



LETTERS

SUMMER 2012



College for Kansas

Professors and students put local history on film, guide Kansas kids, and help people statewide

KANSAS STATE
UNIVERSITY
College of Arts and Sciences



Dear Alumni and Friends,

If you've read past issues of our alumni magazine, you know that we place major emphasis on the international component of education here in the K-State College of Arts and Sciences. And rightly so — these skills are increasingly valuable as our students transition from graduates to professionals.

But just as important in our College is a focus on service to the state and people of Kansas, which is the theme of this issue of the magazine. The land-grant college concept set forth in the Morrill Act is celebrating its 150th anniversary this year. As a land-grant university, our goal is not only to educate our students, but to use the new knowledge gained and resources created to help our fellow Kansans. We believe this is a critical legacy and lesson for our students to learn: Taking care of our neighbors is part of our responsibility as scholars and citizens.

You may know that our land-grant university began as Bluemont Central College in 1858. Bluemont Central College, along with the first "Literary Department of Arts and Sciences," was transferred to Kansas a few weeks after our young, fledgling state accepted the terms of the new Morrill Act in February 1863. Thus, K-State became the first land-grant college. This also served as the first major philanthropic gift to Kansas State. Equipped with princely sums of \$300 each (equivalent in value to nearly 100 acres of prime land at the time), the seven founders of BCC began an important legacy that now extends throughout the globe

"Taking care of our neighbors is part of our responsibility as scholars and citizens."



with our K-State alumni who share that spirit of giving back to the people.

This issue of *A&S Letters* contains stories of faculty, students, and alumni — in kinesiology, women's studies, mathematics, and more — who are finding ways to reach out across the state and give new knowledge back to Kansans. I hope you see these

stories as an inspiring look into the ways our College is tied to the world outside of the K-State campus, particularly within our own state.

All the best,



Peter Dorhout, dean
Go Cats!

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Please return the card inserted in this issue so we can update fellow alumni and friends on your life since graduation!



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Gabriela Díaz de Sabatés, Michele Janette, Sue Zschoche, and Marilyn Ortega stand proudly in front of their film.



Women's Studies and History scholars put Kansas histories on film

When Michele Janette, Ph.D., set out to make a documentary film about the untold histories and unsung historians of Kansas, she had the perfect title in mind: "History's Quiet Keepers." But she would soon discover one major problem with the moniker.

"We realized that they're not quiet!" she said with a laugh. "These are some of the most rambunctious and spirited people we've met! They're storytellers, they're funny, they're loud. 'Quiet' just started to feel wrong."

Janette, director of the Women's Studies Department and associate professor of English, knew that in historical societies and communities

across the state, there were dozens of people — largely women — who were painstakingly preserving their local histories, keeping them alive any way they could. Together, Janette, women's studies instructor Gabriela Díaz de Sabatés, and associate professor of history Sue Zschoche set out to give those histories a home. The final film was graced with a much more fitting title: "She Told Me Stories."

"The actual title is one of the things that Joyce Grigsby (of Topeka) says in the film. She talks about how when she was growing up, her grandmother told her stories, and that's how she learned about the family history," Janette said.

Uncharted Territory

With a \$10,000 Kansas Humanities Council grant, Janette and company went to work in spring 2011 and finalized the film in spring 2012. In between, they interviewed historians (official and otherwise) in Alma, Beloit, Clay Center, Garden City, the Kickapoo Nation, Manhattan, Nicodemus, Topeka, and Westmoreland.

"None of us had done a film. And most of us had not done much interviewing before, so all of it was new," she said. "We ended up with over 150 hours of footage. Wherever we would go, we would just fall in love with that person or set of people."

The result is a one-hour documentary that shows a strong, rich, multicultural Kansas where women pass down the stories of their families and

A Kansas Quilt

In the end, the film wove together many themes — including language preservation, work, and discrimination, — into a metaphoric quilt of Kansas history.



"I think people in Kansas are often seen as homogenous, and that's really not true. There is cultural diversity here."

— Michele Janette

communities, whether Latin American, African-American, European American, Native American, or Asian-American.

"I think people in Kansas are often seen as homogenous, and that's really not true," Janette said. "There is cultural diversity here. And there's a variety of communities and histories that we really wanted to bring forward."

A Student of Stories

Approximately 25 students helped create the film. Marilyn Ortega, senior in women's studies and American ethnic studies, dove in headfirst. Ortega pitched in on interviewing, scheduling, camera work, editing — pretty much everything, from start to finish. She spent the better part of a year on the project, in addition to being a full-time student, part-time worker, and round-the-clock mom.

