

# **THE VALUE OF GRATITUDE & WHOSE KNOWLEDGE COUNTS?**

**Dr. Lori Unruh Snyder, Associate Professor  
Director of the North Carolina Youth Institute**

**NC STATE  
UNIVERSITY**

**CROP AND SOIL SCIENCES**

# OUTLINE OF TALK

- Why the title of my seminar?
- History with EARTH University
- Applying my EARTH experiences to the land grant universities  
Examples with students who experienced transformational learning through college/university activities
- The networking journey as an EARTH Ambassador
- How can you get more faculty involved?
- How should we document these activities?
- Your thoughts, reflections and questions.

# WHOSE KNOWLEDGE COUNTS?

- Knowledge itself is being seen as the most powerful driver of social and economic progress in the world today.
  - (World Bank 2002)



Art by Dr. Lori Unruh Snyder

# HISTORY WITH THE EARTH EDUCATION MODEL

- 2003-First visit to EARTH University
- 2003, 2006-2018
  - 15 study abroad trips to EARTH;
  - 35 total visits to EARTH
  - > 250 Students, Faculty, Staff brought to EARTH with my programs
  - > 10 Years of Community Projects with contact and impact to over..
    - > 800 Community members impacted
  - > 100 EARTH Alumni within my constant continued network
  - > 10 EARTH Student Interns (with me or placed around the US Land Grant System)
  - >4 EARTH Students I mentored and they received a full scholarship for graduate school with my colleagues
  - >15 US Students conducted projects with EARTH students
    - Undergraduate research, graduate special topics and or graduate thesis projects from different disciplines within three different land grant institutions
- **OVER 1050 students and community members** impacted by the inspiration of the EARTH Model since 2003.

# HISTORY WITH THE EARTH EDUCATION MODEL

- >50 Publications with one or more aspects of the EARTH Model captured or influences by the research of transformational learning
- 4,500 participants have listened to one of my talks based on my inspiration of the EARTH model of education or applied aspects of the EARTH education model.
  - US Ambassador of Costa Rica, Colombia, and Peru
  - Key Stakeholders of Costa Rica Businesses
  - US Embassy of Dominican Republic and Colombia Staff
  - Prime Minister of Jamaica
  - Others from the State Department
  - Partners of the Americas

# HISTORY WITH THE EARTH EDUCATION MODEL

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## Grants :

1. “Capacity Building Grants for U. S. Undergraduate Study Abroad to Support Internship and Experiential Learning for the Underrepresented Minority Students in Agriculture between the Dominican Republic and the North Carolina State University” (42 K)
2. “Training the Next Generation of Coffee Producers & Consumers via Innovation & Entrepreneurship Consortium Uniting People for Sustainability “(CUPS). (25 K)
3. “Cultivating Study Abroad in Underrepresented Agriculture Disciplines” (25 K)
4. “Women4Peace” La Salle University etl al. (25 K)
5. “Turfgrass Environmental Research and Education” (\$10K) Lead-PI
6. “Capstone Experience in Entrepreneurship & Service Learning to Promote Sustainable Ag. in the Tropics.” Lead PI (25k)
7. “Developing Global Curricula: An Experiential Learning Approach to Education in Sustainability and Entrepreneurship.” USDA Higher Educ. Chall. (\$142,767) Lead-PI

**ESTIMATING OVER \$350, 000 of funding**

# STUDY ABROAD FRAMEWORK FOR IDENTIFYING OPPORTUNITIES FOR STUDY ENGAGEMENT

STRATEGY 1.4 (Crop Science Mission Statement)  
Increase Student Engagement through  
Experiential Learning

## Academic Preparation

Prepared students prior to travel by creating a pre-travel class to introduce key topics relative to country.

## Opportunities

Received Grant Dollars to Support Students to Travel Abroad for Class Credit and/or Professional Development

## Self Confidence

Created and assessed pre and post self efficacy and confidence assessments, demonstrating positive changes.

## Industry Preparation

Created pathways for future employees for student jobs & internships.

## Culture Adaptation

Included community service projects and community integration to assist with global competency.

## Prior Information

As a teacher/research I investigated current study abroad courses and student opportunities to make an unique professional teaching experiences for our students' professional growth.



# PRIME MINISTER OF JAMAICA



Thank  
you  
CB!

CONNECTIONS  
FOR EDUCATION

"The best breakfast  
includes a  
conversation about  
agriculture and  
education!"

Dr. Lori Unruh Snyder

SUSTAINABLE 41

**NC STATE UNIVERSITY**

CROP AND SOIL SCIENCES





# EDUCATION ON EARTH

**PLUS!**

Pictures of  
Pantrepant Farm  
&  
Nature Art of  
Jamaica

FEATURED: EARTH University graduates share their perspectives of becoming agents of change, and leaders for agriculture today, and why at the end of the day, sustainability matters for Jamaica.

THE SPECIAL EDITION  
BLACKWELL

PUBLISHED BY SUSTAINABLE  
RAINFORREST SOLUTIONS, LLC.

**NC STATE UNIVERSITY**

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THIS MONTH'S FEATURE

# UP CLOSE & PERSONAL



In the spotlight: Luis Rojas, EARTH Graduate of 2011 and native Costa Rican and an over abundance of love for the Jamaican culture.

He represents the key importance of what EARTH helps to achieve for developing student leadership to be able to integrate into culture and even agri"culture" of other tropical regions. Luis sought the opportunity to work in the Caribbean to gain a new perspective and he had the opportunity to implement agricultural enterprise management. He was the first intern to be hired at Pantrepant Farms and was later hired to help manage the farm. Before I had the chance to meet Luis, I was starting to learn the lay of the land of Jamaica, realizing that when it comes to agricultural enterprises, leadership is critical when implementing successful agricultural practices in the tropics. Luis commented that EARTH gave him confidence

Luis said EARTH for him was not a school but a family experience to open doors for opportunity for partnerships around the world.



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KEVAUGHN MILLER

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HYDRO-FARMZ



Kevagh is an example of an EARTH graduate that was supported by Mark Ohrstrom.

