and the strategic goals of K-State 2025 including Theme IV ("Engagement, Extension, Outreach, and Service). The strategic enrollment management plan focused heavily on the strategic goals of developing a comprehensive student success strategy and was developed following market research and multiple interviews with campus and community stakeholders. The strategic enrollment management plan is focused on the entire student journey and their engagement with K-State from recruitment through admissions, through their educational experience to post-graduation. The enrollment management strategy is focused on broad engagement of students with the K-State community.

K-State First, described earlier with its variety of engagement initiatives, is a vital element of the overall strategic enrollment plan. K-State First has reported a number of positive outcomes from their program, including student retention. Data from 2015-2016, report that for freshmen enrolled in first-year seminars, retention to second year is over two percentage points higher than non-participants in the program (86.9% to 84.8%).

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6.3

Indicate whether the campus **institutional review board** (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

Online training is required prior to IRB application approval. Research using human subjects is heavily regulated by the federal government and requires targeted training and documentation of that training. It is the responsibility of the institution and the IRB to adequately train and educate researchers and IRB members in topics pertinent to the programs ongoing at that institution.

Online training is offered through the Collaborative Institutional Training Initiative (CITI) Program. The program is targeted for procedures specific to a proposed activity.

Compliance training must be updated every three years. Check CITI training due dates through a CITI account, or verify pre-CITI training by calling or emailing their office. Pre-CITI training is honored until expiration.

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for **Broader Impacts of Research** activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

As of 2013, the National Science Foundation (NSF) changed its approach for evaluating its two merit criteria – intellectual merit and broader impacts. Since 2013, Kansas State University has been proactive in providing information regarding broader impacts to faculty and staff who are preparing NSF grant applications. The Office of the Vice President for Research (VPR) provides workshops for those applying to NSF and discussing broader impacts is often part of those workshops. A recent announcement in the daily K-State newsletter illustrates this effort. From a story in K-State Today: "Faculty planning a National Science Foundation proposal in the coming months should consider attending the next Office of Research Development event focusing on broader impacts. This will be an information session followed by the chance to talk with representatives of programs existing at K-State that can be leveraged to help meet the broader impacts and outreach components that are required for many research funding opportunities from NSF and other agencies." (<https://www.k-state.edu/today/announcement.php?id=51409>). The Office of the Vice President for Research also produces a weekly research newsletter – "Research Weekly" – that offers a range of resources to those engaged in research, including highlighting any new information available regarding broader impacts. Additionally, the university has created a "broader impacts guide." Within this guide, K-State: (1) provides a NSF document illustrating examples of NSF suggested broader impacts exemplary activities, (2) highlights NSF's new evaluation approach focusing on "desired societal outcomes" as a key review element, and (3) stresses other NSF broader impact review elements. In addition to the broader impacts guide, K-State provides a link to engagement and outreach units on-campus that can assist with this element of the NSF proposal. Included in the highlighted centers are three of the four coordinating engagement centers highlighted in this Carnegie Foundation application (Global Campus, K-State Research and Extension, and the Center for Engagement and Community Development (among others). Kansas State University also provides faculty and staff applying for an NSF grant examples of other engaged projects on-campus that have developed a broader impacts educational program. The broader impacts website also highlights campus diversity programs for those NSF applicants seeking to increase the participation of underrepresented groups as part of their project.

KSU broader impacts website: <https://www.k-state.edu/research/faculty/proposal/broader-impacts/guide/>

6.5. Does the institution encourage and measure student voter registration and voting?

Yes

6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring **student voter registration and voting** and what has changed since the last classification. Provide relevant links if available.

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Kansas State University encourages students, staff, and faculty to not only register, but to vote and to verify that updates to their registration are maintained in electoral rolls, wherever they chose to participate in local to national elections. Given the recent history in Kansas of contested regulations regarding proof of citizenship, efforts to keep the public informed and engaged have required rigorous non-partisan collaboration between campus and election officials at the county level. Through the Institute for Civic Discourse and Democracy (ICDD), publicity drives to clarify state rules on registration have been conducted in consultation with the Riley County Election office (<https://www.rileycountyks.gov/128/Elections>) and Manhattan Riley County League of Women Voters (<http://www.lwvmrc.org>). Recognizing that the concept of “residence” in voter registration can confuse transient students who may lose the opportunity to vote, ICDD has worked with officials of these organizations on communication strategies to explain the terminology and regulations. These strategies have been tested in a variety of campus and community venues, including Everybody Counts, an annual social services fair for area low-income residents, (<http://www.facebook.com/EverybodyCountsManhattan/>), Flint Hills Job Corps (<https://flinthills.jobcorps.gov/>) and during the annual summer Juneteenth festival (<https://www.facebook.com/mhkjuneteenth/>). Since 2012, K-State’s participation in the National Study of Learning, Voting, and Engagement (NSLVE) has normalized its accounting for student registration and voting in state and national elections. By signing agreements with NSLVE (<https://idhe.tufts.edu/nslve>) to release pertinent Office of the Registrar records of students that are correlated with statewide voter registration, we obtained reports for 2012 and 2016 election cycles. The 2017 Campus Report for K-State comparing 2012 with 2016 data showed that, despite declining campus enrollment, the number of students who voted increased by 1,924. Voting rates among those who registered also increased by 14.1 percent. However, K-State’s voting rate among registered voters was only 45.4 percent in 2016, five percent less than the average of other universities in the study. To address this, a campus-wide, non-partisan coalition formed in 2018 - K-State Votes - to collaborate on five goals with regard to student, staff, and faculty voter registration: 1) clarify registration requirements in the state of Kansas; 2) promote tools allowing voters to confirm and update their registration status and polling place; 3) encourage use of advanced ballots / early voting as a means of assuring participation; 4) celebrate participation on election day; and 5) track and publicize rates of campus participation across election years. A proposal by the Student Governmental Relations Committee was adopted to align campus housing and dining registration procedures with voter education. In August, K-State Housing and Dining Services designed publicity materials and residence hall leader training focused on federal voter registration form requirements; the use of ksvotes.org for online Kansas registration website; and deadlines for registration, early voting, and the election itself. Resulting impacts of these activities will be detailed in an upcoming report of K-State election participation due from NSLVE. The on-going work of K-State Votes is dedicated to increasing those rates of participation in order to assure a more representative democracy.

6.6

Indicate whether the institution is committed to providing opportunities for students to **discuss controversial social, political, or ethical issues** across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

Kansas State University pursues the imperative of dialogue and deliberation for intellectual growth and community advancement by several means. Policies including the Statement on Free Speech and Expression (<https://www.k-state.edu/about/values/free-speech/>) and Principles of Community (<https://www.k-state.edu/about/values/community/>) are endorsed and widely publicized by university administration and by faculty, staff, and student elected bodies. These documented commitments offer a framework for pursuing open inquiry on issues deemed polarizing or contentious in certain periods or sectors of society.

To cultivate communication across difference, K-State offers cross-disciplinary curricula exposing students to topics at the forefront of public conversation while encouraging them to engage in community-building. This dual emphasis on diversity and inclusion is introduced in the first-year experience program, K-State First (<https://www.k-state.edu/first/about/what/>) where small classes and co-curricular opportunities support new students’ orientation to the academic environment and goals. Begun in 2010, it offers four programs to build academic self-confidence while engaging issues with social, ethical, or policy dimensions: First Year Seminars; CAT (Connecting Across Topics) Communities, K-State Book Network’s (KSBN) Common Book read; and Guide to Personal Success. For the first two, a minimum of three co-curricular events is required, one associated with KSBN, and two focused on diversity/inclusion and building community within the class. Participating faculty and students across the university are given resources (www.k-state.edu/first/resources) that reinforce the concepts and practices for experimentation and reflection in challenging conversations. Advanced capacity building for

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leadership in public conversation is offered with professional and graduate certificates in Dialogue, Deliberation and Public Engagement (<https://global.k-state.edu/artsci/ddpe/>), and a new Ph.D. program in Leadership Communication (<https://www.k-state.edu/lead-comm/>).

Since 2010, increased publicity and public response to racially motivated violence has stimulated many levels of campus engagement. Established in 2015, the Cats for Inclusion campaign (www.k-state.edu/2025/spotlights/inclusion.html) set out to address issues of racial injustice within the K-State and Manhattan communities. Initially a partnership between the Black Student Union and Staley School of Leadership Studies (SSLS) (www.k-state.edu/leadership/), the campaign is community-wide and focuses on increasing the capacity of community to take on racism through public forums and leadership training on race, multiculturalism, and justice. It has grown since 2016 to include more partners and issues of intercultural learning. In fall 2017, Cats for Inclusion piloted a freshman dialogue designed to develop students' capacity for multicultural learning and inclusive leadership. That semester, several campus entities partnered with the Manhattan Committee on Race Reconciliation for the October 30, 2017 Conversation on Race Reconciliation. The fall 2018, Wildcat Dialogue event included over 1,000 campus participants from SSLS, the Office of Diversity and Multicultural Student Affairs, K-State Housing and Dining Services, K-State Student Union Program Council, Student Governing Association, K-State First, KSBN, Institute for Civic Discourse and Democracy, and Dow Center for Multicultural and Community Studies. The growing role since 2010 of K-State Housing and Dining Services in fostering student engagement with challenging conversation events cannot be overemphasized. Major contributors of KSUnite (<https://www.k-state.edu/diversity-inclusion/ksunite/2018/>), this campus organization moves far beyond their "facilities" function to engage residents in the full intellectual and civic life of a university campus.