"I've always been interested in history. When I grew up, my grandma watched me a lot. I just remember her sharing stories with me about her life growing up during the Depression here in Kansas," Ortega said.

"I became invested in the women that told the stories, the project, and the team that made the documentary. It was a labor of love."

Janette saw Ortega as "a full-on partner in the process." And the experience definitely made an impression on Ortega, who hopes to incorporate film into her career one day.

"We pieced together many different stories, from all different perspectives, into one film about one state," Janette said.

"Some of them are funny, or emotionally powerful, and then there's just stuff that makes you say,

learned a ton through this project."

So far, screenings have been held in Topeka, Garden City, Alma, and Manhattan, and both Janette and Ortega hope to make the film available online in the near future.

"I think for me, the experience just confirmed that everyone has a story," Ortega said. "And that's real. It doesn't have to be what you read out of a book; these histories are just as powerful."

Check www.k-state.edu/womst to see the film once it's posted online.



'who knew?' I had no idea there were German P.O.W. camps in Kansas. I didn't know much about the Latina community in Topeka, or the powwow in Council Grove. I'd heard of Nicodemus (an African-American town established post-Civil War), but I'd never been there. I



EMPOWER WOMEN

The Need:

Friends of Women's Studies funding — for scholarships, speakers, and student travel to conferences

To Help:

Tracy Robinson, development officer,
tracyr@found.ksu.edu, 800-432-1578

KONZA IGNITED

How Konza Prairie came to K-State —
through determination, generosity...and fire



Spring 2011 burn on Konza Prairie.

Enclosed. Sterile. Isolated. When you think of a university research lab, these are the words and images that most likely spring to mind.

But Kansas State University's biggest lab — and its most celebrated — is the complete opposite of all those notions. Open. Seemingly boundless. And so full of life, you'd think it would have its own heartbeat. It's Konza Prairie Biological Station: an entire preserved ecosystem of plant life, animals, and insects. And while the tallgrass sways just minutes from Manhattan, it may as well be a whole other planet.

"We have an 8,600-acre laboratory out there," said David Hartnett, Ph.D., University Distinguished Professor of biology and former director of Konza.

"Today, only four percent of the world's original tallgrass prairie remains. If we didn't know what we've learned from Konza about burning and how to take care of the land, our native Flint Hills prairie would disappear in four decades."

Jointly owned by K-State and The Nature Conservancy, Konza is a natural gem that pulls researchers and students not only from across the country, but from across oceans. But the road to enfold it into K-State's scope (and preserve it for good) was a long-fought battle, starting with a single man who simply wouldn't take "no" for an answer.

Lloyd Hulbert

You could say Lloyd Hulbert's path in life was blazed by fire. He was always a scientist — always. But it was fire that led him to the prairie. Lloyd's wife Jean was by his side until his passing in 1986.

"He earned his undergrad degree at the University of Michigan, and then his master's at Cornell in ornithology," Jean said. "Then World War II came along, and everything was interrupted."

Lloyd's beliefs led him to be a pacifist. When World War II broke out, he volunteered for the Civilian Public Service and became a smoke jumper, learning to parachute into remote areas and fight wildfires. The experience was a game changer.

Hartnett, who succeeded Lloyd as director of Konza in 1986, knows the story well.

"He developed a professional interest in fire and ecosystems," Hartnett said. "For many years, fire was viewed as a bad thing. It was only in the latter half of the 20th century that we began to realize that many of these ecosystems are fire-dependent."

Quickly, Lloyd's focus shifted to fire and the prairie. And that transformation...well, it called for a change of scenery from the Hulberts' home in Minnesota.

"We came to Manhattan in 1955. He was offered a job as a plant ecologist in the K-State Department of Botany," Jean said. "His main research interest was in prairies and fire, so the Flint Hills were ideal."

Pursuing Konza

Leading up to Lloyd's arrival at Kansas State, he and prominent K-State botanist and ecologist Frank Gates exchanged letters about Gates' grand plans for the prairie. After many summers teaching and conducting research at the University of Michigan's Biological Station, it was Gates who originated the idea to obtain a piece of tallgrass prairie and turn it into a biological field station for Kansas State. He, in fact, was the first to approach K-State administration about this lofty goal.

Sadly, Gates never saw the idea become reality. He passed away in 1955, the same year that Lloyd arrived at K-State. But Lloyd made it his mission to see Gates' plans through.



