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Tributes
TO SUE MAES

APRIL C. MASON
Provost and Senior Vice President
Kansas State University
Sue Maes has the incredible ability to connect dots I don’t even see! Her experience, her network and her sense of getting to the very essence of an issue sets her apart from any educator I have known. Kansas State is a better institution, higher education is stronger, and students are better served because Sue Maes put her heart, her soul and her intellect into her work. She is a gem!

Sue Maes has the incredible ability to connect dots I don’t even see!

DENNIS A. MULLIN
Chairman, Steel and Pipe Supply Member, Kansas Board of Regents
I first met Sue when I got involved with University For Man. She was the director and I was a new board member. Sue impressed me so much with not only her intelligence, but her can-do attitude. She was thoughtful, passionate and a strong leader. I learned a lot from her in my young career.

RUSSELL POULIN
Director, Policy & Analysis
WCET — The WICHE Cooperative for Educational Technologies
Although I had known Sue Maes for some time, it was her work in creating the Institute for Academic Alliances that brought us together. Higher education is an unnatural act. Without any evidence, we know we can always do it better than those people at the other universities. Sue is a master at setting a mission that better serves students. She developed her own special formula for focussing faculty and professionals on figuring out how to overcome barriers (which are often self-imposed) to meeting student needs. Over the years, Sue and I have collaborated on several multi-institution partnerships to share programs, courses and services. Sue doesn’t just herd cats; she gets them to dance.

Sue doesn’t just herd cats; she gets them to dance.

Sue always acts with forward-thinking creativity and quiet dedication, showing respect for those involved and bringing ground-breaking solutions to the issues being addressed. I consider her one of the truly wonderful and outstanding people associated with K-State. There can be no doubt that K-State, Manhattan and many other communities are better places to live, work and play because Sue Maes stepped up and contributed her time, energy and expertise.

Thank you, Sue!

I consider her one of the truly wonderful and outstanding people associated with K-State.

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On the cover: Sue Maes, retired dean of Global Campus, is celebrated for her work on behalf of lifelong learners.
Reflecting on a decade of work as dean of K-State Global Campus

By Sue Maes

EDITOR’S NOTE: Sue Maes retired as dean of K-State Global Campus in October 2017 after 10 years leading the division, capping nearly 50 years of work in higher education. Maes has received the prestigious Julius M. Nolte Award for Extraordinary Leadership from the University Professional and Continuing Education Association, the Richard Jonsen Award for Outstanding Contributions to the E-learning Community of the Western Interstate Commission for Higher Education, now known as K-State Global Campus, a free university where people could share their knowledge and individuals could take courses without grades, was born. In its first startup year, I was fortunate to land a work-study position. It was there I found my passion for lifelong learning. Within a year, I had the opportunity to lead the fledgling organization, which had been convened by a university professor and a very active town-gown committee. This was the beginning of nearly 50 years working in education.

UFM was a vehicle that brought together campus and community learners. When someone had an idea and was qualified to convene a class, it simply happened. When issues arose that needed action, UFM became the gathering place for positive change. People came together and established dozens of community programs like gardens, markets, crisis centers and women’s studies groups, while at the same time creating dozens of free expression classes — dance, art, nature — and all were free! Thus, the free university was my life for 17 years.

Tolking a story shortcut, I spent the next 10 years concentrating on extending higher education to rural communities. Those of us fortunate enough to be able to move to a college town had access to wonderful educational programs, but if you lived in rural areas (think before the internet), access to furthering your education was next to impossible. I worked with a team of educators to explore policy and practice that extended programs throughout the Midwest.

For the next 10 years, a natural extension of this quest was the building of collaborative higher education programs with Midwestern universities. Moderately sized universities could not possibly create every new program that fulfilled needed job skills, but by pooling faculty, agreeing on a common tuition, and creating a simple exchange of enrollments, dozens of new master’s programs were developed and they are ongoing today. It seems like my life vocation came in 10-year blocks. In 2007, I became dean of the Division of Continuing Education, now known as K-State Global Campus, a
position I held for 10 years until my retirement this fall. So many things made me proud, but I’ll simply tell a few stories that illustrate the fun I had.