6.7

Indicate whether your campus has curricular and/or co-curricular programming in **social innovation or social entrepreneurship** that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

Beginning in 2013, Kansas State University's College of Business launched social entrepreneurship programming. Business faculty report that social entrepreneurship and businesses driven by social outcomes are on the rise. K-State's social entrepreneurship program has both curricular and co-curricular areas of focus. In terms of the curriculum, the social entrepreneurship focus is located within the business' college more entrepreneurship area of study. The college offers two undergraduate social entrepreneurship classes: an introductory social entrepreneurship class and an entrepreneurial consulting class. They also offer a study abroad course focused on social entrepreneurship. In the introductory social entrepreneurship class, students learn about corporate/social responsibility, social entrepreneurs, and sustainability of business within a social entrepreneurship framework. Then, students work with a business to create a social improvement plan and present the results of that plan to their class and their business. In the consulting class, students work with business clients to improve some business metric which often includes a social responsibility measure. A study abroad class "Global Sustainable Enterprises" (ENTRP 497) is also offered by the faculty member who teaches social entrepreneurship. This class travels to Costa Rica where they work with a business focused on social responsibility. Students tour the business, learn about the various social issues the business addresses, and comes to understand that business' challenges. Students then spend the rest of their course working to address those business needs. The faculty member was recently contacted by the Costa Rican business owner who reported on the wonderful impacts her business saw from the students' service.

There is also a co-curriculum component to the social entrepreneurship work at K-State. Two years ago, the university organized an entrepreneurship club. This club is open for all K-State students to join to understand more about entrepreneurship and innovation. Some join based on interest in social entrepreneurship. The club brings in guest speakers, takes field trips, and participates in professional development workshops and then reflects on those activities. K-State's Center for the Advancement of Entrepreneurship also organizes and manages "K-State Launch," an entrepreneurial idea competition for K-State students with new business venture ideas. The competition is open to all K-State undergraduate and graduate students or teams from all majors. This event was also launched after K-State's original classification in 2010. Some competitors have been social entrepreneurs.

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E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

Global Campus, through UFM Community Learning Center, has begun to work with Meadowlark Hills Retirement Community to offer low cost, noncredit, blended learning courses for caregivers. Global Campus is developing a 4-week online course on dementia followed by two days at Meadowlark Hills working with their staff to learn practical and effective ways to improve caregiving for their family members with dementia. Anticipated course start will be fall 2019, and the course will be marketed regionally with the possibility to grow the market upon interest. If successful, Global Campus intends to continue the partnership by focusing on other caregiver issues, highlighting the expertise of the Meadowlark Hills staff and the technologies available through Global Campus. In 2012, K-State Research and Extension (KSRE) SNAP-Ed began prioritizing policy, systems, and environmental change (PSE). A new way of thinking about how to effectively improve health in communities, PSE extends beyond education alone to address the environments in which people live, learn, work, and play to make healthy choices easy, accessible, safe, and affordable. The Healthy, Hunger-Free Kids Act of 2010, which reauthorized the school nutrition programs, was signed into law and had implications for SNAP nutrition education. It restructured SNAP-Ed as the Nutrition Education and Obesity Prevention Grant Program, changing its financial structure to that of 100 percent Federal grant funding to states with no state contribution or match. The Act also reshaped SNAP-Ed by including an emphasis on programming centered on obesity prevention in addition to nutrition education and the promotion of physical activity. Moreover, activities were to be evidence-based and delivered through individual and group-based strategies, comprehensive multi-level interventions, and/or community and public health approaches. Many SNAP-Ed efforts increased their focus on PSE interventions, with a stronger emphasis on partnerships. In 2018, KSRE SNAP-Ed engaged 351 partners, collaborated with 11 coalitions, and implemented 26 PSE activities. Within the same year, KSRE integrated PSE across all organizational programming.

Engineering Extension has collaborated with the Kansas Corporation Commission (KCC) through KCC Energy Programs. Funded through the U.S. Department of Energy State Energy Program, the KCC Energy Programs encourage energy efficiency in small rural businesses and public buildings through both education and direct services, further expanding to K-12 educational outreach efforts. Since 2017, Engineering Extension has conducted 65 no cost energy audits and renewable energy site assessments as well as provided assistance applying for federal programs such as Rural Energy for

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America Program grants. Engineering Extension has also partnered with K-State Girls Researching Our World and EARTH workshops, the K-State College of Engineering STEM Summer Institute, and USD 383. A Kansas Association of Biology Teachers presentation resulted in equipment loan collaborations and science fairs with high schools statewide, and regional KidWind Challenges were developed to provide improved statewide access to STEM (Science, Technology, Engineering, and Math) opportunities. Further promoting collaborations, the Kansas radon program, also housed within Engineering Extension, focuses on partnership with the radon industry to achieve risk reduction in response to the Kansas radon certification law that went into effect in 2011.

1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

K-State Libraries offers a compelling example of engagement over adversity in our recent history. On May 22, 2018, a devastating fire broke out on the roof of Hale Library, the central campus facility that housed significant collections, university IT services, and community event spaces. In the aftermath of evacuation, displacement of staff across campus has had the fortuitous consequence of increased interactivity with campus and community entities that previously sought out librarians in the building. We highlight three exemplars of community-engaged librarianship that preceded the fire and continue to date. Associate Professor Tara Coleman is current chair of the K-State Book Network that, since 2010, has enriched community conversations with the annual Common Book read and associated interactive events (<https://newsletters.k-state.edu/parentsandfamily/a-conversation-with-tara-coleman-chair-of-the-k-state-book-network-ksbn/>). The Manhattan Public Library and other community groups participate in the Common Book program as well. Assistant Professor Carol Sevin serves as information architect on the Kansas Healthy Food Initiative (KHFI) of the Center for Engagement and Community Development. In this capacity, she has established online platforms for technical assistance incident tracking, integrated with literature and expertise databases that dynamically evolve from KHFI's outreach to rural grocery stores and other components of regional food systems. She was instrumental in connecting KHFI to student interns in computer science seeking a community engagement project, and these students developed a food distribution modeling tool with open access. Associate Professor Ellen Urton serves as subject liaison to a wide range of academic and community partners in sustainability, community development, the Department of Landscape Architecture and Regional Community Planning, and other fields. She has conducted outreach efforts with the Consortium for Environmental Stewardship and Sustainability, a multi-institutional network of collaborators across Kansas, and supported research into tiny houses as a component of affordable housing solutions.

2. Partnerships

This section replaces the previous “partnership grid” with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

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Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

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Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

Partner #1

Project/Collaboration Title	College of Veterinary Shelter Medicine Mobile Surgery Unit Program (Future Vets Helping Future Pets)
Organization Name	Prairie Paws Animal Shelter, Inc. (main), Salina Animal Services, Helping Hands Humane Society, Lawrence Humane Society, Emporia Animal Shelter, Cat Tails Feline Rescue, Riley County Humane Society, and other area shelter organizations
Point of Contact	Melissa Reed, Executive Director
Email	Melissa.reed@prairiepaws.org
Phone	(785) 242-7257
Institutional Partner	College of Veterinary Medicine Departments of Clinical Sciences and Diagnostic Medicine and Pathobiology, Veterinary Health Center of the Veterinary Teaching Hospital, Veterinary Diagnostic Lab
Purpose of this collaboration	The service goal of the Shelter Medicine program at the Kansas State University College of Veterinary Medicine (K-State CVM) is to improve the health and adoptability of lost and relinquished pets, safeguard public health as it relates to the burden of stray animals (overpopulation, zoonotic disease control, and bite prevention) and to strengthen student awareness of animal welfare and the homeless pet population. The K-State CVM Shelter Medicine program has generated tremendous positive results in public health while providing valuable training for K-State's veterinary students and promoting/enabling the ownership of unowned animals. The K-State CVM Shelter Medicine program provides on-site spay/neuter surgical procedures for regional animal shelters and other humane organizations, most of which do not employ a veterinarian. The work is completed in a state-of-the-art mobile surgery unit consisting of a 32-foot trailer with two surgery tables equipped with gas anesthetic and monitoring equipment, a prep area/table, and heated recovery cages. The mobile unit serves community partner organizations managing unwanted pets located within a 2-hour drive of Manhattan, Kansas, Monday through Friday and some weekend days. These community organizations include municipal shelters, non-profit humane societies, rescue organizations, and community-based trap-neuter-return programs. In addition, the faculty members guide students in providing consultation services on request for area shelters, rescue organizations, and trap-neuter-return programs, and mobile unit personnel participate in the Hill's Pet Food regional shelter day, outreach activities (e.g. Paws in the Park, Helping Hands Humane Society, Everybody Counts), fundraising events, and public education seminars for partner organizations.
Length of Partnership	4 years
Number of faculty involved	2 + 1 DVM Intern

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Number of staff involved	15 @ 0.15 FTE; 2 @ 0.5 FTE; 1 @ 1.0 FTE
Number of students involved	Approximately 75; 90+ students anticipated to participate during the 2019-20 academic year
Grant funding, if relevant	Pet Friendly License plate program, PetSmart Charities, Zoetis Inc. (approx. \$90,000 in materials); other private donations
Impact on the institution	The K-State CVM Shelter Medicine program is strategically nested within the K-State CVM's Veterinary Health Center which engages over 17,000 clients annually, and the Kansas State Veterinary Diagnostic Lab, which receives over 115,000 diagnostic submissions annually. Development of the service-based K-State CVM Shelter Medicine program emphasizes the rapidly evolving specialty of shelter medicine and benefits K-State in scope and visibility, regionally and nationally with the public, academia, donors and prospective students. Students involved in the program are exposed to shelter medicine, have an opportunity to experience diverse animal welfare models, and obtain extensive, repetitive surgical experience. Students prepare a consultation presentation as a group for one partner organization during their rotation, and perform an average of 45-55 spay/neuter procedures during the two-week rotation. Currently, 72 senior veterinary students rotate through the program and indicate they are more practice-ready upon graduation and are more likely to engage in philanthropic activity post-graduation. Based on demand for this training and these services, the K-State CVM is expanding to 90 students next year.
Impact on the community	Since its inception in May 2015, the mobile surgery unit has performed over 16,000 spay/neuter procedures for 20 partner organizations. The animal welfare partners receive surgical and medical triage services, free of charge with the exception of lunch provisions for students, allowing them to significantly raise the standard of care for animals under their roof and reallocate funds to maximize their impact at the local level. For instance, some organizations have eliminated spay/neuter voucher programs, and are now able to exclusively place surgically sterilized animals on their adoption floor (eliminating adoption of intact animals). In other instances, regional shelter organizations had previously paid regional veterinarians a reduced fee for spay/neuter services and are now able to invest in infrastructure for animal comfort, infectious disease control, and adoption services. The program is tracking cornerstone shelter organization metrics to document positive impact at the shelter level. Metrics of interest to humane organizations are increasing live release rate, decreasing length of stay, and decreasing total annual intake. Improvement in these metrics support the mission of the organization, strengthen their efficiency, and position them to attract external funding from charitable sources. Current data demonstrates consistent and sustainable improvements as a direct result of the shelter/K-State partnership.