Lloyd Hulbert keeps watch on a Konza fire. (Courtesy of the Morse Department of Special Collections, Kansas State University Libraries)



It took more than 15 years — 15 years of meeting with University administration; seeking funding in Washington, D.C.; identifying pieces of land; negotiating with landowners; and developing a cooperation with The Nature Conservancy, a private conservation organization. Lloyd reasoned and rebounded, asked and argued, pleading his case again and again to anyone who would listen.

Then in 1971, it finally happened. With funding from then-anonymous donor Katharine Ordway — an heiress to the 3M fortune and a prairie savior of sorts — Kansas State University and The Nature Conservancy purchased the first 916 acres. Konza Prairie was officially established, and thousands more acres were added over the next decade. Lloyd had done it.

“It was a long time. But he didn’t seem to become discouraged,” Jean said. “This was his dream. He hoped to obtain five acres of virgin prairie to do research on. He ended up with 8,600.”

Fed by Fire

While Konza was born mostly of one man’s unrelenting enthusiasm, today it takes hundreds to maintain it.

K-State’s Division of Biology manages Konza, taking the lead on everything from the annual bison roundup to

the regular burns that revitalize the prairie. David Hartnett (director of Konza from 1986 to 2006) and John Briggs, Ph.D. (director since 2008), have been there every step of the way since Lloyd’s death. Konza still operates on the sophisticated grids Lloyd devised all those years ago — with specific portions of land (or watersheds) being burned every year, two years, four years, and 20 years. The idea is to see how the land and the entire ecosystem change under different burning frequencies.

“It’s divided up into about 60 different units that are subjected to different fire regimes, different grazing regimes,” Hartnett said. “It’s a large-scale experiment basically.”

“That’s one of Lloyd’s biggest legacies,” added Briggs, Konza’s first full-time director. “Obtaining the land would have been enough,

— Jean Hulbert

but then couple that with the rigorous experimental design, and it’s just remarkable.”

Konza undergoes a near-constant schedule of burning, with the busiest season in the springtime, from March 1 to May 1. Trained volunteers from the University — from faculty to students to retired professors — have to be on hand to maintain the boundaries and control the flames. In recent years, around 60 volunteers have taken part in the job annually.

The University’s Lab

Since Lloyd Hulbert’s dream was realized more than 40 years ago, Konza has grown in immeasurable ways. It has been a part of the National Science Foundation Long-Term Ecological Research program since 1981. And there were 185 active research projects on Konza at last count; that includes Hartnett’s research on grassland plant and fungi interactions, as well as Briggs’ work on woody plants expanding into grasslands.

“All of the colleges have some presence: Education, Engineering, Veterinary Medicine, Arts and Sciences. Konza had a poet in residence, we’ve had artists in residence,” Briggs said.

Konza has also attracted visiting scientists and students from China, Argentina, Brazil, Spain, the Netherlands, South Africa, Botswana, Uruguay and Venezuela. And Briggs says it’s an unmatched recruiting tool, to boot: “We recruit high-quality undergraduate and graduate students from across the country, and a lot of that’s because of Konza.”

Konza and Community

Perhaps the thing that Hartnett and Briggs are most passionate about is how important Konza Prairie is to the state of Kansas. Each piece of Konza’s mission of research, education and preservation has an impact on Kansas communities.

“When you think about how dependent agriculture is on the tallgrass prairie, Konza has a huge role in helping us understand and maintain our agricultural economy in Kansas,” Hartnett said. “The entire livestock industry of Kansas — \$7.5 billion a year — depends on it.”

Since 1996, the Konza Environmental Education Program (or KEEP) has reached 20,000-plus K-12 students and trained more than 230 Konza docents and 48 Kansas teachers. And an estimated 7,000 people hike Konza’s six miles of nature trail each year. It’s only fitting that a few of those headcounts belong to the Hulbert family.

“Every time our sons come to visit, they take a trip out to Konza. They’re very proud,” Jean said.

“Lloyd always made the point that if you love what you’re doing, it doesn’t really matter what you are paid, because it’s really not work.”

That philosophy certainly worked out well for Lloyd — and for all of us.



Volunteer during a spring 2011 burn.

Local Couple Honors Konza Educator

As K-State alumni and long-time admirers of Konza, Manhattan couple Karen and Steve Hummel simply wanted to be a part of the prairie. First they became docents, teaching others about this natural marvel. Then in January 2012, they decided to up the ante, establishing the Valerie Wright Legacy Fund with the Kansas State University Foundation.

The gift has two purposes. One, it supports the Konza Environmental Education Program, or KEEP, which offers on-site educational experiences to kids K-12 as well as adults. And two, it honors Valerie Wright, who retired as the prairie’s environmental educator after 15 years.