My strength and my passion were new program development. I always believed that there was a way to accomplish even the most difficult challenge. I excelled at hearing new ideas and finding ways to turn them into reality.

First, you never know how a partnership might begin. I had been on a higher education bus trip in Indonesia hoping to build relationships with universities throughout the region. One of my traveling companions was from the University of Mississippi. Several months later, she called and asked if we could accommodate 30 Ecuadorian teachers in an intensive English teaching program. Having lived with her family in Ecuador, she had connections with their education system. The catch was that we had less than two months to set up the academic program, arrange housing and develop the legal/financial contract. But of course, I told her we could do it.

We made lots of mistakes, but over the four years nearly 1,000 teachers were trained and returned to schools throughout Ecuador. Ecuador is a major producer of oil; if oil and gas prices had not plunged, the program would still be here! Being young and entrepreneurial, some found their way via taxi to Kansas and others made the long trip by Greyhound bus.

It’s been such a rewarding program. I’ve had the chance to go to India twice now to help sign agreements. I wish there were more opportunities throughout K-State to bring students for summer programs. Six years later, more than 300 students have participated in this intensive experience. Some have returned for master’s degrees and one is earning his doctorate.

One story that is closer to everyone’s memory was the recent solar eclipse that spanned the Midwest just to the north of Manhattan. Global Campus was challenged to figure out how to get several hundred people up to viewing areas safely. An academic portion but needed a partner to do the logistics and finances. I knew the campus had empty dorm space in the summer and I knew Global Campus’ conference staff had the coordinating expertise to make the project a reality. Our chief obstacle to overcome was convincing the U.S. State Department that a summer program was not an opportunity for Indian students to come to the United States and then not return to India. Visiting the consulate in India opened the doors for the program to become a reality.

(A small laughable aside: A GTU associate arranged the first group’s travel and bought them tickets to Houston and Dallas. From those cities, the students called us to say they were here! Being young and entrepreneurial, some found their way via taxi to Kansas and others made the long trip by Greyhound bus.)

That became a major theme for us, to develop scholarships for Global Campus. One of the changes we made to support returning students was to create a position that can help build our alumni relationships, so our alumni appreciate the need to give back.

Another thing we’ve developed over the years is a more organized process for funding new programs. Global Campus provides funding to faculty who are interested in developing new online programs. At the beginning of my tenure, we didn’t have a clear process for deciding which programs to fund. Today proposals are requested from each of the colleges, giving them a level playing field from which to apply. The 30 or 40 ideas that come in are vetted by our market researcher and are reviewed by the Global Campus Advisory Committee, deans from each college and the provost. We’re continuing to improve this process to make sure we’re onboarding programs that match our students’ needs.

We also got a boost from the K-State administration when we changed our name from the Division of Continuing Education to Global Campus. Former President Kirk Schulz’s recognition of Global Campus as a fourth state and the region.

Of course, there are still plenty of challenges that remain. And there are still new adventures to be had, new problems to solve. I leave behind an amazing group of dedicated individuals who, like others before them, have made my achievement possible. I am excited to pass the baton to my successor.

I always believed that there was a way to accomplish even the most difficult challenge.

That is why I am excited to pass the baton to my successor. My strength and my passion were new program development. I always believed that there was a way to accomplish even the most difficult challenge. I excelled at hearing new ideas and finding ways to turn them into reality.

First, you never know how a partnership might begin. I had been on a higher education bus trip in Indonesia hoping to build relationships with universities throughout the region. One of my traveling companions was from the University of Mississippi. Several months later, she called and asked if we could accommodate 30 Ecuadorian teachers in an intensive English teaching program. Having lived with her family in Ecuador, she had connections with their education system. The catch was that we had less than two months to set up the academic program, arrange housing and develop the legal/financial contract. But of course, I told her we could do it.