Kevagh said the most valuable experiences at EARTH were the multi-cultural interactions he had with being team members from around the world. He said this was a critical component of his training and he learned how to think more globally than locally.

He learned how to solve problems from each student differently and countries uniquely to their experiences, and gained new ideas to bring back to Jamaica. Learning to run a business was the most important experiences he wanted to share.



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## TRESHA SAMUELS

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by Dr Lori Unruh Snyder

"I never thought I would leave my country," Trisha commented. It is a really great opportunity that she made the most out of during her 4-years at EARTH. She said her passion to learn about agriculture just wasn't enough, that she needed someone that what would financially support her dreams. Passion is determination; however, without the financial support she would have never had the experiences to gain so many new ways of learning. She said her "outlook changed" and now is able to give "value-added agricultural training" to her current employer, who has hired almost all of the EARTH Jamaican graduates. Her 4-years of sustainable education was "the only way she could think now", as she commented to me.

She said it takes people like Mr. Blackwell who invest in the human capital of the country to provide educational support to help make a change in lives of students like herself. She said Mr. Blackwell should know that he is making a difference for agriculture for his country. She said he cares about sustainability and he was instrumental in her life to keep her passion for agriculture alive and her dreams to learn came true. She provided me a little history about how she was discovered to attend EARTH. The key to her application success was her leadership strengths in 4-H; she was awarded the "4-H Queen" award, which to her met she was determined to continue with her educational goals to learn as much as possible and to always take the inquisitive approach. Her intentions all along were to return to Jamaica and to share her knowledge about agriculture. She was so sincere, and did not know what she could do to repay Mr. Blackwell for what he has done for her. She actually smiled and said that if there could be an EARTH University in Jamaica, she would be the undergraduate recruiter!

WHY  
PASSION  
ISN'T  
ENOUGH

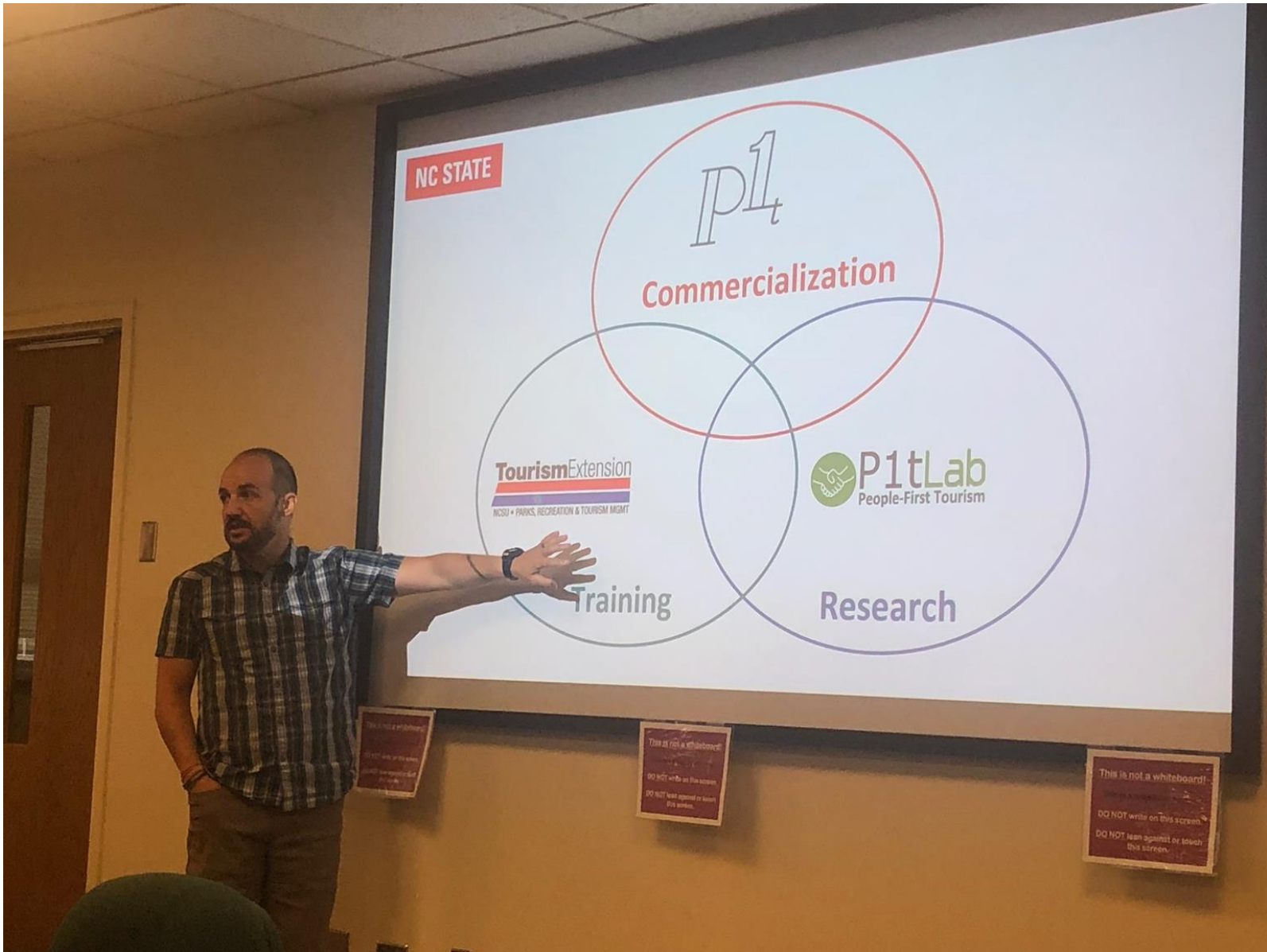
SUSTAINABILITY  
MATTERS

# **STUDENTS' EXAMPLES OF ENGAGEMENT & INVOLVEMENT**

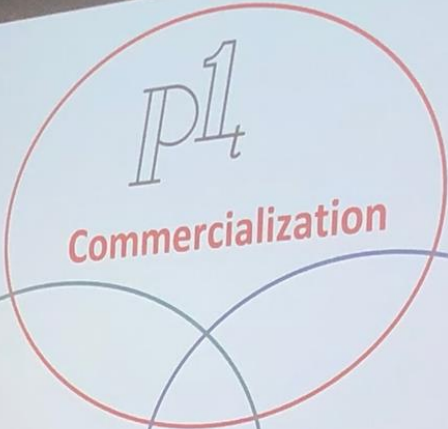
# COMMUNITY ENGAGEMENT UNIVERSITY PARTNERSHIPS