The Hummels kicked off the fund by matching up to \$5,000, quickly bringing it up to \$10,000. The Hummels and John Briggs, Konza Prairie’s director, are hoping to raise \$25,000, making the fund a permanently endowed (or interest-earning) account. The current balance is \$17,500.

To contribute, contact Sheila Walker, director of development, 800-432-1578.

GIVE TO KONZA

Funded by: NSF, NASA, USDA, Department of Energy, College of Arts and Sciences, K-State provost, and increasingly important private gifts

The Need: Financial support for research, University and K-12 education, facilities, and trails

To Help: Sheila Walker, director of development, sheilaw@found.ksu.edu, 800-432-1578



K-STATE COLLEGE OF ARTS & SCIENCES

Postdoctoral fellow Carlos Castillo-Garsow, professor Andrew Bennett, and Ph.D. student Todd Moore work together on Project Quest.

Modern + Math

Using technology and practicality to transform math statewide

Professor Andrew Bennett, Ph.D., is a mathematician through and through. He believes in numbers and the way they work. And while he finds comfort in equations and the theoretical, Bennett makes it a point to see just how far math can take him.

"I love math; math goes everywhere," Bennett said.

"I believe in Kansas State's land-grant mission. I believe in going out and meeting people and helping people. I have things to teach people, but I have things to learn from them, too."

As director of K-State's Center for Quantitative Education (the Q-Center), Bennett is in the right place to promote math in Kansas communities. The Q-Center was established in January 2006 to do research and outreach that will strengthen math education on the K-State campus and in K-12 classrooms.

Teaching Teachers

Bennett knows full well that not everyone shares his enthusiasm for math. With that in mind, in 2004 he helped launch an annual two-week summer program for Kansas teachers, kindergarten through ninth grade. Currently funded by a Kansas State Department of Education grant, Project Quest endeavors to make math more exciting and accessible — for teachers and students alike.

"This summer, the topic will be mathematics of finance," Bennett said. "For example: If you have a six-year car loan, after three years, the car is not half paid off. How does that work? We have a lot of people taking out loans and using credit cards who do not understand what they've agreed to. There are mathematical rules behind all that, so we explain those rules."

This simple, yet unexpected approach — linking math to real life — is a way to invigorate teachers and, by extension,

students. K-State math faculty and graduate students collaborate with College of Education experts to give teachers both the mathematical principles and classroom perspectives they need.

Todd Moore, Ph.D. student in mathematics, helped lead 45 Kansas teachers during Project Quest in summer 2011. As a graduate teaching assistant and soon-to-be teacher at the university



level, Moore sees the project's value for all involved.

"We want our students to learn math, and when they first start doing it is in K-12, so it's important for us to know what K-12 teachers are expecting," said Moore, '06 B.S. math and biology, '09 M.S. math. "And it's important for the teachers to see different aspects of math than they would normally see teaching K-12. It broadens everyone's horizons."

Math Plus Technology

Another way Bennett has brought energy to his outreach: technology. In 2010, Bennett and his cohorts — namely David Allen in the College of Education — secured a \$70,000 grant to bring iPads to the Project Quest summer program and local fifth- to eighth-grade classrooms. Bennett's enthusiasm also inspired Evan Stewart ('65 B.S. math) and his wife,

Karen (Casey) Stewart ('65 B.S. human ecology), to infuse an additional \$50,000 into programs like these.

"We're doing work now on touchable math," Bennett said. "We're asking: 'How does math change when it's something you touch and move rather than type and write?' Students are going to use iPads and smartphones to access this information, so how can we make it work better?"

Bennett has also employed modern tools to shake up math for K-State students. He headed the design of Studio College Algebra (launched fall 2009): a smaller, more interactive course centered on computer classrooms and online homework. Likewise, Bennett has been a champion of free online textbooks.

"The online textbook randomly generates examples; students can generate as many as they want. If you're interested in technology or Hollywood, you can change the problem to talk about those things," Bennett said.

"Instead of a one-size-fits-all textbook, it can be a dynamic thing."

One Purpose

All told, Bennett has pulled in more than \$15 million of grant funding. He always has more grant applications in the works, more projects in the making. But with each teaching-through-technology effort he undertakes, he has the same outcome in mind.

"I enjoy seeing technology help the kids learn," he said. "I can do it, I enjoy doing it, it helps people. What more could you want?"