Partner #2

Project/Collaboration Title	Extending College Education for Lifelong Learning Program (EXCELL)
Organization Name	Big Lakes Developmental Center, Twin Valley Developmental Services
Point of Contact	Lori Feldkamp (Big Lakes Developmental Center)
Email	lfeldkamp@biglakes.org
Phone	785-776-9201
Institutional Partner	UFM Community Learning Center/ Kansas State University Global Campus (main); College of Education - Special Education Department; K-State Student Union; K-State School of Music, Theatre and Dance - Drama Therapy Program

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Purpose of this collaboration	Project EXCELL (Extending College Enrichment for Lifelong Learning) is a nine-year-old program with the partnership of the College of Education and the K-State Student Union. Project EXCELL provides personal enrichment and life skill classes to adults 18 years and older with developmental disabilities. This program provides educational opportunities for students who may not otherwise be able to participate in a college setting. EXCELL offers Saturday morning classes in fall and spring semesters on the K-State campus. Students travel as far as 60 miles away to participate on Saturday mornings. At the end of the school year, students are recognized with a graduation celebration, a demonstration of what they have learned, and the awarding of a completion of attendance certificate. Refreshments are served to students, parents, and guests that attend. Willie the Wildcat often attends to the delight of program participants.
Length of Partnership	9 years
Number of faculty involved	2 - College of Education (additional faculty may serve as class instructors)
Number of staff involved	2 (additional may serve on an advisory board)
Number of students involved	200+
Grant funding, if relevant	Greater Manhattan Community Foundation, Kansas State Bank, Little Apple Pilot Club; K-State Student Union donates space; citizens, parents provide private donations
Impact on the institution	Traditional college students that are interested in learning more about the field of special education serve as Student Ambassadors for the program. Approximately 10-15 traditional K-State students volunteer each week. These Student Ambassadors provide assistance in mobility and finding classrooms, assist in the classroom, interact with EXCELL students during break times, and aid in social skills refinement. Several Student Ambassadors teach classes as well.
Impact on the community	Student participants in EXCELL are enthusiastic learners that are excited to attend, even at 9:00 a.m. on Saturday mornings, and look forward to each new session. The fact that in eight years, the program has grown from 17 to 66 regular attendees, is a testimony to the impact of this program on the targeted population.

Partner #3

Project/Collaboration Title	Flint Hills Summer Fun Camp
Organization Name	Flint Hills Summer Fun Camp (main), Manhattan-Ogden USD 383, First Tee Manhattan
Point of Contact	Ashley Messick (Director)
Email	ashleym@usd383.org
Phone	785-587-2070
Institutional Partner	Kansas State University Beach Museum of Art (main); Departments of Landscape Architecture, Drama and Music Therapy, and Special Education; K-State Autism Research Team, UFM Community Learning Center

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Purpose of this collaboration	The Flint Hills Summer Fun Camp is a community response to greater awareness and increased diagnosis of autism spectrum disorders. There is strong interest in helping autistic children develop language and other communication skills, and the program helps the children put visual knowledge into words, listen to others, and disagree productively. The K-State Beach Museum of Art education staff contributes facilitated Visual Thinking Strategies (VTS) discussions to this community collaboration and assists USD 383 para-professionals working with students on the autism spectrum to develop training programs. The camp serves about 60 children each summer, with two one-month semesters. The museum provides programming to each classroom on Mondays as well as one or two field trips to the museum each summer.
Length of Partnership	9 years
Number of faculty involved	3
Number of staff involved	4
Number of students involved	12
Grant funding, if relevant	K-Link Literacy grant (awarded to USD)
Impact on the institution	The Flint Hills Summer Fun Camp has provided the museum with an opportunity to carry out original research on the usefulness of VTS protocols in working with students on the autism spectrum and to exploit its surprising ability to engage students with a wide range of cognitive and social abilities. Two formal research projects have emerged from the camp and are being prepared for publication: "Visual Thinking Strategies as Intervention for AS (Autism Spectrum) and ADHD (Attention-Deficit Disorder/Attention-Deficit Hyperactivity Disorder)", a museum study presented at the South Eastern Museums Conference (October 2017) and to the Visual Thinking Strategies Summer Institute (July 2014), and "Playing Naturally", a cross-departmental research collaboration between the museum and the Colleges of Architecture, Planning, and Design and Human Ecology. The project also represents the university and its land-grant mission to improve the lives of people in the region.
Impact on the community	The Flint Hills Summer Fun Camp is especially supportive to children and families living with autism. The integration with neurotypical children helps diminish misunderstandings and promotes peer learning for both groups. Students come from outlying rural communities and from as far away as Kansas City. The camp is considered a model and each summer there are visitors who take back ideas to their own communities. Museum staff have shared VTS information with these observers. Museum educators have served as consultants to the Education Department at the Nelson Atkins Museum of Art, providing instruction and evaluation materials. They contributed to a study by the University of St. Andrews, "Museums for All: Toward Inclusion for Users with Autism Spectrum Disorders." There are also eight classroom teachers and about 20 para-professionals each summer who also benefit. The museum staff also responds to community needs, providing two additional programs per week at the museum during the month of June while the KSTART research project was in progress.

Partner #4

Project/Collaboration Title	Kansas State University – Fort Riley Partnership Program
Organization Name	U.S. Army 1st Infantry Division (Fort Riley)
Point of Contact	Tim Livsey, Deputy Garrison Commander, U.S. Army Garrison - Fort Riley

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Email	timothy.d.livsey.civ@mail.mil
Phone	(785) 239-3091
Institutional Partner	Dr. Arthur S. DeGroat, Lt. Col. (retired), U.S. Army, Executive Director of Military and Veteran Affairs; K-State Military Affairs Innovation Center; K-State Institute for Health and Well-Being of Military Families
Purpose of this collaboration	The purpose of this institutional partnership is to mutually support the strategic objectives of two major regional institutions—the U.S. Army’s First Infantry Division community at Fort Riley and Kansas State University. The common institutional objectives shared by both members of this partnership being served are: professional development, quality of life community development. The operational design and practices of this unique endeavor are based upon meeting each others' common needs of human development and community-building using “whole-of-institution” approaches. As such, the university commits its intellectual and social capital, educational and cultural platforms and national leadership relationships to deliver educational, applied research and a myriad of outreach activities for 52,000 person military community of Fort Riley. 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. For over a decade, the enduring success has been the application of university-based human sciences and services with military professionals assisting military families well-being and healthy lifestyles among the stressors of an era of persistent combat deployments abroad. Most recently, K-State’s expertise in the area of human capital development, readiness and entry into the workforce has been applied to Fort Riley’s challenges of transitioning soldiers and families back into gainful employment, independent lifestyles and social readjustment. All elements of the K-State campus community have been brought to bear on these three mechanisms of social change aimed to broaden the military-connected constituent beyond their unique social culture.
Length of Partnership	11 years
Number of faculty involved	Approximately 50, annually
Number of staff involved	Approximately 40, annually
Number of students involved	Approximately 500, annually
Grant funding, if relevant	Typically, 4-6 active grants; \$120,000 annually in private and foundational donation support

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Impact on the institution	K-State derives a multitude of positive impacts resulting from this unique partnership. Most notably is the access afforded to our research community to develop, test and implement evidence-based practices needed to sustain and improve military societal and operational demands—many which are transferred to the larger field of service. As a result of strategic access to national defense leadership, K-State sent a delegation to the active battlefield of Basra, Iraq in 2010 to help the U.S. Army and Iraqi Minister of Education restore service of its university. As an unintended consequence, K-State has realized a 10.6 percent overall growth in enrollment of quality military-connected students through earning a reputation of trust and inclusion with the military—particularly among the Post 9-11 era generation. For K-State students, this partnership has resulted in major growth of academic internships at Fort Riley from 21 to 118 in 10 years. These additional internships account for growth for these academic programs, as well as offering more public sector employment opportunities for our graduates. Today, each of the 11 NCAA sports teams have formal partnerships with military units at Fort Riley - that stimulate peer-to-peer growth and mutual understanding between student-athletes and soldiers through engaging activities. Off the courts and fields, these student-athletes participate in military training, conduct sports camps for children of deployed soldiers and send game videos to troops in combat. Lastly, the successful performing arts “military audience outreach” program resulted in the DOD awarding a service medal to its director.
Impact on the community	K-State provides over 5,500 individual “institutional broadening experiences” to promote well-being, professional development and cultural competency engagements each year to Fort Riley community members. Additionally, it provides subject-matter expertise and technical assistance in a myriad of fields of professional practice in support of the 4,000 person Department of the Army Civilian workforce. Many of these programs are considered by the DOD as “cost avoidance” that significantly reduce budgeted financial costs while making qualitative enhancements to the services rendered to military families and soldiers. Additionally, the Fort Riley community, through this partnership now enjoy an unprecedented level of access and participation in all campus-related activities to include scholarship, sports and arts experiences as integral members; thus creating vital social connections and boosting quality of life for transient military families residing in a small Midwest town of unfamiliar culture. At the strategic level, this partnership enables senior military leaders access to non-military/defense leaders (university) for consultation on organizational challenges from perspectives based upon differing institutional logics. As a direct result of this partnership, Fort Riley has achieved numerous distinctions from the DOD that a typical divisional-base installation would not be able to achieve—as reported by senior Fort Riley officials and formal notifications.