Photo credits: Lori Snyder, Kelsey Jones and Jacobo Pozo Rosso: May 2017: Costa Rica



NC STATE



TourismExtension  
NCSU • PARKS, RECREATION & TOURISM MGMT

P1tLab  
People-First Tourism

This is not a whiteboard!  
DO NOT write on this screen  
DO NOT lean against or touch this screen

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DO NOT write on this screen  
DO NOT lean against or touch this screen

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DO NOT write on this screen  
DO NOT lean against or touch this screen

# Social PEOPLE FIRST Entrepreneurship TOURISM

CSLEPS: ASB:  
Costa Rica 2014-  
2019

Iroquois  
Community

“A marketplace for buying and selling genuine tourism experiences”

## Roger and his family



### Skills:

- Hammock making
- Ice Cream Making
- Limon Culture History

## Dona-Rosario



### Skills:

- Purses
- Patchwork
- Cooking

### Learned:

- Respect
- Passion
- Leadership

## Yessica

### Skills:

- Card Making
- Cooking
- Dancing

### Learned:

- Joy
- Dedication
- Sustainability



### Learned:

- Hard Work
- Hospitality
- Pride
- Faith
- Work Ethic
- Patience





**Photo credit: Lori Snyder  
March 2015**

Nashea was afraid to speak Spanish to the children at first. Her fear now has become one of her passions to help other students travel to experience this culture and learning.



**Photo credit: Lori Snyder December 2015**









**Photo credit: Lori Snyder May 2017: Costa Rica**

## Comentarios de los estudiantes

Dra. Snyder

"la mejor oportunidad para futuros estudiantes es compartir conocimientos con los niños de la escuela".

**Photo credit: Kelsey Jones: May 2017: Costa Rica**



Con Amor,  
Sus Estudiantes

# DR & NC State S.W.E.E.T Success Program

*Student Workforce for Entrepreneurship and  
Educational Training*



**CONNECTDR**  
INTERCAMBIOS CON PROPÓSITO



**Science Club Sweet Success  
Program**



**Dominican Group @ North  
Carolina**

**NC STATE UNIVERSITY**  
CROP AND SOIL SCIENCES

# REFLECTIONS

- **What was the most valuable experience for you for the SWEET Success Program?**
- The work I did for my mentor was the most valuable experience because I did something that I had never done before. Designing the workbook was especially valuable.
- The most valuable experience was being able to go out of the country and talk to high school students about a topic I am passionate about.
- Overall I grew professionally in my expertise but also in my personality and working with others. I gained so much knowledge from this experience.

# REFLECTIONS

- **What were your personal strengths that you recognized during this course experience?**
- I was able to pick up the language quickly and keep calm even when there was pressure on me. I was also able to work with everyone on the team very well.
- Being able to adapt to a new country where not many people spoke English all while dealing with a new diagnosis of diabetes and not being able to stick to my schedule of eating and taking my medicine like I was accustomed to.
- I learned how to be more adaptable when things don't go as planned.
- Positive attitude, adaptability, leadership

June 3-8, 2019 24 Participants  
Cara Mathers, Soil Science: MS  
Student  
NC State Delegate



Somos mujeres fuertes  
compartiendo raíces de  
esperanzas y sembrando  
semillas de paz

#semillasdepaz

# Women for peace

UNIVERSIDAD DE  
**LASALLE**



Women  
for peace



## “Well Fed Garden Visit”

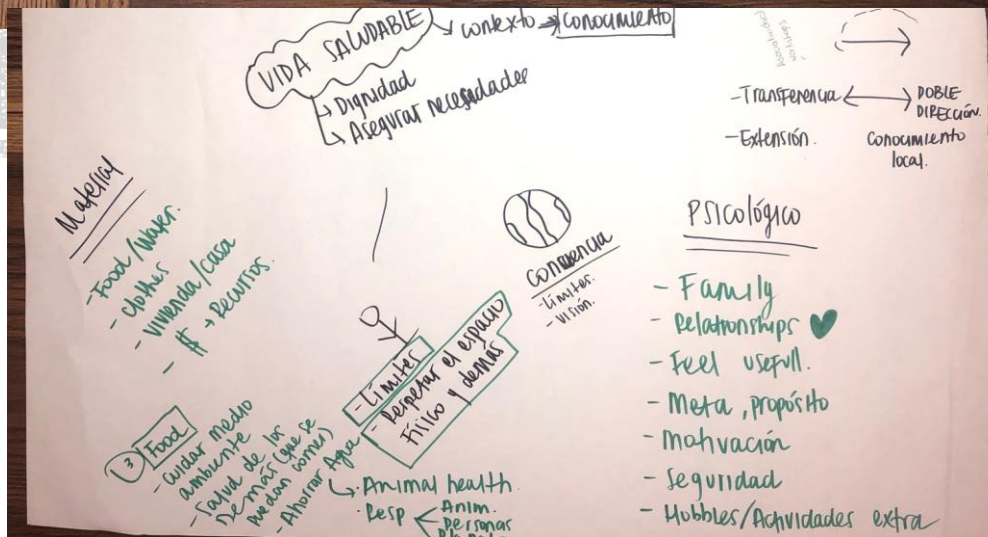
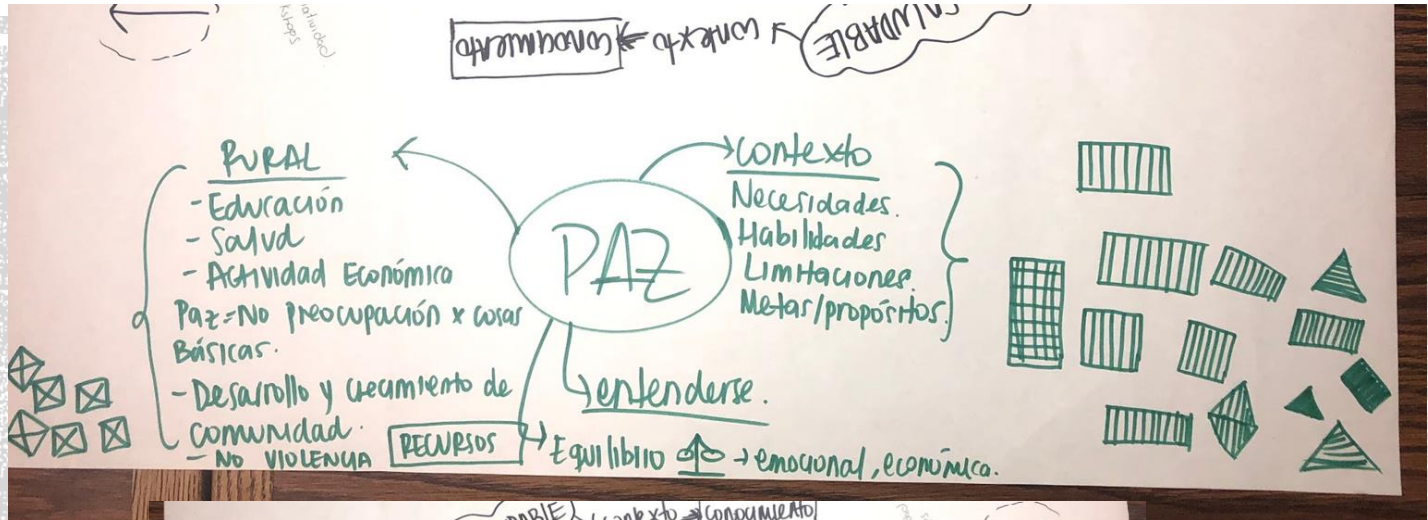
Organized and ran by women only