ADD TO MATH

The Need:

Department of Mathematics support for technology, scholarships, and speakers

To Help:

Sheila Walker, director of development, sheilaw@found.ksu.edu, 800-432-1578



Jim Sherow, Bonnie Lynn-Sherow, and Virgil Dean.

Where Memory Lives

“Kansas History” journal takes root in the Chapman Center for Rural Studies

Some say our collective memory dwells in our most expansive libraries and government buildings, in the official retellings. Others say it’s in our attics and minds, in personal accounts passed down from generation to generation.

From now on, the editorial office of “Kansas History: A Journal of the Central Plains,” the primary agent for publishing the history of the state, will reside in the K-State College of Arts and Sciences. Formerly produced solely by the Kansas Historical Society, the journal is now a joint collaboration with the Chapman Center for Rural Studies in Leasure

Hall, effective January 2012. Bonnie Lynn-Sherow, Ph.D. — Chapman Center director and associate professor of history — says it’s a significant move.

“If there’s any university that ought to be responsible for the history of Kansas, I think it’s Kansas State University. This is just an extension of our original land-grant mission: to provide original research and information to Kansas residents,” Lynn-Sherow said.

A Natural Fit

The Chapman Center, devoted to preserving the stories of Kansas people

and towns, seems an appropriate home for “Kansas History.”

Arts and Sciences benefactor Mark Chapman of Cat Spring, Tex., ’65 B.A. history and political science, is the name behind the Center, established in 2008. His initial \$495,000 gift made the five-room Chapman Center (and its extensive renovations) possible. When it came to “Kansas History,” the history buff gave \$150,000 to fund the first five years of the Chapman Center-Kansas Historical Society partnership.

“He immediately saw the value,” Lynn-Sherow said. “He’s always

interested in hearing about ways the Chapman Center can become more central to the history of rural Kansas.”

Under the new arrangement, K-State’s Chapman Center will take on the journal’s content duties (article solicitation and review, fact checking, and the like), while the Kansas Historical Society will continue producing the layout.

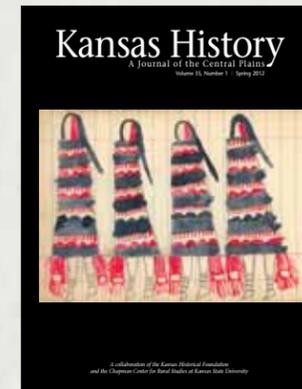
Led by consulting editor Virgil Dean, Ph.D., formerly with the Kansas Historical Society, the K-State editorial team consists of managing editor and history professor Jim Sherow, Ph.D.; book review editor and assistant professor of history Derek Hoff, Ph.D.; and two graduate editorial assistants funded through the Office of the Provost. For the students selected — currently Daron Blake and Theresa Young, both pursuing an M.A. in history — it’s quite an opportunity.

“It’s wonderful for the editorial assistants to gain professional experience on a peer-reviewed journal,” Lynn-Sherow said. “The experience simply can’t be duplicated anywhere else on our campus.”

The Journal’s History

First published as “Kansas History” in 1978 (and in one form or another since 1933), the journal’s circulation

currently hits about 2,500 copies per issue. The quarterly publication has long been THE scholarly journal of record for Kansas history. As managing editor Jim Sherow points out, this isn’t just a magazine about Kansas; it’s a place for the work of professional historians.



“The scholarship in it is rigorous,” Sherow said. “Every article is peer reviewed and blind reviewed. The manuscripts are sent out to scholars who have expertise in that line of research.”

Virgil Dean has edited the journal since 1990. According to Dean, the move to K-State meant “Kansas History” would have additional, reliable financial backing at a time when state funding is scarce.

“We wanted to perpetuate the journal and make sure it stayed on sound footing. And I’ve always had an interest in having more of a connection with a university, because it gives additional academic credibility to the journal,” Dean said.

Kansas Memory

The new “Kansas History” staff already has one issue (spring 2012) under its belt, and a summer issue slated for July.

For historians such as Dean and his colleagues at K-State, it’s reassuring to know that as long as “Kansas History”

lives in the Chapman Center, historians will continue telling true Kansas stories.

“It’s really the only outlet within the state in which to publish new research on the history of Kansas and the central plains. If a scholar or historian is doing original research and producing something new, they’re going to look to “Kansas History.”

PRESERVE HISTORY

The Need:

Chapman Center for Rural Studies funding to research and preserve Kansas history

To Help:

Sheila Walker, director of development, sheilaw@found.ksu.edu, 800-432-1578

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\$40 for four issues of “Kansas History,” and Kansas Historical Society membership

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www.kshs.org



Editorial assistants Daron Blake and Theresa Young.