Partner #5

Project/Collaboration Title	Rural Grocery Initiative (RGI)
Organization Name	Hired Man's Grocery and Grill, Inc.
Point of Contact	Jenny Osner
Email	hiredmansjenny@gmail.com
Phone	(620) 456-3663
Institutional Partner	Center for Engagement and Community Development (main); Huck Boyd National Institute for Rural Development, K-State Research and Extension, Agriculture Economics, Communication Studies, Marketing, Landscape Architecture/Regional and Community Planning

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Purpose of this collaboration	There are five broad goals of the RGI: to identify challenges facing rural grocery stores (towns with a population of 2,500 or less); to develop responses to those challenges; to identify and detail sustainable business models of grocer operation; to build virtual and face-to-face information networks for rural grocers; and to strengthen rural access to healthy foods.
Length of Partnership	11 years
Number of faculty involved	26
Number of staff involved	11
Number of students involved	100
Grant funding, if relevant	\$2.5 million via USDA, CDC, Robert Wood Johnson Foundation, The Food Trust, Kansas Health Foundation, Sunflower Foundation
Impact on the institution	The RGI has generated community-engaged scholarship, peer-reviewed journal articles and conference presentation, it has secured millions of dollars in extramural funding and it has resulted in outreach across Kansas through knowledge dissemination. Additionally, K-State Research and Extension has used the RGI to focus some of its nutrition education. As a result of this 11-year scholarly effort, the RGI is now recognized as a national leader for rural grocery business practices and rural healthy food access.
Impact on the community	RGI provides intellectual property to owners and stakeholders. Evaluations indicate evidence-based information resources regarding best business practices and healthy food promotions are useful. As one grocery store owner reported, "I learned about challenges and options from RGI. I will now take a different approach to re-establish healthy food access in my community by looking at food hubs, partnering with locally-owned convenience stores and possibly delivery services." RGI creates virtual and face-to-face networking spaces. They are followed by hundreds of people on Twitter and have nearly one thousand followers on RGI's Facebook page. RGI also hosts a national rural grocery summit every two years and it is attended by hundreds of participants representing nearly every state in the U.S. Rural grocery owners are co-producers of knowledge. Owners and other rural grocery stakeholders routinely present at the summits. RGI has increased rural availability of healthful foods. RGI has been directly involved in opening new stores, renovating older stores, and expanding produce selections in existing grocery stores. Areas in Kansas that were once food deserts are now providing healthful foods. As an executive director of a rural community-based non-profit states, "the work of RGI is determined by looking at the needs of communities and melding those things with the expertise the university can offer. For these very small towns to have the collaborative support of our land-grant university is an amazing gift."

Partner #6

Project/Collaboration Title	Bulk Solids Innovation Center (BSIC)
Organization Name	Coperion KTron (main), Salina Chamber of Commerce, Salina Vortex Corporation, etc.
Point of Contact	Todd Smith
Email	tsmith@coperionktron.com
Phone	785-825-3868

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Institutional Partner	K-State Polytechnic School of Integrated Studies, Department of Grain Science and Industry, Department of Biological and Agricultural Engineering, USDA, City of Salina, Purdue University, and University of Greenwich, UK
Purpose of this collaboration	The Bulk Solids Innovation Center (BSIC) started through a collaborative effort of Kansas State University's Polytechnic Campus; the City of Salina, Kansas, and the Salina Chamber of Commerce; Coperion KTron; Salina Vortex Corporation; and several additional contributors. This university-level research center is the only one of its kind in North America 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.
Length of Partnership	4 years
Number of faculty involved	16
Number of staff involved	6
Number of students involved	20
Grant funding, if relevant	A total of \$33,847 between 2016 and 2018 from Burrow Global, Saint-Gobain, Cascade Engineering, Firestone, Kemin, NUCOR, and Eastman
Impact on the institution	The BSIC collaboration leads to research opportunities and experiential learning for faculty and students. For example, students engage in capstone design projects. New courses have also been developed for graduate students as a result of program collaboration.
Impact on the community	Bulk solids make up more than 80 percent of items transported around the world, yet formal education and research about the science of these materials is not completely understood; how they transport and behave during processing requires further examination. The BSIC is a valuable resource to companies that design and utilize systems for bulk solids, studying and gaining understanding of how to handle these materials to enhance efficiency and productivity in those businesses' operations. The BSIC provides professional development courses to further industry and employee education. The research and testing center has also produced several publications for industry use.

Partner #7

Project/Collaboration Title	Tap to Togetherness
Organization Name	Parents as Teachers
Point of Contact	Janica Schroeder
Email	janices@usd383.org
Phone	785-477-0484
Institutional Partner	School of Music, Theatre, and Dance; College of Education; Departments of Kinesiology, Family Studies, and Food, Nutrition, Dietetics, and Health; Early Childhood Education; K-State Research and Extension

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Purpose of this collaboration	Tap to Togetherness describes how families can learn positive family and child development skills using tap dance for family engagement. It focuses on resources for families and collaborates with the Parents as Teachers Program. Engaged activities include bi-weekly tap dance sessions for children ages birth to Pre-Kindergarten and their families. These sessions encourage family interaction, challenge body movement coordination, facilitate adult and child listening skills and discipline, and encourage family relationships. Lesson plans have been developed with the following concepts as the primary focus: enhancing adult-child engagement; increasing positive family development; assessing and improving body movement and coordination; identifying sensory needs and collaborating on ways to meet children’s sensory needs through tap dance sessions; and strengthening family relationships. All these developmental processes have been measured using both qualitative and quantitative methods. Findings from the qualitative analyses, triangulated with the parent self-reports, indicate reductions in the amount of screen time adults use around their children. As the program proceeds over time, children and adults become more engaged, and the amount of screen time in the presence of children is reduced dramatically. It is not “dance class,” but a comprehensive adult-child engagement activity. Since the program has been established, there has been a reduction to near-zero and zero in our sessions, respectively, of adult phone use during the sessions. The program has also expanded to Ghana and Kuwait.
Length of Partnership	6 years
Number of faculty involved	7
Number of staff involved	7
Number of students involved	92
Grant funding, if relevant	N/A
Impact on the institution	The Tap to Togetherness program has consistently impacted the university and student service-learning. Engaged, involved, and conscientious community connections: Students involved in delivering the program have consistently indicated that they feel more attached to their community. They've stated that transition from performance service solely as community engagement to facilitating family practice is truly rewarding. Nuanced understanding of how research informs practice: Students who participate in both the research and practice aspects of the program have indicated that they better understand the importance of research for individuals, families and communities. They understand how their own data collection and analysis informs what the program does and how it is implemented. Increased awareness of actions, biases and perceptions: One of the most important student outcomes is an increased awareness of their own actions and techniques resulting from both reflecting on their work and viewing themselves during the video analysis.
Impact on the community	The Tap to Togetherness program has consistently impacted the both national and international participants. Adults and young children can all be “students” in a shared activity: In the sessions, a phenomenon occurs wherein the level of difficulty is just challenging enough for adults to want to learn; and, at the same time, the level of difficulty is not too challenging for the children so they are tenacious. During these times, adults and children all become students. This is crucial for the transfer of activity from the sessions to the daily lives of participants. Adults report using their phones as a way to engage their children: Adults report using their smartphones to access the songs we use in the program. Then, they use their phones as a mini stereo system to play the music to which they dance together. Using smartphones as a means for coming together – as opposed to dividing a family – serves as an important model for demonstrating that families can use their smartphones for positive gains.

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Partner #8

Project/Collaboration Title	Science Communication Initiative
Organization Name	Sunset Zoo
Point of Contact	Jared Bixby
Email	bixby@cityofmhc.com
Phone	785-587-2737
Institutional Partner	Departments of Biology (main), Agronomy, Animal Sciences and Industry, Biology, Biochemistry and Molecular Biophysics, Chemical Engineering, Chemistry, Geography, Horticulture and Natural Resources, Hospitality Management, Human Ecology, Kinesiology, etc.
Purpose of this collaboration	Science Communication through Community Engagement started in 2015, as a collaboration between Sunset Zoo and a faculty member in Kansas State University's Division of Biology. The ongoing collaboration aims to facilitate interactions between scientists and members of the public in an attempt to engage non-experts in understanding, promoting, and participating in science and research. To achieve these goals the collaboration builds on three core pillars: (1) Providing professional development opportunities for K-State scientists of all career stages to help them to become more effective communicators to non-expert audiences; (2) Development and implementation of novel platforms that facilitate interactions between K-State scientists and members of local and regional communities; and (3) Joining forces with other entities at K-State and additional community partners through the Kansas Science Communication Initiative (KSCI).
Length of Partnership	4 years
Number of faculty involved	25+
Number of staff involved	9
Number of students involved	90+
Grant funding, if relevant	The National Science Foundation, Portal to the Public and NASA @My Library (through Pacific Science Center), Kansas NASA Space Consortium, Friends of Sunset Zoo, K-State Center for Engagement and Community Development, K-State Office of the President, etc
Impact on the institution	KSCI has broadened the footprint of science communication efforts at K-State through the organization of K-State's Science Communication Weeks (held annually since 2017), monthly KSCI Works workshops/colloquiums, and a regional SciComm Conference (held alternately at K-State and at the University of Nebraska-Lincoln). In addition, KSCI advocates for institutional changes that incentivize community-engaged scholarship and integrate communication training during the education of scientists.