Discussed entrepreneurship and the Realities of women in agriculture in the USA.





# Planning Meetings: Think Tank



Women  
for peace

Participatory games to build trust and support for a growing community.



# CLASSROOM INCLUSION (NOT A STUDY ABROAD)



# COMMUNITY ENGAGEMENT

## ART GALLERY FOR EDUCATION



# COMMUNITY ENGAGEMENT



# WORLD FOOD PRIZE LAURATES



Dr. Norman  
Borlaug



Dr. Geibsa Ejeta, 2009 Winner  
Purdue University



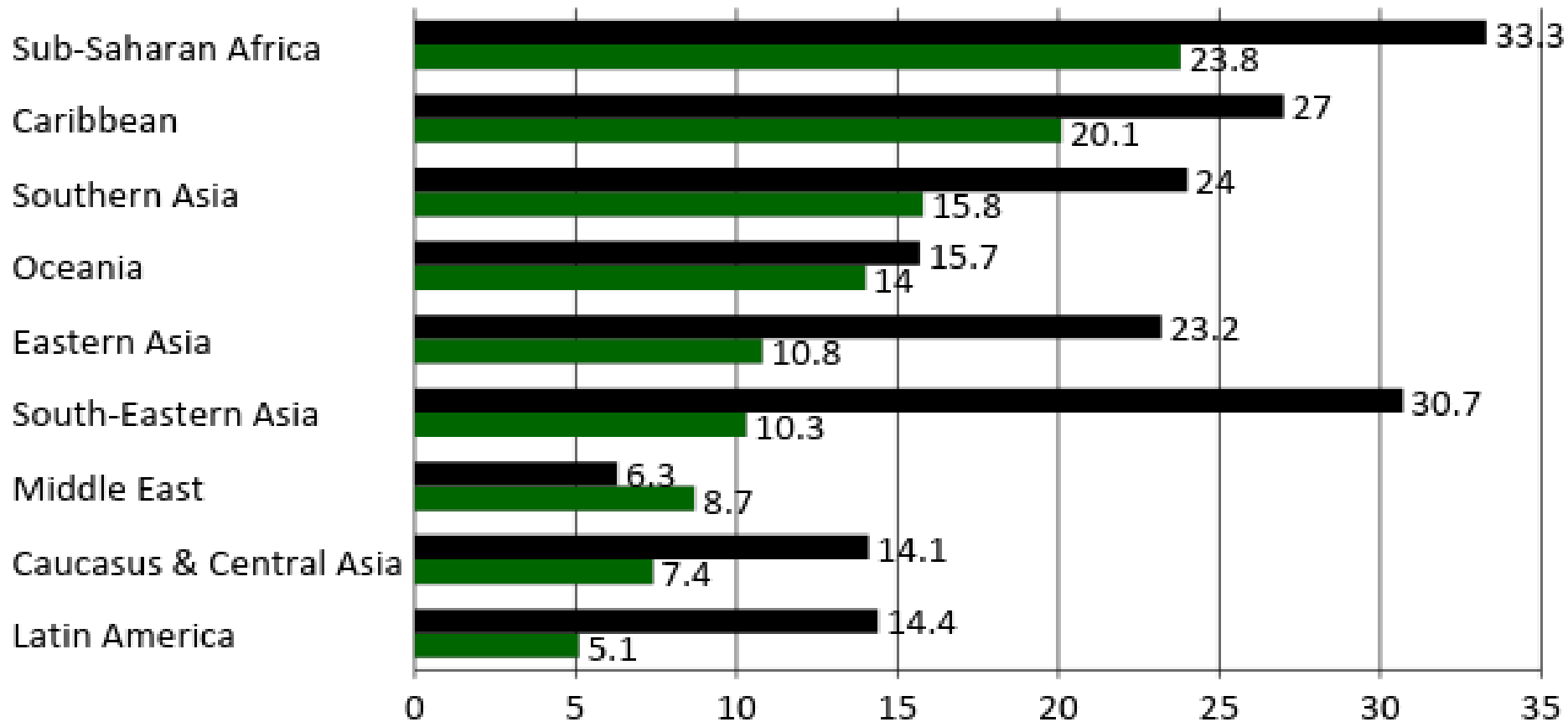
# Number of hungry people reduced by 209 million since 1990

Prevalence of undernourishment fell from 18.7% to 11.3%

Pace of decline: 0.5% reduction in hunger per year

## Percentage of People Undernourished

■ 2012-14 ■ 1990-92





**Promoting Youth to Solve Key Global Challenges.**

**[www.worldfoodprize.org/NorthCarolina](http://www.worldfoodprize.org/NorthCarolina)**





# STUDENT RESEARCH



## Adivasi Land Rights in Wayanad, Kerala: A Study

Edwin Belton Moore, Dr. C.S. Chandrika, and Vipindas P.