A Colorful Career



American Ethnic Studies director to retire after three decades, thousands of students

On the desk of Juanita McGowan, Ph.D., sits a stack of brightly colored envelopes that look like they were freshly opened today. But there are no bills here, no junk mail, no magazines or catalogs. Instead, there are postcards from Paris, greeting cards with cheery illustrations, and handwritten notes. They are letters of gratitude from students McGowan has met throughout her 31-year career at K-State — people she guided as a teacher, leader, and mentor. These are the things McGowan will take with her this summer when she retires as director of American ethnic studies and assistant dean for diversity.

“The thing I always wanted to instill in students is recognizing the true beauty of who they are, the gifts they possess. I was always trying to tell them, ‘There is a purpose and a reason why you’re on this Earth. You will make a difference here,’” McGowan said.

McGowan’s focus, whether for her students or herself, has never been just about career climbing. Rather than choosing what she wanted to *be* (a professor, a lawyer, a painter), McGowan decided what she wanted to *do* — what kind of a ripple effect she wanted to send out into the world.

“I always very clearly understood my mission of promoting diversity and ethnicity. I’m always focused in that area, regardless of where I’m working or what faculty, students, and college I’m working with,” she said. “I think my calling in this area began at a very young age.”

The Early Days

McGowan grew up in Kansas City, Kan., first in low-income housing, and then in one of the only black families in a white neighborhood. Struggles presented themselves one after another, from the death of her father when she was just 5, to teachers who couldn’t fathom a young African-American girl who was a voracious reader, to being a woman of color traveling on business in the early ’80s. Lobbying for diversity — understanding it and celebrating it — became a full-time passion for McGowan.

Her early career saw her working as a clinical school social worker in Kansas City, Kan., public schools. But K-State came calling in 1981, hiring her as a community relations specialist in the Midwest Desegregation Assistance Center, where she helped guide public schools through the desegregation process.

“We worked with school districts in Kansas, Nebraska, Iowa, and Missouri. I *loved* the job,” McGowan said. “I think my strength is I have the ability to quiet the storm and to engage others. I’m going to see the positive side; that’s just how I look at the world.”

“In my mind, she’s a star. She’s the most dynamic professor I’ve ever had.”

— Kari Abarca

Finding Her Way

McGowan has practically lost count of all the different positions she has held during her time at Kansas State. She worked in three colleges (Arts and Sciences, Education, and Human Ecology), Minority Affairs, Intercollegiate Athletics, and the provost’s office. She taught social work and human ecology courses, all revolving around diversity.

Alumni Fellows Come Back, Give Back

But when she joined the American Ethnic Studies program as director in 1997, McGowan found a true home base.

“It was just a natural fit for me. When I joined as director, we had one introductory class with about 17 students each semester. And now we reach 600 to 800 students a year.



“I always very clearly understood my mission of promoting diversity and ethnicity.”
— Juanita McGowan

When I started, we had only a secondary major and minor, and now we’re the only American ethnic studies degree program (established fall 2009) in the state of Kansas,” she said.

A Practical Field

“When you look at the top-ranked public universities, they all have strong ethnic studies programs,” McGowan said. “It’s critical that students be able to live and work in a diverse world. It’s practical.”

Kari Abarca can attest to that. Abarca — ’00 B.S. family studies and human services, secondary major in American ethnic studies — works as a support professional for the University of Colorado Board of Regents in Denver. McGowan was her advisor.

“I use what I learned in American ethnic studies *every day*,” Abarca said. “Have I used it professionally? Yes. Have I used it personally? Yes. Have I used it when I talk to and teach my children? Yes.”

Abarca is currently pursuing her master’s in Spanish from the University of Colorado Denver, with the ultimate goal of working in immigration policy-making.

“Really, the main reason I’m getting my master’s is because of what I learned in American ethnic studies with Juanita. I see what’s happening in our country with immigration right now, and I want to help; I want to do something,” Abarca said. “In my mind, she’s a star. She’s the most dynamic professor I’ve ever had.”

McGowan has put that same dynamic nature to work at the University level, too. As assistant dean for diversity in the College since 2004, she has shaped policies, diversity programming, and the recruitment and retention of faculty

and students. She also helped pioneer the University-wide Tilford Group, which aims to ensure that K-State students have a multicultural curriculum...no matter what they major in. It’s one of her proudest accomplishments.