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One story that is closer to everyone’s memory was the recent solar eclipse that spanned the Midwest just to the north of Manhattan. Global Campus was challenged to figure out how to get several hundred people up to viewing areas safely. It ultimately became an event for our conference office. But of course, I told her we could do it.

That was my philosophy: “We can do it.” I’m sure there were an equal number of things I had to turn down, as a realist, but I love challenges.

We also did our best to deal with the challenge of providing scholarship dollars. When I took the job 10 years ago, it became clear very quickly that raising money was never going to get beyond what some people could afford. If you’re 17 years old and scored high on your ACT with a 4.0 out of high school, there were scholarships for you. But if you were 28 looking to go back to school or change careers, there was nothing.

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Warm wishes,

Sue Maes
With the aim of expanding the reach of its successful on-campus program, Kansas State University has launched an online bachelor’s degree in personal financial planning.

This new bachelor’s program gives the university an online personal financial planning offering at every academic level, a unique designation that positions K-State as a national leader in this professional field. The bachelor’s degree joins the university’s online graduate certificate, master’s degree and doctorate in personal financial planning.

“As a top program in the country, the K-State personal financial planning program has a long history of preparing students to excel in professions related to personal finance, like financial planning, financial counseling and, most recently, financial therapy,” said Kristy Archuleta, associate professor and program director of the Institute of Personal Financial Planning.

“We are taking our bachelor’s program online in an effort to help fill the shortage of financial advisers in the country.”

The program’s on-campus success is attributed to the quality faculty, as well as the career prospects for those in the industry. According to a report produced by Economic Modeling Specialists International, this industry continues to thrive, with jobs related to this field forecasted to grow by 12 percent over the next five years. The same report also projects salary prospects for those in the industry working with individuals and families, Archuleta said.

Students have access to a broad selection of courses examining family relationships and career in the financial industry working with individuals and families, Archuleta said. Students have access to a broad selection of courses examining family relationships and decision-making, consumer rights, retirement and estate planning, and insurance and investments.

The program combines an emphasis on understanding financial products and how they work, as well as considering the role of family in financial decisions. This helps build a solid foundation and prepares graduates to thrive in this in-demand profession, according to Archuleta.

“Our program is registered with the Certified Financial Planner Board of Standards Inc., and K-State is an approved university by the Association for Financial Counseling and Planning Education, making students eligible to sit for the Certified Financial Planner certification examination and the Accredited Financial Counselor certification examination,” Archuleta said. “Successful students in our program have a mind for business and a heart for people.”

K-State students have a history of success taking the Certified Financial Planner certification examination, with students boasting an above-average pass rate, Archuleta said.

Program faculty guide students through their studies, allowing them to benefit from their years of industry knowledge. In addition, Archuleta said students will become part of a program with a longstanding tradition of achievement. The university’s personal financial planning program students have placed in the top three teams in the National Collegiate Financial Planning Competition in seven of the last 12 years.

RESOURCES:

Are You a Confident Saver?
By Ashley Nietfeld

Are you confident you’ll be able to retire comfortably? The Certified Financial Planners (CFP) Board surveyed 1,000 workers over the age of 25 and developed four categories of savers based on their financial attitudes and behaviors: Confident Savers, Tentative Savers, Concerned Strivers and Stretched Worriers.

CONFIDENT SAVERS:
• Optimistic about financial future
• Less concerned with credit card debt
• Prioritize long-term debt (mortgages)
• Feel on track with finances

TENTATIVE SAVERS:
• Consider credit cards and long-term debt equally important
• Began retirement savings before age 30
• Feel stretched to save money
• Cautious about investment risks

CONCERNED STRIVERS:
• Optimistic about financial future
• Feel stretched to save money
• Emphasize spending over savings
• Saving for retirement is a low priority

STRETCHED WORRIERS:
• Uncertain and concerned about financial future
• Saving money is a low priority
• Focused on paying bills

If you’re not currently a Confident Saver, don’t worry. The CFP has a few tips to help you get there.