M.S. Swaminathan Research Foundation



### Abstract

The issue of land rights of the indigenous peoples of India has always been a complicated one. Its history is deeply marred by broken promises of land restoration by the government and the adverse effects that are seen among a people that lost the land it depended upon for its livelihood. Many, if not all, of the problems that Adivasis face today can be tied back to the theft of their ancestral lands by settlers. The tribal peoples of India are commonly referred to using the Hindi word "Adivasi". The state of Kerala in southern India contains several areas that are very densely populated with tribal peoples. Located in the northeastern part of the state, the Wayanad district boasts 37% of the state's 36 Scheduled Tribes with the tribal people making up 17.43% of Wayanad's entire population. Because it has such a high proportion of Adivasis, Wayanad is the ideal place to study issues of land rights in relation to food security.

Food security ranks high among the challenges that the Adivasis face. A large part of this problem can be attributed to their lack of a sufficient amount of land to grow subsistence crops on. In this study, we analyze the effects of Adivasi land rights on their ability to be food secure by conducting interviews with adivasis in several different communities in Wayanad, Kerala. We demonstrate through the responses to questions asked in the interviews that the Adivasis would be able to be more food secure if they had more land. In other words, if the Adivasis had a sufficient amount of land they would be able to grow their own food instead of depending on other sources, thus becoming food secure.

### Methods

We conducted 10 interviews among Adivasis from different groups in the Mukkilpeedikka and Puthoorayal areas of Wayanad, including:

- Three landholding Paniyas
- Three landless Paniyas
- Two landholding Thachanadan Moopans
- Two landholding Kurumas

The questionnaires consisted of questions that asked the following:

- Basic demographic information
- General challenges faced
- Land rights and possession
- Food security

The sample size was relatively low due to significant time restraints. It takes a lot of time to thoroughly interview a person and extract the important information. We decided that it was more important to get very detailed answers to the questions we were asking from a few respondents as opposed to less detailed responses from more people.

### Results

There were many results from the interviews conducted. The main results were the following:

- The average amount of land held by the respondents was 0.78 acres, with eight respondents having deeds to their land
- Only three of the respondents were not cultivating their land
  - All three of these were landless Paniyas who only had enough land for their houses
- 70% of the respondents said that they did not have a sufficient amount of land to cultivate for their needs
- Half of the respondents had received land from the government, all through the Forest Rights Act, 2006
- All relied on the Public Distribution System (PDS), ranging from heavy to minor reliance
- Half of the respondents depended on wage labor to earn money for their daily food
- Only half get some of their daily food from their own farming
- When asked if they frequently experienced hunger all of the respondents reported that they do not experience any hunger now
- Many did say they had experienced hunger before in the past
- It is important to consider that hunger wasn't defined in the question



### Conclusion

We made several important conclusions:

- Overall things have improved for the Adivasis
- Some communities have benefited significantly more than others from things such as the FRA and improved access to education
- People that were given land through the FRA were much better off than landless Adivasis who had not received any land
- They were able to cultivate their land and rely less on wage labor and PDS to get their daily food
- If the Adivasis possessed more land they would be more food secure because they would be able to produce their own food through cultivating the land
- Land alone is not enough; they need support to be able to successfully cultivate their land

### Acknowledgements

I would like to thank the Creator for guiding me to this experience of a lifetime. I am forever indebted to the World Food Prize Foundation for sponsoring me as a Borlaug-Ruan International Intern. To the Adivasis of Wayanad, I could not have done anything without you all. My most sincere gratitude goes to the M.S. Swaminathan Research Foundation and all its staff for hosting me. Thank you to my family for always being there. Finally, I wish to acknowledge two of the world's greatest visionaries that have always inspired others to do more, Dr. Norman Borlaug and Prof. M.S. Swaminathan.

### References

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Posters.com

**EARTH GRADUATES EMPLOYED BY ENLASA; MEET FOR A COMPANY MEETING TO EXPLAIN THEIR IMPACTS WITH AGRICULTURAL EXTENSION & SALES; SUPPORTING ORGANIC & SUSTAINABLE FARMING PRACTICES IN 17 COUNTRIES.**

**BELOW LEFT TO RIGHT:**

**JOSE MARIO PEREZ '04 (GUATEMALA); JAIME MORALES '03 (PANAMA); DENISSE GURDIAN '10 (NICAGARGIA); DR. LORI UNURH SNYDER, ANGELICA MARIA (NICAGRAUA), ADDISU '16 (ETHIOPICA); MILTON '04,COSTA RICA AND JOSE ANTONIO PACHECO '94 CEO OF ENLASA**



**LET'S GROW TOGETHER  
OUR LEGACY**

WRITTEN BY LORI UNRUH SNYDER

**CASE STUDY**

**JOSÉ ANTONIO PACHECO TZUL ('94), GREW UP IN THE REMOTE INDIGENOUS COMMUNITY IN WESTERN GUATEMALA AND WAS ABLE TO ATTEND EARTH BECAUSE OF A SCHOLARSHIP PROVIDED BY THE W.K. KELLOGG FOUNDATION IN EARLY 2000. WITH THE PRODUCTION OF HIS**

**NC STATE UNIVERSITY**

**CROP AND SOIL SCIENCES**

# PREPARING THE NEXT GENERATION OF TEACHERS GRADUATE STUDENT PROGRAMS (AN IDEA)

- ***Empowering*** & transformational.
- Measure our success as educators on the basis of the ***quality of encounters*** we arrange, in and outside the classroom.
- If quality lies in the encounters we arrange, then we must ensure that these encounters are powerful, even ***transformational*** ones....