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Impact on the community	The Science Communication Initiative builds on a strong belief that scientists engaging with non-expert audiences can make a positive impact on our society. The Science Communication Initiative believes that all scientists can learn to make their highly technical research accessible to general audiences and that a majority of community members – given the opportunity – appreciate authentic interactions with scientists. The goal is to help scientists develop skills and strategies to engage non-expert audiences and to create opportunities for people to meet and have conversations about science in a fun and relaxed atmosphere. Doing so helps promote the mission of community partners and the land-grant mission of K-State to serve the public in a meaningful way. As a result of the initiative, for example, new, permanent exhibits have been designed for Sunset Zoo that display study organisms used in K-State research along with interpretive signage that introduces scientists and their research questions to zoo visitors. New partnerships with K-12 teachers and their pupils as well as other informal education institutions have been formed. Engagement with new audiences including families at Sunset Zoo and adult audiences at a local pub has also resulted, making high-level science more accessible.
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Partner #9

Project/Collaboration Title	Kansas City Kansas Public Schools (KCKPS) 21st Century Learning Environments Partnership
Organization Name	Kansas City Public Schools (KCKPS, USD 500), DLRGroup
Point of Contact	Ed Marquez, KCKPS Administrator
Email	Edward.Marquez@kckps.org
Phone	913-709-7078
Institutional Partner	Kansas State University College of Architecture, Planning and Design (APD): Departments of Architecture, Landscape Architecture and Regional Community Planning, Interior Architecture and Product Design; College of Education
Purpose of this collaboration	Since the APDesign partnership with KCKPS began in 2016, 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. Community-based learning for all students in all departments of APDesign is at the heart of this partnership, and the partnership has been guided at every step by the needs of the KCKPS administration, teachers of the ACE (Architecture, Construction, and Engineering) Academy at JC Harmon High School, and needs of JC Harmon students through a participatory process.
Length of Partnership	3 years
Number of faculty involved	5
Number of staff involved	N/A
Number of students involved	80
Grant funding, if relevant	DLRGroup

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Impact on the institution	The KCKPS partnership gives APDesign opportunity for community-based learning and RSCA (Research, Scholarship, and Creative Activities), which includes intercultural competence learning, real world problem-solving, and Science, Technology, Engineering, Arts, and Math (STEAM) strategies. A scholarly focus upon typologies of space for learning is extended to APD students and multiple grad student and faculty conference presentations have resulted from this partnership. A pending, collaborative faculty grant application between Landscape Architecture, Planning and Design and Arts and Sciences features funding for a future phase of the partnership focused upon ecosystem learning through observation and drawing. One APD faculty is also currently exploring expanded work with other schools in KCKPS.
Impact on the community	Through the partnership with APDesign, more than 250 KCKPS students have had the opportunity to learn about the design profession and study paths at APDesign. KCKPS benefits from free curriculum-based and enrichment programming and continuing faculty education that aligns to the district goal of all students matriculating with a career/vocation/education path plan. Students have also participated in real world design problems involving their neighborhood, school grounds, and building, leading to real world renovation of the JC Harmon school building entryway to include a flexible seating/gathering/study space of inspirational design quality.

Partner #10

Project/Collaboration Title	Young African Leaders Initiative (YALI) Mandela Washington Fellowship - Civic Leadership Institute (CLI)
Organization Name	U.S. Department of State - International Research and Exchange (IREX) (main), Kansas Leadership Center, City of Manhattan, Islamic Center, Children and Youth Empowerment Centre in Kenya (Africa), DECLIC in Senegal (Africa)
Point of Contact	Allison Jennings
Email	ajennings@irex.org
Phone	202-628-8188
Institutional Partner	Staley School of Leadership Studies (SSLS), Dartmouth College Rockefeller Center for Public Policy, University of Nebraska-Lincoln

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Purpose of this collaboration	<p>The Mandela Washington Fellowship for Young African Leaders is the flagship program of the Young African Leaders Initiative (YALI) that empowers young people through academic coursework, leadership training, and networking. The 6-week program takes place at a U.S. college or university followed by an opportunity to participate in a 4-week professional development experience with a U.S. business, civil society organization, or public agency. Since 2016, SSLS has hosted the YALI Civic Leadership Institute (CLI), a leadership education and development program based on theoretical and practical learning experiences. Built from the idea that leadership is, at its core, a relationship, the guiding ethos of the CLI is to make the connection between leadership theory, practice, and engagement with a deeper understanding of self. Emphasizing development of a learning community, YALI fellows are able to: (1) meet basic standards of inclusion and community to reflect on self as a function of leadership and how they will impact the direction and effectiveness of shared learning; (2) learn how to reset community norms with an emphasis on the importance of engaging the process of learning and development; (3) translate political campaigning and activism best practices to their own cultural context; (4) capitalize on reciprocal exchanges to help build public relationships for professional networking; (5) engage in service-learning as an act of civic leadership; and (6) engage in sense-making of their overall experience to produce leadership development plans. Food insecurity leadership initiatives is in one way in which SSLS demonstrates to YALI fellows local efforts to engage community issues with a holistic approach. SSLS utilizes the issue of food insecurity to develop students' understanding of leadership concepts and capacity to exercise leadership in complex, community-based environments. Through cross-curricular and service-learning partnerships, students learn about food insecurity and develop and implement projects to make progress on the issue and exercise leadership. There are several courses, programs, and organizational partnerships through which SSLS students learn from the issue of food insecurity and, as a result of this work, SSLS was awarded an Excellence in Engagement Award to further these efforts.</p>
Length of Partnership	3 years
Number of faculty involved	6
Number of staff involved	2
Number of students involved	178 students over 3 years (YALI); 600+ annually (food security leadership initiatives)
Grant funding, if relevant	<p>\$450,000 total (\$150,000 annually for 3 years from U.S. Department of State) with a match from Everitt Cornerstone Endowment, a supporter of the Leading Change Institutes</p>

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<p>Impact on the institution</p>	<p>As a result of YALI participation, SSLS has benefitted from deeper campus relationships, specifically with the African Student Union and African faculty and staff campus-wide. SSLS has been regularly invited to organizational events and SSLS has worked to include faculty from the African Faculty Staff organization in its coursework and program design more fully. For instance, faculty working on the interdisciplinary Ph.D. in Leadership Communication have deepened curriculum goals around community-engaged research imagining what kinds of learning would be most helpful for a group like the fellows. SSLS work with the Muslim Student Association and local Islamic Center also deepened and a network between these organizations that includes faculty, staff, and students has developed. As a result, an even greater understanding of how to support international students and staff has emerged. Participation in the Leading Change Institutes, a Kansas State University signature leadership program, has also been extended to graduating fellows. Partnership between SSLS, the mayor, and commissioners has grown as a result of YALI participation. The mayor has joined in teaching during the YALI CLI. Relationships with state and national congressmen and women and senators have deepened as well as relationships with local organizations such as Restore, Girls on the Run, faith communities, and other non-profits. Food insecurity leadership initiatives draw over 600 students each fall. Students of non-profit leadership participate in service-learning through "Theories of Non-profit Leadership" (LEAD 420) with a unique set of local organizations and connect the non-profit best practices they learn in the classroom to what they experience in local organizations. This focus on leadership and engagement in the civic sector resulted in the 2017 launch of Cats' Cupboard, an on-campus, student organized food pantry which also offers education and engagement opportunities. Students who are part of the secondary major in Global Food Systems Leadership have also engaged in service-learning where they partnered with the K-State Dining Services dining service and helped implement more affordable, healthy options.</p>
<p>Impact on the community</p>	<p>The fellows became a part of the Manhattan community during their time with the YALI CLI. Visits to city hall and connections with the mayor and commissioners were relationships that carried through the whole CLI. The mayor intends to introduce legislation regarding the taxation of feminine hygiene products due to her relationship with the fellows. Fellows cohorts have, for example, included dentists through which connection with a group of women in the dentistry profession in Manhattan was made. Past fellows have also collaborated with the local Boys and Girls Club to work toward developing continued relationships and shared programming. Informally, the fellows become part of faith-based networks and communities, meeting with many community members and campus partners. Initial connections are often made through staff team or peer collaborators, but the size of Manhattan also allows for continued run-ins and unexpected meet-ups that help relationships develop. For the Manhattan community, this program and the impact of the fellows has been felt immensely. Since the summer of 2016, community leaders, campus partners, faith organizations, and community members have been longing to meet and get to know Mandela Washington Fellows. Hosting such talented and impressive leaders from across the continent of Africa is a major asset to Manhattan. The community also worked to bridge cultural gaps through hosting the fellows in individual homes and talking about the demographic make-up of the region. Additionally, site visits were organized intentionally to provide several different experiences in Middle America. In "Introduction to Leadership Concepts" (LEAD 212), students demonstrate food insecurity leadership by helping to design and implement a community-wide donation drive for the city and campus food pantries. Students partner with Harvesters, a regional food bank serving a 26-county area in northeastern Kansas and northwestern Missouri, and HandsOn Kansas State, which promotes civic learning and leadership through meaningful volunteer and service opportunities between campus and community, to organize mobile food distribution for the Manhattan community. Later in the curriculum of the minor, they may participate in a service-learning project in "Leadership in Practice" (LEAD 405). In one semester, students partnered with the local food pantry and The Facing Project to develop a book of stories highlighting the unique paths to food insecurity for members of our community, thereby educating the Manhattan community on local issues of health inequity.</p>

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Partner #11

Project/Collaboration Title	Water Technology Farms
Organization Name	Kansas Water Office
Point of Contact	Armando Zarco
Email	Armando.zarco@kwo.ks.gov
Phone	(620) 276-2901
Institutional Partner	K-State Research and Extension (SW Research Extension Center), Agronomy, Ag Economics, Biological and Agricultural Engineering
Purpose of this collaboration	Kansas Water Technology Farms implement modern irrigation technology and other traditional irrigation techniques to improve water conservation and to expand conversations about safeguarding future water resources for Kansas. These public-private partnerships are not research plots but working farms where producers and landowners apply irrigation technologies on a field scale with water conservation as their goal. Kansas State University's irrigation researchers and extension specialists are trusted partners in this endeavor, working with dozens of private companies, grower associations, farmer cooperatives, and various state agencies. Water technology farms are funded by the Kansas Water Office as part of the state's Long-Term Vision for the Future of Water Supply. Currently, there are 15 water technology farms sprinkled across the state, with K-State acting as a partner for the majority of them: many of these farms are located in western Kansas, where the Ogallala Aquifer's decline is compelling farmers to rethink how they use water in that part of the state. Water is an essential resource in all parts of Kansas and, as a result, additional farms in Ford, Sedgwick, Wichita and Harvey counties have joined the network. The program continues to grow as more interested farmers apply for inclusion.
Length of Partnership	3 years
Number of faculty involved	7
Number of staff involved	9
Number of students involved	2 per summer
Grant funding, if relevant	USDA National Resource Conservation Service Conservation Innovation and USDA National Institute of Food and Agriculture grants, as well as support from Kansas Water Office and Kansas Corn
Impact on the institution	Through close community relationships and partnership with the Kansas Water Office, extension professionals are able to co-develop Water Technology Field Days throughout the state of Kansas. The events are an opportunity for K-State to showcase its practical research and interact with irrigation equipment manufacturers and representatives.