1. Make saving a priority. Even small amounts can add up quickly with compound interest, and the momentum can help you save larger amounts in the future.
2. Save regularly. Designate a certain amount to save each month and automate it, if possible.
3. Save early. If you haven't yet started saving, now is the time to start.
4. Understand you don’t have to be the expert, and financial planners can help fill the gaps in your knowledge.

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THE FUTURE OF HIGHER ED COULD BE A SMOOCH

By Ashley Nietfeld

What will higher education look like in the future? While many people debate this question in theory, Michael Wesch, associate professor of anthropology at Kansas State University, and Ryan Klatake, instructor of anthropology, have begun to explore the answer in a foundational course by implementing what could be called a next-generation revolution.

Expanding the reach of the course Introduction to Cultural Anthropology beyond the traditional classroom (and even the online classroom), Wesch and Klatake have made the coursework available for free to anyone who wishes to participate. But those who participate aren’t isolated individuals learning on their own. These learners might also be part of smaller learning communities, and all of them post photos, videos and comments on Instagram as a way to show their learning.

This new format is called a SMOOCH, and it’s moving the university experience to a format that looks less like a college lecture and more like the way we consume and publish information in our everyday lives.

“The really exciting part of anthropology is that while it’s the science of human beings, what you learn from that science can teach you a lot about the art of being a human. So that’s our tagline: “The science of human beings; the art of being human.”

Students post videos or photos of the lessons they learned from each challenge online, and the challenges aren’t your average academic assignment. They are designed to help students understand themselves and the world around them.

The first challenge, Talking to Strangers, requires students to become a local version of Humans of New York, the Instagram and Facebook sensation that became so popular its owner went on to publish two best-selling books. Students must talk to strangers, ask them to tell their stories and then post those stories on Instagram with the hashtag #anth101, which archives all of the materials posted by students.

Challenge 8, Humans of My Stuff, requires students to think about their belongings and what it required for the people who produced those belongings to make and transport them—monetarily, environmentally and possibly even emotionally. Students must attempt to contact someone who helped produce the item. Recognizing that this may not be possible, Wesch asks students to either fill a large bucket with five gallons of water and try to carry it one mile (a typical daily activity for those living on less than $2 a day in a foreign country), or to live on $2 for one day without using any electricity or running water. The challenge helps students increase their empathy and understanding of those who make the items we use every day and often take for granted.

“The toolkit of an anthropologist is a capacity for communication, empathy and understanding, and these things are very much related,” Wesch said. “You can’t communicate very well without empathy and understanding. You don’t understand very well if you don’t communicate and have empathy. And you have to have all three and you have to practice all three constantly.”

“And right now we’re in a time in which that’s just not happening as often as we like.”

The course became popular among students at K-State, and Wesch has made a name for himself even beyond the usual academic circles. The New York Times named Wesch one of the 10 professors in the nation to “mess with old models” and National Geographic named him an Emerging Explorer. Wesch has also won the U.S. Professor of the Year Award from the Carnegie Foundation and the Wired Magazine Rave Award.

Introduction to Cultural Anthropology (ANTH 200 in the K-State course catalog) started as a course offered on campus and online to students enrolled at the university. Taught and developed by Wesch and Klatake, the course is divided into 10 lessons or units, and for each lesson, students are assigned a challenge designed to get them out into the world, help them learn more about different cultures, and develop skills that will help them embrace new opportunities and people from different backgrounds.

“Anthropology is the study of all humans and all times and all places,” Wesch said. “But the really exciting part of anthropology is that while it’s the science of human beings, what you learn from that science can teach you a lot about the art of being a human. So that’s our tagline: “The science of human beings; the art of being human.”

Lecture Notes
In 2016, Wesch began working with Khaske and Tom Woodward, associate director of learning innovation at Virginia Commonwealth University, to extend the course beyond K-State.

“We felt like it didn’t make sense that so much of the best parts of anthropology are locked inside $200 textbooks,” Wesch said. “We had this vision that it doesn’t have to be just a class and it could be more like a community and people could engage with it as they liked.”