# TRANSFORMATIONAL LEADERS

Creating an empowering general education experience requires transformational leadership ...

.... Challenging prevailing assumptions

.... Leaving our comfort zones

.... Reaching across the aisles

.... Engaging in new business

**Carpe Diem!!!**



Art by Dr. Lori Unruh Snyder

# COMMUNITY ENGAGEMENT AT NC STATE UNIVERSITY

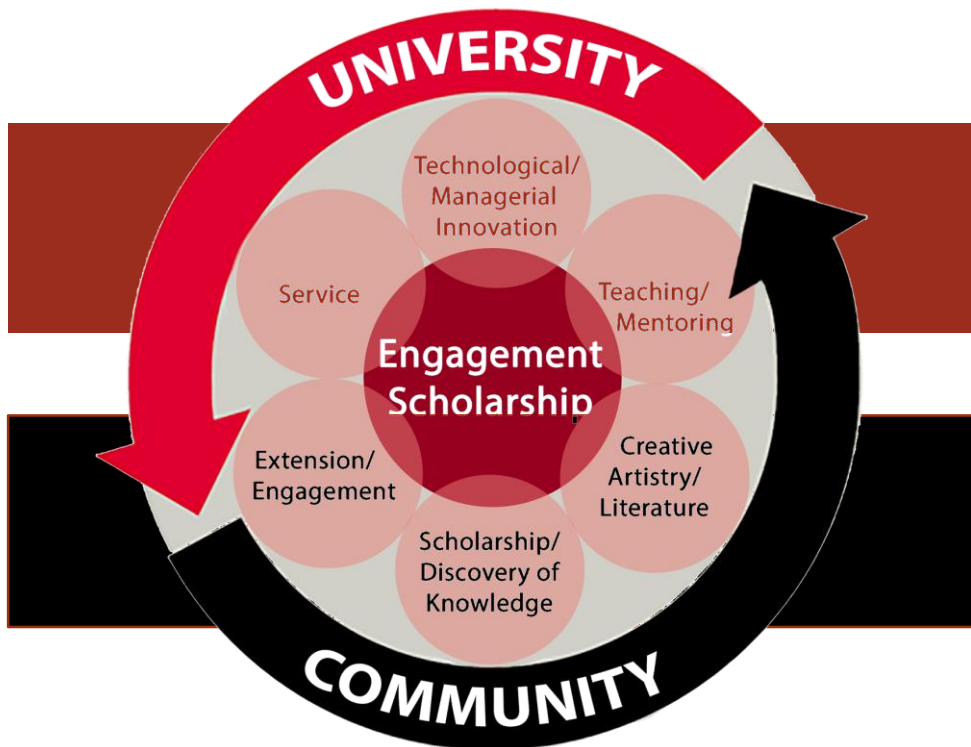
- University Civic Action Plan
  - *Designed to provide an educational experience that produces **Civically Engaged Citizens?***
- Community-Engaged Learning Network
  - Support and training for faculty in service-learning and engagement scholarship\* 2015-2016\*Community Engaged Faculty Fellows Pilot Project/ 2019-Participated in the discussion for the creation of NC State's Community-Engaged Learning (CEL) Faculty Institute.
  - Community-University Partnerships
  - Intentional reciprocal partnerships designed to generate broader impacts in response to community-identified needs
- An Integrated Anchor Institutional Strategy *(in development)*

## CAMPUS COMPACT - CIVIC ACTION PLAN

### FIVE STATEMENTS (30TH ANNIVERSARY ACTION STATEMENT OF PRESIDENTS AND CHANCELLORS) AND POSSIBLE UNIVERSITY PARTNERS

1. We empower our students, faculty, staff and community partners to **co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities** beyond the campus – nearby and around the world.
2. **We prepare our students for lives of engaged citizenship**, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
3. We embrace our responsibilities as **place-based institutions, contributing to the health and strength of our communities** – economically, socially, environmentally, educationally, and politically.
4. We harness the capacity of our institutions – through research, teaching, partnerships, and institutional practice – to **challenge the prevailing social and economic inequalities that threaten our democratic future**.
5. We **foster an environment that consistently affirms the centrality of the public purposes of higher education** by setting high expectations for members of the campus community to contribute to their achievement.

**Civic Action Statement**  
**Signed by Chancellor Woodson in 2016**



*Faculty Goals and Realms of Responsibility*

**Issue, Need, or Focus.**

**Goals and Objectives.**

**Communities Engaged.** How did you engage the community in this process of determining the issue(s), need(s) or focus area(s)? What community(ies) was (were) involved and served by your extension and/or engagement efforts? Describe unique and relevant demographic, cultural or other characteristics of the community.

**Methods and Actions.**

**Program Integration.** For example, describe how students were involved, how course/curricula were enhanced, and/or what research was related to the engagement work.