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Impact on the community	As a trusted partner, K-State offers great expertise to these farmers and landowners who are interested in implementing new systems such as mobile drip irrigation, soil moisture probes or irrigation scheduling systems. As leaders in irrigation research with decades of experience, K-State faculty and extension specialists advise farmers and work with them hand-in-hand; this can include demonstrating new technologies and implementing irrigation systems to communicating with producers one-on-one or through field days. The water conservation efforts of these partnerships have been positive. According to the 2018 Water Technology Farm Report published by the Kansas Water Office, participating corn producers reported a harvest of 203 – 246 bushels per acre; these same farmers irrigated their fields with anything from six acre-inches/acre to 17.5 acre-inches/acre; the average water use on a water technology farm was 12.8 acre-inches/acre. The ongoing success of this program serves as an effective testimonial for the future of water conservation across the state. K-State’s expertise and involvement has helped make the program a success, and water technology farm landowners and producers are able to send a clear message to their neighbors and communities: significant water conservation while maintaining good crop yields can be done, because it has been done.
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Partner #12

Project/Collaboration Title	Thrive!
Organization Name	Thrive!
Point of Contact	Jayme Morris-Hardeman
Email	jmorrishardeman@gmail.com
Phone	785-341-2922
Institutional Partner	School of Family Studies and Human Services: K-State Research and Extension, Couple and Family Therapy, Applied Family Sciences, Communication Studies
Purpose of this collaboration	Thrive!, established in 2015, is a community-based organization (with affiliates across Kansas) locally serving families in Manhattan, Wamego, and Junction City that reduces poverty through the development of relationships and life skills. Based on a social capital model, Thrive! matches people living in poverty with middle and upper income individuals to work together over 18 months to set goals around personal poverty reduction. Over this long-term voluntary commitment, 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.
Length of Partnership	2 years
Number of faculty involved	3
Number of staff involved	1
Number of students involved	28+
Grant funding, if relevant	Kansas State University Center for Engagement and Community Development, Reser Family Foundation

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Impact on the institution	Based on the land-grant university's mission of community engagement for social good, K-State faculty, staff and students have: assisted in training of Thrive! volunteers; provided management resources to the voluntary Thrive! board of directors; provided child care services and training to child care volunteers associated with the program; developed an evaluation process which is now being used by other similar programs in Kansas; and have worked with the organization to conduct relevant research using a community-based participatory research (CBPR) approach. Three studies, conducted by two graduate students and one undergraduate student, have been conducted within the Thrive! program using a community-based participatory research approach.
Impact on the community	Approximately 39 individuals have completed the 18-month Thrive! program since its inception. Evaluation shows that the program has doubled participants' formation of new friendships, a critical social and emotional support network. Participants also reported a one-point improvement in social support and connections on a five-point scale in addition to a 1.5 and 2.5 point improvement in healthy relationships and persistence/motivation, respectively. K-State personnel have assisted in the development of grant proposals to city, state and regional funders. A recent award from the Reser Family Foundation is supporting the introduction of app-based technologies to help the adults who are burdened by poverty to improve their family relationships and reduce family stress.

Partner #13

Project/Collaboration Title	Making the Leap: The Future of Small Museums and Historical Societies
Organization Name	Pioneer Bluffs
Point of Contact	Lynn Smith
Email	lynn@pioneerbluffs.org
Phone	(620)753-3484
Institutional Partner	Chapman Center for Rural Studies (main), Department of History, College of Architecture, College of Arts and Sciences
Purpose of this collaboration	The Chapman Center for Rural Studies has been partnering with the Pioneer Bluffs Ranching Heritage site in Matfield Green, Kansas for approximately four years. The Chapman Center for Rural Studies was approached by the Pioneer Bluffs Director Lynn Smith to aid them 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. In exchange, Pioneer Bluffs has welcomed student involvement in their site including accessioning and preserving the collection, creating a walking tour of the site for off-hours visitors and contributing to the interpretation of the site for the future.
Length of Partnership	4 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	31
Grant funding, if relevant	\$100,000 National Endowment for the Humanities Public Access grant

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Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Impact on the institution	Pioneer Bluffs has, and will continue to contribute to the education and experience of students who are seeking careers in public history, community development, marketing and communication and historic preservation. The Chapman Center for Rural Studies is also currently partnering with Pioneer Bluffs to develop an oral history of the Sauble Family. The partnership will produce a book publication and a presentation on this publication is anticipated for later this year.
Impact on the community	Pioneer Bluffs has benefited from collaboration with the Chapman Center for Rural Studies through the preservation of their collections, interpretation of their site, speakers at their annual meeting and the professionalization of their membership, staff and volunteers. Several thousand individuals visit the site and public program and educational events are held throughout as a result of this collaboration with Kansas State University. Collaboration with Pioneer Bluffs is also on track to help the board and staff of the site to write a long-term sustainability plan with funding from the National Endowment for the Humanities, ensuring longevity of this community asset.

Partner #14

Project/Collaboration Title	City of Manhattan Partnerships
Organization Name	City of Manhattan
Point of Contact	Ron Fehr, City Manager for City of Manhattan
Email	fehr@cityofmhk.com
Phone	785-587-2404
Institutional Partner	Kansas State University Office of the Provost, Office of the Vice President for Research, Governmental Relations, K-State Research Foundation, KSU Foundation, K-State Institute for Commercialization, K-State Athletics

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Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Purpose of this collaboration	<p>Kansas State University has a 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. KBED: KBED is a unique partnership between K-State, university-related entities and the area's leading economic development agencies. It is one of the first truly integrated university/community economic development initiatives to focus on the attraction of, as well as the creation of, small knowledge-based businesses. The KBED partners have established, and actively support, a thriving entrepreneurial environment to attract, grow, and retain knowledge-based businesses to create wealth and other benefits for the region and the partners. This environment includes access to world-class research, a talented workforce, cutting-edge facilities, and capital through all stages of the business lifecycle. The KBED Partners include: the Manhattan Area Chamber of Commerce, the City of Manhattan, K-State, K-State Research Foundation, KSU Foundation, K-State Institute for Commercialization, North Central Regional Planning Commission, and Pottawatomie County Economic Development Corporation. NCC: In an effort to create the kind of campus spaces in which K-State can partner with established public and private sector partners while having a physical nexus to campus, collaborations can be expanded, K-State and the Manhattan community are creating the North Campus Corridor, a 4-mile stretch of streets that make up the north edge of the Kansas State University campus. This will be a place that will be fitting of the university's global leadership and reside on the campus north edge alongside both College of Agriculture and College of Veterinary Medicine research facilities and research land as well as the future National Bio and Agro-defense Facility (NBAF). The corridor serves as the physical nexus of a plan that establishes Kansas, the region, and the university as the destination for the world's established food and animal health companies, global food systems-related research, and educational talent. The City of Manhattan, Manhattan Area Chamber of Commerce, K-State, KSU Foundation, K-State Institute for Commercialization, and K-State Athletics have partnered to develop plans and financing strategies to make the corridor visions a reality. Region Reimagined: The Region Reimagined Initiative is a tri-county community and economic development planning and implementation effort to build a sustainable path to regional growth and prosperity. Community groups from Geary, Pottawatomie and Riley counties are forming to develop and implement regional strategies focused on Talent Attraction and Retention, Innovation and Entrepreneurship, Quality of Place, Built Environment and Advocacy.</p>
Length of Partnership	KBED: 11 years, NCC: 7 years, Region Reimagined: 3 years
Number of faculty involved	Approximately 500 for the duration of all projects
Number of staff involved	Approximately 300 for the duration of all projects
Number of students involved	Approximately 100 for the duration of projects
Grant funding, if relevant	N/A

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Created by Institution on 1/9/2019. Last modified on 4/15/2019.

Impact on the institution	KBED: KBED activities and partnerships with companies have resulted in over \$1 million in collaborative sponsored research with faculty and students; over \$500,000 in philanthropic gifts, internship and post-graduation job opportunities for students; industry participation on college/departmental advisory boards; and ongoing industry support and participation in university events. NCC: The KSU Foundation has taken a leadership role in developing 56 acres that make up the K-State Office and Research Parks, providing office and build-to-lease lab space for established companies, state and federal partners that advance K-State. Region Reimagined: The university has played an important role in many of the work groups formed to develop the specific strategies for the region, assisting in strategies to retain K-State graduates in the region after graduation to meet workforce needs, leveraging the universities innovation capabilities to support regional companies' growth and strategies to improve the infrastructure and quality of life in the region to support the health and wellbeing of its citizens.
Impact on the community	KBED: Since its inception in 2008, 514 jobs have been created in the region (with 771 projected) with average salaries of \$55,539, representing an economic impact of over \$48 million and a projected economic impact of \$77 million and capital investments of over \$55 million. NCC: The public infrastructure investments in the corridor will create a vibrant neighborhood for the public. The area described is currently a high vehicular traffic thoroughfare for the community, but also has large sidewalks that are heavily used for pedestrians as running or biking trails. The streetscape, however, is unattractive, dilapidated and dangerous to cross because of the high vehicular traffic, especially on K-State Athletics gamedays. The vision for the corridor is to enhance the pedestrian experience via the addition of streetscape and landscape (trees, knee-walls and gateways/entry features), as well as enhance the safety features for pedestrians (crosswalks, medians, bus drop-offs). Region Reimagined: The Community and Economic Development Strategy will bring the community together behind a consensus vision for a thriving, sustainable, and equitable future for the Central Flint Hills region. Extensive quantitative research will be paired with comprehensive outreach to regional leaders and constituencies to inform the development of an action plan designed to be effectively implemented by the Chamber of Commerce and its partners across the public and private sectors.