Together, they developed a website at anth101.com and posted the course curriculum and textbook content, and made everything available to the public — for free. Lectures are available as videos or podcasts so they can be watched from anywhere. The colleagues also developed teaching resources and a syllabus to help university faculty and even high school teachers use the content in their own courses.

The result was a SMOOCH.

The SMOOCH (small MOOC here) format is similar to a traditional MOOC (massive open online course) in that all of the content is available to anyone who signs up. It differs by encouraging — but not requiring — small communities of learners within the larger group.

This means that other university faculty and high school teachers can use the content and curriculum to teach their own version of the course. And they do. Currently, the ANTH 200 curriculum is being used by college and high school classes throughout the U.S. Other people who take the course through the free website do not earn college credit, but they can participate in program challenges and get access to the course content and video lectures.

The course uses Instagram to allow students to view each other’s videos and photos, as well as post comments and interact with one another. Each class develops its own hashtag to use on Instagram to sort photos and challenges. Classes also use a general hashtag that connects them to everyone taking ANTH 200. This general hashtag is also beneficial to people who are taking the course on their own, connecting them to a larger community of learners.

Students enrolled through K-State receive college credit and benefit from faculty mentoring and discussions either in class or on the university’s course management system.

Funding for the program has come from K-State Global Campus and supports the course technology and servers. Currently, the course has approximately 600 officially enrolled students at K-State, but has reached over 2 million people with its rich content.

The goal of the program and its evolution into a SMOOCH is to expand the mission of universities to extend learning to individuals throughout the world and to share that learning with one another.

It serves as a hub for faculty around the world to share and collaborate on teaching high-quality Introduction to Anthropology courses. And as a SMOOCH model, ANTH 200 can be used by universities to share their own courses outside of their walls and make their curriculum open and available to anyone.

It was asking questions, making connections, and trying new things that brought us down from the trees and took us to the moon.
Movin’ on up

Food science degree is life-changing for Global Campus grad

By Grant Guggisberg

Is a four-year college degree worth it?

For Kansas State University graduate Nathan Smit, the answer is unequivocally YES.

His story is a real-world example of a bachelor’s degree catapulting a person from an entry-level, hourly job into a thriving professional career.

Smit earned his degree through K-State Global Campus in 2008 and immediately began a rapid ascent up the corporate ladder at Hormel Foods Corporation in Austin, Minnesota. He started as a lab technician and worked his way up to his current role, corporate innovation manager.

Before making the decision to return to school, Smit realized he’d gone as far as he could go with his associate degree, despite having an obvious talent for product development. In total, he has seen five promotions with Hormel over 16 years.

Smit said he couldn’t have made it this far without his education from K-State.

“I tell people, it’s three distinct careers and six different jobs over a 16-year period,” Smit said. “Most of that movement happened after I got my degree. Getting my education really opened a lot of doors for me.”

Though the hard work eventually paid off for Smit, the decision to return to school and complete his bachelor’s degree was not without obstacles. The closest food science program to his location in Minnesota was nearly 100 miles away, so traditional education wasn’t feasible if he expected to keep working full time. That left him with only distance education options, and at the time, distance degree programs in food science were rare.

Smit chose K-State and immediately began work on the degree, which at the time relied on video and cassette tapes to deliver lectures to distance students. Fortunately, technology was evolving quickly. By the end of the five years it took him to finish the degree, the program had moved to an online format, which was ideal for his rural area in south central Minnesota.

“I knew it would be worth it in the long run,” Smit said of his decision to return to school. “I worked hard in my 20s to make my 30s even better. I was determined to do it to better myself. And now I’m almost 40, and I’m starting to have the kind of life I was dreaming about years ago.”

When he graduated in 2008, Smit traveled from Minnesota to Manhattan, Kansas, for commencement, meet some of his advisors and professors and enjoy the accomplishment of graduation.

“It was one of the proudest moments of my life,” Smit said. “When you go back to school, sometimes it seems like you’re never going to finish, but you just have to visualize your goal. Visualizing walking down that aisle and getting my diploma is what helped me get it done.”