“Our approach is not to require diversity courses, but to infuse diversity into *all* the courses,” she said. “Now there are three or four Regents’ institutions that have Tilford Groups modeled after ours.”

Changing of the Guard

McGowan is confident she’s leaving the American Ethnic Studies program in good hands, with a group of faculty she refers to as “bright,” “gifted,” and a “goldmine.” And when she looks at the stack of cards from her former students — the ones thanking her for the lessons, letters of recommendation, and advice — they’ll be a great comfort. Because those cards mean there is someone out there carrying on the work she started.

“One former student is a vice president of a corporation in New York, one is a leading community activist in D.C., one is in London and is a top government official. Some are now working on their Ph.D. Some are working at nonprofits. One’s in South Africa, one is in Prague.

“I’m so proud of them. They’re all over the world, they’re good people, they’re smart as a whip,” she said. “I always tell them: ‘I’m about to retire, and I’m passing the baton to you!’”

SUPPORT DIVERSITY

The Need:

Funding for American Ethnic Studies scholarships, speakers, and outreach

To Help:

Tracy Robinson, development officer, tracyr@found.ksu.edu, 800-432-1578

Richard Cate



Richard Cate, ’79 Ph.D. biochemistry, has had an enviable career in molecular genetics and gene discovery — finding success... and a field he truly enjoys. Though technically retired since 2005, Cate still serves as a visiting scholar for both Boston University and INSERM in Paris. Science, it seems, is just too fun to abandon.

Cate, 2012 College of Arts and Sciences alumni fellow, cites former K-State professors such as Donald Roufa (biology), Larry Davis (biochemistry), and Tom Roche (biochemistry) as influences on his well-executed and well-loved career.

“Tom Roche (professor emeritus) was an excellent mentor. One of the things he really instilled in all students was to not be afraid of moving into a new area or learning a new technique. You want to be able to go where the science leads you.”

And that’s exactly what Cate did in his 22-year tenure at Biogen Idec in Cambridge, Mass. — one of the country’s first biotechnology companies. Today, Cate enjoys returning to campus with his wife, Barbara Wallner, to share what he’s learned (and earned) with the next generation of K-State scientists. Their gifts go — where else? — to the Department of Biochemistry and its students.

“K-State is where I got my start in science. I feel like I want to give something back. And I really do want my donations to be used for science students.”

Mark Chapman



Mark Chapman, ’65 B.A. history and political science, has made room for many passions in his life. The Cat Spring, Tex., investor — and 2012 College of Arts and Sciences alumni fellow — is a history fanatic, an artist, an author, and a military veteran. He is also one of the College’s most loyal benefactors.

“I’m giving to the University in my lifetime so I can direct it to specific areas of personal interest,” Chapman said. “I feel I have a responsibility as an alumni fellow to represent those who were not chosen.”

Over the last 25-plus years, Chapman and his wife, Cheryl Mellenthin, have poured their support into Kansas State, resulting in everything from the Chapman Gallery of art in Willard Hall to the Chapman Center for Rural Studies in Leasure Hall (see page 12). And every year since 2008, they have funded five Chapman Scholars, who receive \$5,000 each for the greatest summer travel or research experience they can dream up.

“The Chapman Scholars program is intriguing. One student has been studying elephants in Africa. One girl a couple years ago went to Morocco and learned Arabic,” he said. “That’s why I stay connected — I am able to meet the people who are receiving this money. They’re doing *really* brilliant stuff.”

“I’m giving to the University in my lifetime so I can direct it to specific areas of personal interest.”

— Mark Chapman

Get HOP'N



Head of kinesiology David Dzewaltowski and public health student Michaela Schenkelberg work with kids ages 3 to 5 through HOP'N Home.

Kinesiology professor on a quest for healthy, fit Kansas kids



We all know we're supposed to eat our fruits and vegetables. We're supposed to exercise, stay off the couch, and make good choices for our bodies. But fast food is easily accessible, sweets are everywhere, and there's no shortage of shows on TV.

And if making healthy decisions is difficult for adults — the grocery shoppers, schedule keepers, and rule makers — how hard must it be for kids?

David Dzewaltowski, Ph.D., professor and head of kinesiology, is on a crusade to make it easier. For more than 10 years, he has devoted his research to helping kids develop smart eating and exercise habits. Over the years, Dzewaltowski's work in childhood obesity prevention has earned funding from the Kansas Health Foundation, Kansas Department of Health and Environment, National Institutes of Health, and U.S. Department of Agriculture. Clearly there's a need.

"Obesity in U.S. children has almost quadrupled since the 1970s," Dzewaltowski said. "In the average classroom, roughly 30 percent of kids are overweight or obese."