Partner #15

Project/Collaboration Title	Project 17
Organization Name	Westar Energy (main), Kansas Fiber Network, Kansas Leadership Center, Circles, Kansas Farm Bureau, KansasWorks, Kansas Small Business Development Center, Kansas State School Board, etc.
Point of Contact	Kari West
Email	Kari.West@westarenergy.com
Phone	620-235-2503
Institutional Partner	Kansas State University Colleges of Business Administration, Agriculture, Architecture Planning and Design, Human Ecology, Arts and Sciences, and Engineering, Staley School of Leadership Studies

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Purpose of this collaboration	<p>A 17-county region in southeast Kansas has pervasive poverty, significant unemployment rates, the state's poorest public health indicators, a significant lack of civic leadership, and a shortage of capable workers to fill job openings. Additionally, most counties in this region have insufficient access to affordable highspeed internet to support business growth, education, and healthcare. To address these challenges, Kansas State University's Technology Development Institute (TDI, formerly the Advanced Manufacturing Institute) serves as lead for a regional, innovation-based economic development initiative known as Project 17. This engagement has fostered working partnerships with seven K-State academic units, two federal and four state agencies, three other Kansas universities, six community colleges, Casey Family Programs, and over 100 partner organizations. The initiative is engaged in developing and deploying network-based strategies, tools, and resources to improve rural communities, businesses, and citizens' lives. A collaborative discovery process identified civic leadership, economic development, workforce development, and health as key improvement pillars. A cross-sector "core group" of volunteers created a shared governance structure and initially served as the region's advisory board, eventually transitioning to become the board of directors of a 501(c)(3) K-State helped create. TDI assisted in the creation of four volunteer-led work groups which evolved into 15 task teams as the number of citizens involved grew from 15 to over 1,800. Project learnings and best practices are shared through numerous newspapers, journal articles, public radio, and statewide and national conference presentations.</p>
Length of Partnership	6 years
Number of faculty involved	8 since 2012
Number of staff involved	7 since 2012
Number of students involved	Approximately 75 since 2012
Grant funding, if relevant	<p>Rural jobs and Innovation Accelerator Challenge (\$1,715,000), USDA-Rural Development Rural Business Enterprise Grant (\$91,922 from 2012-2014; \$99,000 from 2014-2016; \$106,000 from 2016-2018), Casey Family Programs (\$100,000)</p>

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Impact on the institution	<p>Project 17 is a change platform for large-scale regional economic development and community engagement. It is multi-faceted and of such magnitude that there are multiple engagement opportunities within the K-State community. Faculty, staff, and students from seven colleges are actively engaged in Southeast Kansas in research and service, working directly within the region. For many faculty and students, Project 17 provides not only an opportunity to expand field experiences in their respective disciplines, but to also experience cross-sector, boundary-spanning research such as the engagement between the Colleges of Agriculture and Business Administration in supporting small food-based businesses in the region or through the joint efforts of the College of Agriculture's Research and Extension and the College of Human Ecology with regard to workforce re-engagement networks. For TDI, Project 17 has advanced the understanding of how to apply network and innovation-based economic development strategies and the critical elements necessary to build large-scale innovation ecosystems. Each of these opportunities inform faculty and students with practical application of domain-specific knowledge and the opportunity to work in socially complex environments. Project 17 has generated opportunities for both broad-based and targeted service grants from the U.S. Economic Development Administration, and USDA-Rural Development. In addition to service, Project 17 is also a platform for advancing research. For example, Project 17 served as a testbed for advancing research and application in areas such as asset mapping and innovation analytics resulting in a pending National Science Foundation proposal for developing Smart Service Systems using recommender software technology integrated with business profiling to advance the process of building academic-industry innovation teams. The Project 17 executive director serves as convener and network weaver, to actively bring together disparate groups from across campus to provide integrated solutions within the region which the individual participants cannot readily identify due to their limited field of view. In addition, the executive director is actively broadening cross-institutional collaborations beyond K-State. Within the region, Pittsburg State University (PSU) has directly benefited from K-State's long-standing relationships with federal funding agencies in an effort to increase PSU's success rate for federally-funded project proposals. The impact of Project 17 in the region is indeed far-reaching. Other scholarly output beyond awarded/pending federal and state competitive grants includes published articles in leadership journals, numerous newspaper articles throughout the region sharing the successes and efforts with the community at large, a one-hour public radio program involving both K-State and community partners discussing the needs, approaches, and results, testimony to the Kansas Legislature, multiple presentations across the K-State campus with regard to the project and the results to date, co-hosting of two annual statewide Innovation Summits where partners shared their activities, an "Un-conference," and presentations at state and national conferences on topics as diverse as broadband access, poverty, rural economic development, leadership, and public health. In addition, partner organizations regularly share the project and impact within their own professional communities.</p>
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<p>Impact on the community</p>	<p>Project 17 addresses multiple pillars of the region's economic ecosystem through a grassroots change platform that engages K-State expertise, provides students hands-on learning, and helps local businesses and communities in an innovative, high-impact approach. The collective impact of Project 17 and its partners include engaging over 1,800 citizens, training over 1,000 leaders; leveraging \$25.54 million in private investment; assisting 194 businesses; engaging 107 entrepreneurs, retaining 431 jobs, creating 674 new jobs, and anticipating 611 additional future jobs. TDI led a proposal team that received a three-year Rural Jobs and Innovation Accelerator Challenge grant from the Economic Development Administration (EDA) of the U.S. Department of Commerce and U.S. Department of Agriculture - Rural Development with matching funds from the Kansas Department of Commerce and K-State. K-State also received another USDA - Rural Development grant for activities focused on developing a networked manufacturing reshoring strategy for the region. Project 17 secured an additional grant to fund agricultural and business marketing students to work directly with businesses in the region on new websites, e-commerce, and social media. Additionally, on behalf of the region, Project 17 received a grant from a national foundation to implement the Circles USA anti-poverty program in three communities. Through this initial investment and implementation, Circles expanded to four additional communities in the region with a very small additional investment. TDI, through Project 17, also provides technology development services directly to regional businesses and has created new visualization tools for regional asset mapping and analytics. Project 17 continues to stimulate private sector investment in the region including: the installation of a multi-million-dollar broadband fiber trunk line, increasing job creation and retention, strengthening local food systems, increasing business growth and activity, and expanding civic leadership. Project 17 helped secure a regional federal U.S. Commerce designation giving the region preference points for federal awards and additional technical assistance; assisted PSU to secure a U.S. Economic Development Administration science park planning grant; advocated for Independence Community College to receive a private grant to start a community fabrication lab; and assisted in securing funding from USDA - Rural Development for a new fabrication lab for the Chanute Regional Development Authority. One lab now creates 3-D printed prosthetics for disabled children in the region and throughout the state. In addition, Project 17 co-sponsored two annual statewide Innovation Summits in the region to raise visibility across the state. These positive outcomes and others have begun to re-shape the region and the way the K-State community uses scholarship to impact the world, while students receive hands-on experiences to enhance their scholarship. Sustainability of these initiatives is critical. Therefore, when new awards are received, Project 17 and the region immediately work with community partners to develop sustainability plans. Project 17 will only start new work with partners who will sustain the efforts if new funds are not available. As this work occurs in a rural region, the infusions of the small amounts of capital and the development of sustainability plans are critical to the success of the work and developing regional buy-in.</p>
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2.2

In comparing the “partnership grid” from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

As we compare the partnership grid from our 2010 application with the partnership for our 2020 re-classification application, we notice several changes. Initially, we provide a bit of context: Kansas State University's Center for Engagement and Community Development (CECD) became fully functional and staffed in fall, 2006. Our center began working on the Carnegie classification in fall 2008. So, while CECD was organizing the application for Carnegie classification, this center was pretty young. Consequently, the 2010 partnership grid was a bit general. Examining the 2010 grid, one notices several “engagement hubs” (there were three). Within these hubs are multiple partnerships. When organizing the 2010 application, CECD was not that familiar with particular engaged partnerships and therefore included engagement units. As CECD has matured and engagement has become more salient on campus, awareness of specific

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engagement projects has increased. Thus, in the 2020 partnership grid, there are no general engagement hubs, but rather there are specific engaged partnerships, many working within those hubs.

In 2010, the 15 signature partnerships were selected via a brainstorming session with the Carnegie application task force. In 2020, we began the process of selection with this same process as 2010. We initially brainstormed over 50 potential signature partnerships with our Carnegie re-classification task force. This year, however, we generated a list of criteria by which to judge our original 50 partnerships. We looked for partnerships that: had community and campus impact, were responsive to community needs, exhibited reciprocity and mutually beneficial results, were robust (had multiple touchpoints), included a variety of campus and community voices, and were somewhat novel or unique to K-State.

From our brainstorming and evaluation, we identified 15 very strong and representative community-engaged projects. As we compare the 2020 list of partnerships with our 2010 list, we notice there are more partnerships focused on economic development. Project 17, KBED/North Corridor/Region Reimagined, Water Technology Farms, and the Rural Grocery Initiative all address economic issues.

In 2010, there were no international signature partnerships listed. In our 2020 reclassification application, we have two international partnerships listed – Tap to Togetherness and Young African Leaders Institute – and there were two others that we extensively discussed – an Australian project and an Italian project. The fact that we have more international partnerships in our mix of signature partnerships is reflective of the increased emphasis K-State has put on international students and educational opportunities, and partnerships.

Finally, many of our 15 partnerships have been recognized for their engagement work by various organizations or professional associations. In fact, nine of our 15 signature partnerships have received some state, regional or national award for their community-engaged work.