In addition to rising through the company ranks at Hormel, Smit holds a pair of U.S. patents for his products with two others pending. He also was recently honored by the National University Technology Network as the 2017 recipient of its Learner Recognition Award, given annually to a student who has best used technology to overcome obstacles and achieve both academically and professionally.

INTERESTED IN A NEW DEGREE?

Whether it’s a bachelor’s or a master’s degree, going back to school can be a great way to show employers you’re committed to advancing your career.

For more information on K-State’s online programs, visit global.k-state.edu/courses/degrees.

“I worked hard in my 20s to make my 30s even better. I was determined to do it to better myself. And now I’m almost 40, and I’m starting to have the kind of life I was dreaming about years ago.”
When Amy Martens decided to go back to school in the late '90s for her master’s degree, distance education program delivery through today’s online format was still a few years down the road. Instead, Martens completed her degree as a more “traditional” distance student, taking advantage of a variety of offline technologies to communicate and collaborate with professors and classmates before finishing her master’s degree in engineering management in 2001 (on top of her K-State bachelor’s in industrial engineering in 1995).

Sixteen years later, Martens was selected to represent K-State Global Campus as its annual Alumni Fellow, making a trip to the Manhattan, Kansas, campus in April to visit with faculty and students and be honored for her achievements at a special banquet along with other recipients.

Her accomplishments since graduating mean her selection comes as absolutely no surprise. Martens, a licensed professional engineer from Topeka, Kansas, is the manager of engineering services at Blue Cross and Blue Shield of Kansas. She has more than 20 years of project leadership experience and manages a team of engineers on process improvement and quality projects.

She is an emeritus member of the K-State Department of Industrial and Manufacturing Systems Engineering Advisory Council, helped launch the department’s master’s program for the IMSE Professional Academy and is the past chair of the Healthcare Operations Resource Center.

Martens is a senior advisor for the Institute of Industrial and Manufacturing Systems Engineering at K-State and how her studies have helped shape her career. In the following Q&A, Martens discusses her experience at K-State and her achievements at a special banquet along with other recipients.

In your opinion, what makes the engineering management program at K-State stand out?

“The program is unique. It gives you a combination of management online master’s degree in engineering and business in one degree, and it gives you the opportunity to advance your knowledge in some of the engineering classes that you’ve already taken. But it gives you that extra knowledge, or a little bit more advanced knowledge, in those areas too. It also opens up the door to the business classes that were not necessarily included in the bachelor’s program.”

What was the best part of your experience through Global Campus?

“The program is very well-structured. The teachers at the bachelor’s-degree level are the same ones who teach at the master’s level. They do a wonderful job. The instructors really know how to teach the content, but they also care about the students. You have a very family-oriented atmosphere in the courses that you take. I think that’s one thing that really sets us apart from other universities and other programs.”

Would you encourage others to stay involved and connected with K-State after graduation?

“As I moved through my career, I continued that passion for continuing my education and in different avenues. I’ve participated on boards and advanced my leadership skills through training. Being involved in the master’s program at K-State helped me achieve that first-level goal I had of attaining an advanced degree, but it didn’t end there. I’ve stayed involved with mentoring, and it’s a great way to give back, not only financially, but also of your time and your efforts and your energy, to help today’s students get a foot forward before they get out there in industry.”
WORKFORCE DEVELOPMENT
Global Campus Supports a Growing Need

By Ashley Nietfeld

While best known for its online courses and degree programs, you may not realize that K-State Global Campus also helps organizations and companies with crucial workforce training needs.

The work that people do today is constantly changing, and it’s doing so at lightning speed, largely thanks to technology. You can probably think of several significant changes technology has made to your own job in the last five years.

Or perhaps your job didn’t even exist five years ago.

The Future Jobs Report prepared by the World Economic Forum states, “In many industries and countries, the most in-demand occupations or specialties did not exist 10 or even five years ago, and the pace of change is set to accelerate. By one popular estimate, 65 percent of children entering primary school today will ultimately end up working in completely new job types that don’t yet exist.”