HOP'N Home

The great news is that even though it's not easy, there *are* ways to positively influence kids' choices. And Dzewaltowski is hard at work, right in his own state.

"The neat thing about our work is we can actually have an effect on Kansas and kids, and do science at the same time," he said.

Dzewaltowski's latest program, HOP'N Home (Healthy Opportunities for Physical Activity and Nutrition) began in 2009 with funding from the United Methodist Health Ministry Fund. Currently in action in Butler County (and previously in Manhattan), the program works to teach kids ages 3 to 5, childcare providers, and parents just what *are* the best choices when it comes to food and physical activity.

Though technically it's a fairly new program, it's actually a continuation of work Dzewaltowski has been doing since the '90s. Earlier iterations included Healthy Youth Places, which targeted middle schoolers (1999 to 2004), and HOP'N After School, which reached fourth- and fifth-graders at afterschool sites (2005 to 2010).

distinguish between foods and activities that are "go" (fresh vegetables, playing tag outside) and "slow" (cookies, playing video games). The HOP'N Home team trains the daycare staff on how to deliver the program...and make it fun.

"We know that environments influence behavior," Dzewaltowski said. "If you're around environments that offer physical activity, you're more



"The neat thing about our work is we can actually have an effect on Kansas and kids, and do science at the same time."

— David Dzewaltowski

apt to be physically active. If you're around environments that offer

fruits and vegetables, you're more likely to make fruit and vegetable choices. Part of it is creating environments that give the options."

"The earlier you start, the better," Dzewaltowski said. "If you're overweight or obese at 5, then you're on a developmental pathway to be overweight or obese as an adult."

How It Works

The 12-week HOP'N Home program instills healthful thinking through a combination of group time, dramatic play, songs, meals and home-based activities. One day, the group might play in an area made to look like a grocery store with different snack choices. The next day, they might sing clever songs to help kids

fruits and vegetables, you're more likely to make fruit and vegetable choices. Part of it is creating environments that give the options."

The goal is to inspire kids to *ask* for healthy meals, to *request* trips to the park, to *point out* when they're given "slow" foods — to take healthy activities home with them. It's a message that's sorely needed. The Federal Trade Commission reported that in 2006, food and beverage companies spent \$1.6 billion marketing to kids and adolescents.

"Advertisers market directly to children and parents, and they try to make children pester their parents for products such as fast food or video games," Dzewaltowski said. "We've tried to build children's asking skills so they'll ask for healthy products. We're copying the marketers, in a sense."



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Learning on the Job

HOP'N collaborators include faculty from human nutrition, music, and family studies and human services; the Butler County Health Department; K-State Research

and Extension; Child Care Aware of Kansas; and K-State graduate and undergraduate students.

Michaela Schenkelberg, who is pursuing her master's in public health (emphasis in physical activity), is a part-time research assistant with HOP'N Home.

"The evaluation tools are incredible. I've never been a part of a program where you evaluate every single piece: how many kids receive the homework, how many parents actually read the homework, how many parents have made those changes. It helps us understand where we can make improvements on the study," she said.

With HOP'N, students such as Schenkelberg gain invaluable experience with data collection, adapting to different audiences (including energetic preschoolers), and working with families across the socioeconomic spectrum. It's solid preparation for research- and community-based jobs in public health.

Results

So far, HOP'N is a hit.

"We have good evidence that

providers like the program and they're satisfied," Dzewaltowski said. "We also have preliminary evidence that it's reaching parents and they're changing their home environments. Parents are making fruit available more often, they're taking their kids to parks more often, they're eating at fast food restaurants fewer times a week."

And as intended, the children are learning to speak up for their own health, according to Schenkelberg.

"They understand what 'go' and 'slow' foods are. We have children calling out their parents, saying: 'I can't bring cupcakes to school. They're a slow food!' They really understand the concepts."

Dzewaltowski says that with any luck (and some additional funding), HOP'N Home will soon be going statewide. The next phase of the project will make the training available to daycare centers across Kansas.

"We have childcare providers who have heard about HOP'N and want access and training," he said.

"Rather than just being 12 weeks, we're going to try to expand it

so they're providing the program in some way all the time. We're trying to build these activities into the environments long-term, and teach parents and providers to make long-term changes."



SUPPORT HEALTHY YOUTH

The Need:

Support for Kinesiology Fund for Excellence; donations can target childhood obesity research

To Help:

Sheila Walker, director of development, sheilaw@found.ksu.edu, 800-432-1578