2.3

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

Although this education process is by no means complete as many still don't understand campus / community engagement, Kansas State University nonetheless has deepened understanding of engagement and become more aware of what is meant by community engagement. Through education efforts such as the annual engagement symposium, the Civic Engagement Fellows program, the Engagement Benchmarking Tool campus survey, the Service-Learning Institutes, the New Faculty Institute, and the 2015 Carnegie Check-Up, more faculty, staff, and administrators have an understanding of what authentic collaboration looks like. We see the results of this education in applications for our Excellence in Engagement Awards and our Engagement Incentive Grants. In those programs, we're seeing stronger collaborations and more diverse partnerships. Additionally, faculty are coming to the Center for Engagement and Community Engagement (CECD) requesting letters of support for grants, letters in support of promotion and tenure portfolios. CECD staff are being invited to sit on community-engaged thesis committees and serve on departmental search committees. All of these are indicators that community engagement is deepening at K-State. This deepening of understanding community engagement practices likely translates to improving engagement practices and relationships.

2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

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There are multiple ways that Kansas State University assesses campus/community partnerships. Many partnerships have advisory boards that provide feedback regarding the partnerships. Examples include the Knowledge-Based Economic Development (KBED) partnership, the Rural Grocery Initiative partnerships, and Project 17 partnership. K-State Research and Extension (KSRE) also has a number of advisory boards they rely on for feedback. At the state level, KSRE uses a State Extension Advisory Council to collect input on KSRE collaborations. Each local extension unit has Program Development Councils (PDCs) to provide feedback regarding local partnerships and programming. Additionally, the university periodically convenes groups of community stakeholders to hear directly from partners about their collaborations with K-State. For example, when K-State applied for and received the Innovation and Economic Prosperity (IEP) recognition in 2017, approximately 50 partners gathered in small groups and discussed their collaborations with K-State. For the current Carnegie application process, we convened five focus groups of community partners – domestic and international – in November 2018 and talked with them about their partnerships with K-State.

From the IEP self-study and the Carnegie focus groups we learned many things – both strengths and challenges – about community perceptions of working with K-State. In terms of strengths of working with K-State, university partners report they appreciate access to information from K-State networks and faculty. They appreciate the credible, impartial data; new and innovative ideas; and access to world-class expertise. Community partners like the access to students who bring information and ideas, but also energy and enthusiasm to projects. Partners report that collaborating with the university brings status to the project. They appreciate and value the marketing assistance the university provides and they like working with the K-State community, whom they find are generally passionate, energetic, gracious, and collaborative.

K-State community partners also reported challenges working with university. Challenges included the administrative overhead charges when working on grant-funded projects, the different perceptions of time between campus and community, and navigating the complexity of the university. Additionally, community partners were concerned that as the university moves more of its operations online, there are fewer personal interactions making it more difficult to navigate the university bureaucracy. The external partners also expressed frustrations about budget cuts to the university which they saw as a contributor to faculty/staff turnover which impacted their campus/community work relationships.

Community partners also provided suggestions to strengthen collaborations with K-State. They emphasized the need to have one point of contact to help access K-State resources. They urged more communication between university and community partners both to keep everyone informed of project status, but also to communicate project success. They wanted faculty to work toward the mutual goals of the partnership, not simply the goals of the faculty member. Community partners were also concerned about sustainability of projects. They were concerned about partnerships that were created by grant funding and then when the grant funding ended, the partnership just went away, including all the project's infrastructure built over time.

2.5

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

There appear to be several changes in Kansas State University outreach and partnerships since our classification in 2010,. We believe part of the change is due to a growing maturity of our engagement work as well as a greater understanding of the characteristics and goals of community engagement. While there are certainly exceptions to the changes identified, the partnerships highlighted in this application as well as scores of others that could have been identified illustrate one or more of the following changes.

K-State seems to be moving to more regional campus / community projects than in the past. K-State believes it can have

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more impact working in geographic regions rather than working with single communities, counties, or organizations. There are several pieces of evidence that points in the direction of the importance of regional collaborations. Initially, we have two regional partnerships in our list of 15 signature partnerships – Project 17, KBED/North Campus Corridor/Region Reimagined, whereas in 2010, we had zero. Since the last classification, K-State has focused on building partnerships within bio/ag geographic corridor running from the Kansas City metro area to our Salina campus 175 miles to the west. Over the past decade, K-State Research and Extension has moved toward “district” units so that extension agents are working in regional areas rather than simply one county. The SNAP-Ed program within extension has moved over the last two years to hire regional directors rather than simply relying on SNAP-Ed agents working on their own in individual counties.

A second change is that students are taking more leadership in many of our K-State partnerships. The most powerful example of this change is seen in Staley School of Leadership Studies (SSLS) partnerships. In the "Introduction to Leadership Concepts" (LEAD 212) course, where they focus on regional food insecurity, curriculum is taught by tenured and non-tenured faculty and co-taught by undergraduates. SSLS students have also organized on-campus food distribution, and served on the campus food pantry advisory board. But student involvement is also seen in other campus / community partnerships. In the Department of Architecture, a faculty member has a “small town studio” partnership project. He works with rural Kansas’ communities to identify a town needing design assistance and then connects student teams to that town. He essentially turns the project over to his students who manage the project, working with the community to complete the desired design.

A third change is that more international partnerships have developed. In 2010, there were no international signature partnerships listed. In our 2020 reclassification application, we have two international partnerships listed – Tap to Togetherness and Young African Leaders Institute – and there were two others that we extensively discussed – an Australian project and an Italian project. The fact that we have more international partnerships in our mix of signature partnerships is reflective of the increased emphasis K-State has put on international students and educational opportunities, and partnerships.

Reflection and Additional Information

(Optional)

Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

Things we learned. 1. Data collection and reporting around engagement is a significant challenge. Kansas State University does not have a centralized data collection and reporting system. Data connected to engagement is collected, controlled, and housed in multiple units across campus (CECD, KSRE, Staley School of Leadership Studies), making it a challenge to put together a composite picture of institutional engagement. Furthermore, the Engagement Benchmarking Tool (EBT) and the Program Evaluation and Reporting System (PEARS) are the two primary tools collecting engagement data and both suffer from low response rate. While both these tools efficiently produce quantitative data, qualitative data collected needs significant staff time to build useful narratives and reports. This spring (2019), K-State is seeking an associate provost for institutional research. This executive team administrator will lead the newly defined Office of Institutional Research as K-State works to establish a robust center for institutional research. This individual will be responsible for ensuring development and implementation of an institutional data strategy that promotes institution-wide data collection and use. 2. Tenure and promotion (T&P) policies remain barriers to increased community engagement work. Faculty conduct work that is recognized and rewarded. If work is not valued, they tend not to engage in that effort. There has been a significant

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increase in the number of departments who recognize and reward community engagement. However, most departments recognize this work as outreach or service. K-State needs to increase the number of departments recognizing and rewarding community-engaged work as important modes of research and teaching. 3. Many faculty still don't understand community engagement as defined by the Carnegie Foundation. Engagement at K-State has been emphasized by mission, K-State 2025, Principles of Community, the Carnegie application process, and further highlighted through university publications and on the opening home page of the university's website. However, many faculty and staff still lack an understanding of community engagement. 4. Campus engagement champions are vital. These faculty and staff facilitate change in T&P policies, communicate the value of engaged work to their colleagues, and were vital in completing this application. One of the most rewarding aspects of completing this application was identifying and working with these engagement champions. We plan is to keep our Carnegie Task Force together following the application to serve as a community engagement advisory body to the university. 5. Decentralization can be an asset. As has been stated numerous times in this application, K-State is a proudly decentralized institution. While this certainly causes challenges, it has also led to energy and innovation around community engagement. I think of K-State First and the multitude of ways they engage first-year students or the Chapman Center for Rural Studies and how they engage rural Kansas or the School of Veterinary Medicine and the ways they engage Kansans through their mobile surgery unit. Working in community engagement has also taught us that it is important to meet faculty and staff where they are, celebrate their engaged work, and advance their activities to more robust community engagement where possible.

(Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

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(Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

The reflection provided here is not only a representation of Kansas State University's individual process of application, but also includes thoughts and suggestions from discussions involving Oregon State University and Auburn University. Representatives from the three universities engaged in regular contact, shared resources and materials, and held regular Zoom meetings to discuss challenges, solutions, and insights developed along the way. The following comments and suggestions are meant as constructive criticism coming from our commitment to the transformative growth we wish to see at institutions of higher education.

1. Several of the questions seem very similar. These three questions, while all slightly different, seem very similar.

* Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

* Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

* How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

2. Some definitions embedded in the application would be helpful. Examples of some concepts we struggled with include: External budgets. We weren't sure if the application was seeking answers to how money, external to K-State, supported the engagement mission (this is the focus we chose) or if this question was seeking information regarding how K-State used funding to support external partnerships.

Alternative breaks / community service off-campus. These two concepts seemed to overlap to us. If there is a distinction, a definition articulating that difference would be helpful.

Student leadership. We were unclear if there was a particular focus intended for this question. We took student leadership to mean primarily students assuming leadership positions through actions they took in campus organizations, not elected

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leadership through student senate.

3. The survey emailed to community partners seems to be written in a jargon manner. The language makes sense to community engagement professionals and scholars, but perhaps not so much to directors or non-governmental organizations or small business owners. Examples include mutuality, reciprocity, and co-creation of goals. The survey could have been written in a more user-friendly style.

4. There have been several glitches with the electronic application. Initially, it did not allow a letter from the president / provost to be uploaded. That was changed about two months ago. It was also not intuitive how to save text in the e-application. We figured that out through trial and error. Additionally, the application did not function well with some browsers. The Swearer Center website initially indicated that applications were due at 5:00 p.m. EST, April 15. Applicants were told via phone calls that the deadline was 11:59 p.m. EST on the 15th. On April 10, the application deadline - 11:59 p.m. EST - was posted on the electronic application itself. Finally, we noticed on April 11 that some uploaded text changed when saved into the e-application. Navigating the e-application has not always been easy and has caused some frustration.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.

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B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.

Yes