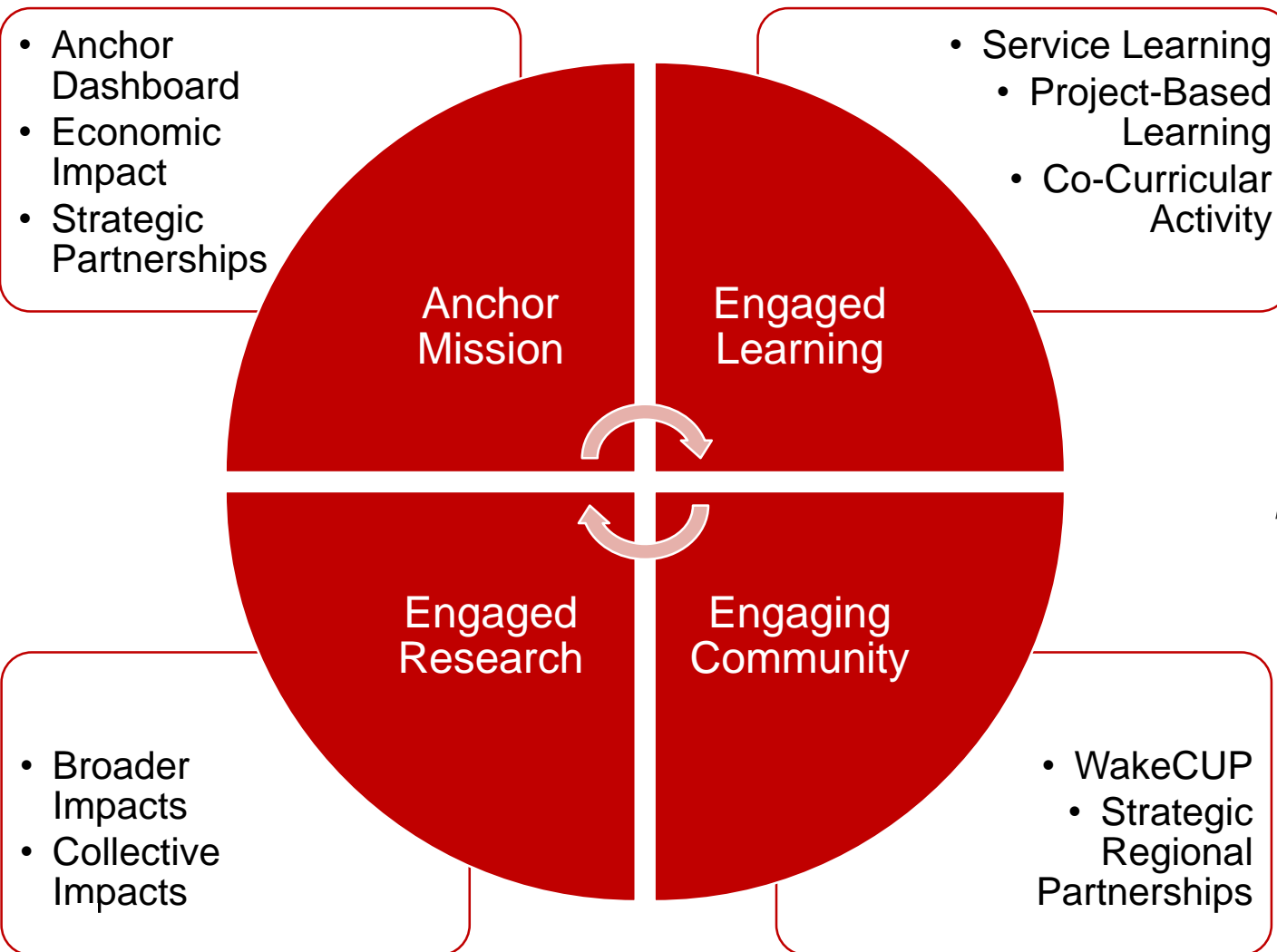
**Results.**

**Products/Deliverables.**

**Communication and Dissemination.**

**Recognition and Awards**

**Collaborators and Partners.**



# ***A Proposed Integrated Engagement Model***

*Brookins, UOE, 2019*



# Impact!

## Benchmarking Economic Development Impacts Task Force

Final Report • Phase I

*Presented by:*

Teresa Helmlinger Ratcliff, Ph.D., Chair

Mark Brooks

Ellis Cowling, Ph.D.

Jeff DeBellis

Denis Gray, Ph.D.

Karen Helm

Susan Jakes, Ph.D.

Raj Narayan, J.D.

Celen Pasalar, Ph.D.