With this amount of change, it’s no wonder employers are struggling to find skilled workers and keep them trained appropriately when they do.

“Two-thirds of HR professionals are having a tough time recruiting skilled workers,” said the president and CEO of the Society for Human Resource Management, Henry Jackson, when speaking at the 2016 Democratic National Convention. “The skills shortage in the U.S. is a growing problem and will take innovative efforts of government, educational institutions and employers.”

So what are innovative organizations doing to solve the workforce-training problem? Many of them are partnering with adult education experts such as Kansas State University Global Campus.

Internationally recognized for its online degree programs, Global Campus also works with companies and organizations to deliver noncredit training opportunities for working adults. While the organizations provide the subject matter expertise and content for the courses, Global Campus provides the course technology to make it easy to register participants and deliver the courses to people anywhere in the world.

These partnerships have yielded award-winning, real-world workforce results.

One such partnership created an online radon training program in Kansas. The National Consortium of Regional Radon Training Centers has partnered with K-State to offer its courses online since 2012. There are six courses, each focusing on a different aspect of radon testing and mitigation, including measurement, radon for the real estate industry and radon-resistant new construction.

Workers throughout the state can complete the courses online to meet certification requirements, and all courses have been approved for continuing education credits from the American Association of Radon Scientists and Technologists’ National Radon Proficiency Program. The course requires a registration fee, and all registrations and payments are handled by K-State Global Campus.

Bruce Snead, who helped create the program, received the 2017 Friend of Global Campus award for his work on this important project.

In an international workforce project, Global Campus partnered with K-State’s Center for Intercultural and Multilingual Advocacy to develop and deliver the Integrated Language Skills Program. Implemented in 2016, the program’s aim was to help English teachers living in Mexico gain additional proficiency speaking and writing English.

The project was free to the program registrants, paid for by a grant from COMEXUS, a binational organization functioning as a partnership between Mexico and the U.S. that supports students, researchers and teachers. COMEXUS is funded by both governments. The program lasted 12 weeks and featured 12 modules to develop reading, writing, listening, grammar and speaking skills.

The project won national recognition from the Association for Continuing Higher Education in 2017, bringing home the Outstanding Services to Underserved Populations award at the association’s annual conference.

RESOURCES:

INTERESTED IN PARTNERING WITH GLOBAL CAMPUS?
If you’d like more information on how to implement a workforce development program for your company or organization, please contact Duane Dunn, associate dean for program development, at ddunn@k-state.edu or 785-532-2568.
2017 HONORS AND AWARDS

NATIONAL AWARDS

ACHE Rising Star Award
Ashley Nietfeld, communications and marketing specialist, K-State Global Campus

ACHE Outstanding Services to Underserved Populations Award
Integrated Language Skills (COMEXUS)

ACHE Distinguished Noncredit Program Award
Rural Grocery Summit

NUTN Learner Recognition Award
Nathan Smit, 2008 graduate in food science

NAASS Creative and Innovative Award — Administrative Award
Jump Start for Business Transfer Students program

REGIONAL AWARDS

MHEC Outstanding Service Award
Sue Maes, dean emeritus of K-State Global Campus

C2C – Innovation in Teaching
L. Sue Williams, associate professor in the Department of Sociology, Anthropology and Social Work and a member of the joint faculty for the Department of Gender, Women and Sexuality Studies at K-State

UPCEA Continuing Education Support Specialist Award – Staff in a Support Role
Ashley Nietfeld, communications and marketing specialist, K-State Global Campus

UPCEA Mature Noncredit Program Award
K-State Leadership Seminar

UPCEA Mature Credit Program Award
Personal Financial Planning degree programs

UPCEA Engagement Award
UFM Community Learning Center

UPCEA Outstanding Continuing Education Credit Student Award
Kayla Savage, 2017 graduate of the community development master's program through K-State Global Campus

Link joins thousands of students, alumni and supporters of distance education who want to learn online, grow professionally and connect globally through Kansas State University.