January 2008

# Impact!

## What Counts is What's Counted

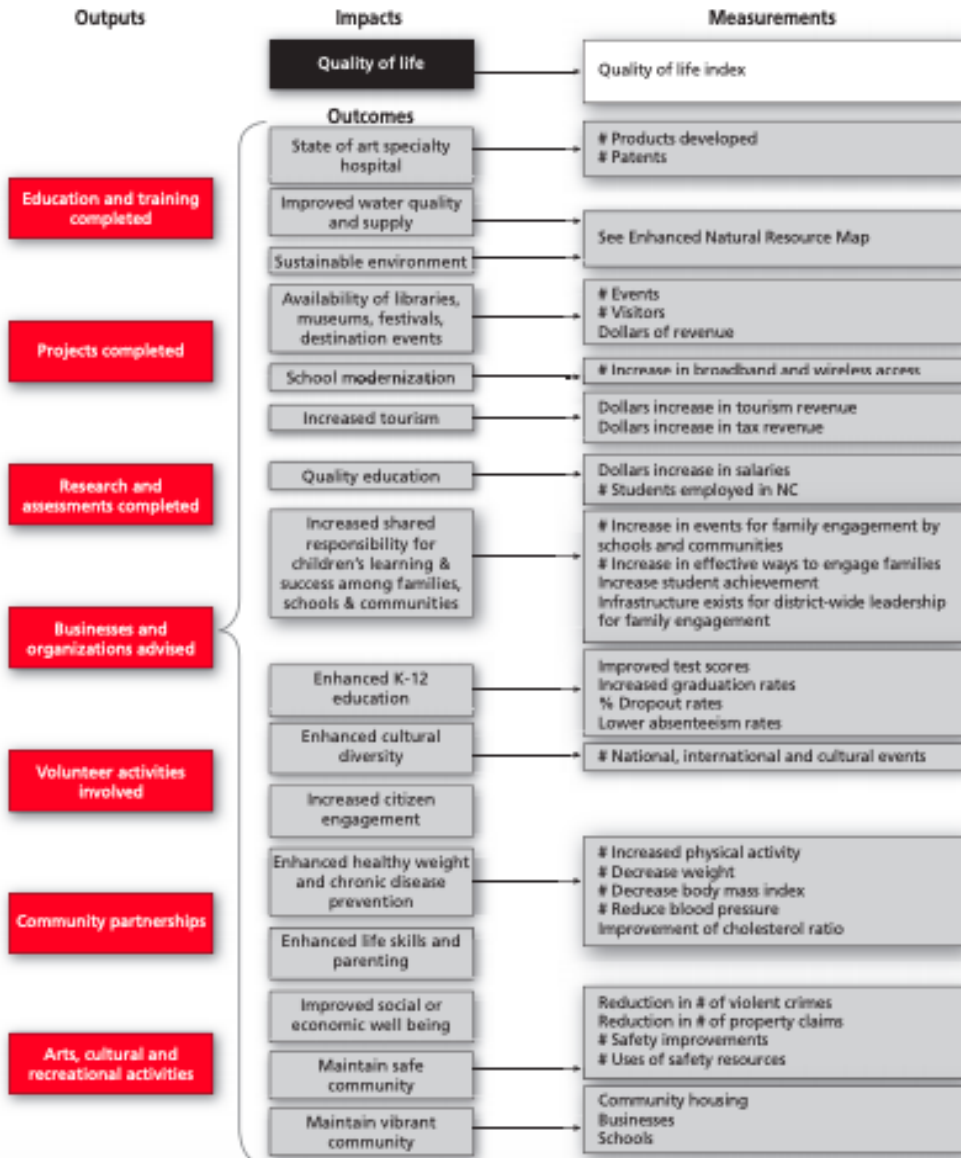
Final Report

Benchmarking Economic Development Impacts Task Force II

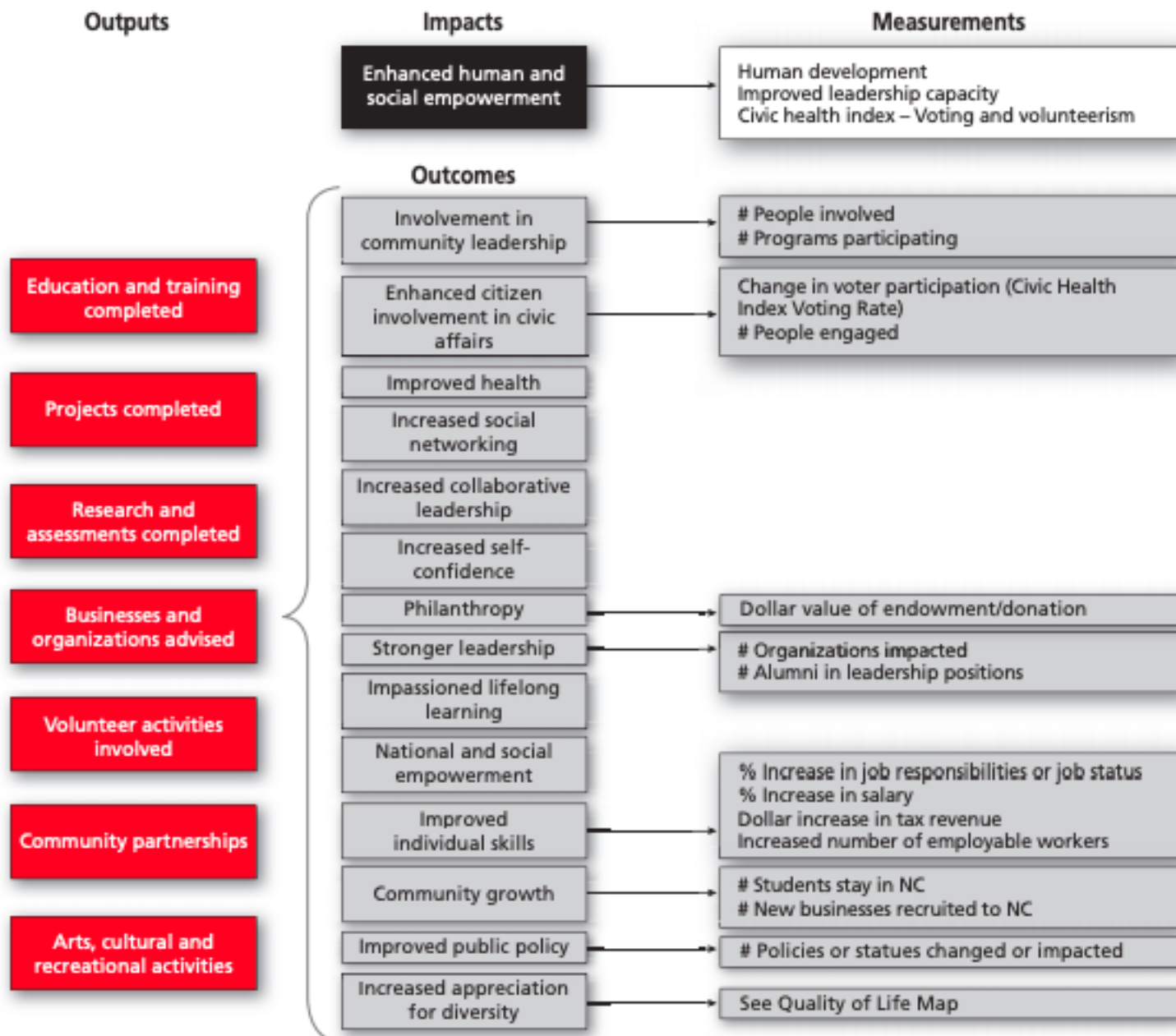
January 2010



# Quality of Life Map



# Human and Social Empowerment



Workforce preparation – preparing/transitioning current/potential employees for global marketplace

Center for Excellence in Curricular Engagement – Engaged college initiative in design – impact = sense of community/voice in community issues

### **Service-Learning Faculty Associates Program**

In 2014, the [Carnegie Foundation for the Advancement of Teaching](#) recognized NC State's continued culture of student service and engagement by again classifying the university as a community engaged institution, along with 239 schools across the nation.

<https://nerche.org/defining-community-engagement/>



Effective leadership in this century can no longer be “my way or the highway.” We must have a vision for the future, an understanding of our employees and a plan that meets their needs as well as those of the company. But a vision and a plan without execution is meaningless.

We need to remember that our heart beats within a global community and we rely on each other for not only natural resources but for our environment to be an ethical landscape so we can work together and growing together.

Art by Dr. Lori Unruh Snyder



**Stripes** are to **zebras** what fingerprints are to humans.

Let your imagination and creativity be just as unique to your fingerprint.









ART BY TROPICALPLANTDOC



Tenemos un  
mundo de  
oportunidades.



**May 2017: Study Abroad, Exploring Sustainable Agriculture of Costa Rica  
at EARTH University**

**Instagram [@tropicalplantdoc](#)**

**Email [Lori Snyder@ncsu.edu](mailto:Lori_Snyder@ncsu.edu)**