



STUDENT INVOLVEMENT

FY'15 ANNUAL REPORT



**Student Engagement / Student Affairs
Wichita State University**

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LETTER FROM THE DIRECTOR

Dear Students, Faculty and Staff,

We are excited to share with you this report for the academic year 2014-2015. We have had many successes and learning opportunities and have continued to build a quality department that focuses on student development and the promotion of a vibrant campus life at Wichita State.

Over this past year we have experienced many highlights and opportunities for growth. We have experienced the changing culture of campus and have worked to understand how we can better serve the students, departments and off-campus entities with which we work.

This year we experienced several major changes as a department, including reporting to Student Engagement, an office restructure, two staff being on maternity leave and several staff leaving, staff taking on additional responsibilities, becoming a state entity and possible furloughs.

As we moved to reporting under Student Engagement, the decision was made to restructure the department to better serve the needs of the Greek Community. An Assistant Director of Fraternity and Sorority Life position was created and internally filled, and several staff members were promoted to senior coordinators. As we moved under the State of Kansas we had to learn and acclimate ourselves to new processes and procedures for budgets, human resources, financial operations and payroll.

In August, after a little over two years, we moved into our new office space in the Rhatigan Student Center. We quickly acclimated to this new space and have enjoyed the benefits of having the first permanent office space since we have been a department.

We have continued to create new programs and services for all students including Engaging Leaders, Food Bank Fridays, SI Leader Retreat, TOMS One Day Without Shoes, Civic Leadership and Service Summit, Greek Alumni Advisory Board, Service-Learning Advisory Committee, Service-Learning Faculty Fellows and the Greek Life and Service-Learning Living Learning Communities. One of our biggest accomplishments this year was the creation of the Community Service Board. This board had a successful first year with 27 events, an average membership of 50 and completion of 2,344 hours of service. Beyond the new events and services we carried on valued traditions including Hippodrome, Shocktoberfest, Shock the Yard Midwest Step Show, IFC Neighborhood Clean Up, Elements Multimedia Art Competition, Walk A Mile in Her Shoes, Exposure Photography Competition and the Family Carnival.

As a staff we have devoted time to professional development by attending a variety of conferences, spending time in staff meetings understanding our strengths and how to utilize them in our positions and as a team, keeping abreast of current issues in higher education and finding ways to enhance our office culture.

Throughout the year we conducted several different types of assessment to measure the programs and services we provided to ensure we are heading in the best direction to serve students and the campus. The feedback has helped guide us as we have refined and formulated trainings, programs and services. Our overall goal has been to develop students and become the place to go for getting involved on campus. Through all this we have paid special attention to remain fiscally sound.

We look back over this year and given all the changes and challenges we faced remained true to our motto, "Turning Students Into Shockers".

Sincerely,

Nancy Loosle
Director, Student Involvement

KEY

ACPA: Association of College Personnel Administrators

ACUI: Association of College Unions International

CSB: Community Service Board

FSL: Fraternity and Sorority Life

IFC: Interfraternity Council

NACA: National Association of Campus Activities

PC: Panhellenic Council

SAC: Student Activities Council

SI: Student Involvement

S-L: Service-Learning

SLI: Summer Leadership Institute

STUDENT INVOLVEMENT 2014-2015

Vision Statement

We strive to become the leading resource for Student Development and Involvement.

Mission Statement

Student Involvement is committed to students by intentionally creating co-curricular experiences which engage and develop, resulting in a vibrant campus culture that enhances their journey as a Shocker!

Core Values

Guiding principles that define who we are and how we approach our job while maintaining a productive, fun and healthy work environment.

Inclusive

Sustaining a safe environment where all are welcome and respected.

Teamwork

Supporting one another to achieve a common goal.

Integrity

Consistently behaving in an ethical, safe, honest, moral and lawful manner.

Innovation

Promoting excellence and adaptability while exploring new ideas.

Development

Fostering growth, learning and academic opportunities.

Support

Providing care, compassion and encouragement through service and mentorship.

STRATEGIC PLAN

With the move to the state and under the new supervision of the Associate Vice President for Student Engagement and Dean of Students, we reviewed our strategic plans. Some changes were made to Civic Engagement's plan and the Fraternity and Sorority Life plan was completely overhauled. We are still under the timeline for 2014-2017.

Student Involvement

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

- Facilitate comprehension and application of student development ideals.
 - Establish a baseline and annually review functional area learning objectives to ensure progress. (We have outlined our learning objectives and incorporated them into some of our assessment, we will review the results over the summer)
 - Assess the growth of student leaders during their term with pre/mid/post evaluations. (This is happening with each new set of leaders who come into their positions)
 - Conduct evaluations after predetermined programs and retreats to measure acquisition and application of knowledge. (The survey has been established and is conducted after the designated events, will continue to review results on a regular basis)
 - Create and offer semi-annual education on the purpose and application of student development to faculty and staff by June 2015. (Have the dates set for fall, we are working with Rick Muma to develop these sessions.)
- Evaluate and improve upon programs which provide opportunities for collaboration and community building among the Greek community.
 - Conduct assessment after each identified program to ensure said programs meet the needs of the evolving community. (Utilizing newly updated event evaluations geared specially for training and development programs)
 - Develop alumni association which will provide support for collegiate development, program support and alumni engagement by May 2015. (The first meeting took place in May and they are meeting every month.)
- Create a fraternity and sorority life living learning community and a service living learning community in Shocker Hall.
 - By 2014 work with Housing and Residence Life to develop the content, structure and marketing of the communities. (Implemented, exploring ways to engage students in the communities and hold them accountable)
 - By fall 2105 work with Faculty Development and Student Success to develop and facilitate a WSU 101 class for the Service Living Learning Community. (Classes have been approved and are set for the fall, working in developing the curriculum)

Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.

- Provide events and services each semester that reflect the increasing diverse student body as defined by event and program evaluation data.
 - Target a diverse group of students for each leadership opportunity through intentional promotional efforts. (Assigned staff members a target group {they are military, underrepresented, adult, commuter, graduate and international} and are tracking how we are reaching out to them with certain events and services. Our goal is 2-3 a semester.)
 - Target returning adult and online students by utilizing current technology and media resources to offer programs and trainings online by fall 2017. (We have five trainings online at this time, social host, crisis management, risk management, OrgSync and customer service)

- Assess the needs of commuter students and formulate programs and services on those needs. (Hosting commuter appreciation days twice a semester, connect and working with the Office of Adult Learning to rebuild a returning adult student organization)
- Strategically schedule events and services at various times and locations to accommodate a variety of scheduling and priority interests. (We are being intentional each semester to plan events at a variety of times and locations. One of the questions in the EBI survey was gearing toward this goal, we will look at the results and plan accordingly based on the feedback)
- Develop programs and services that cover a variety of interests, topics and lifestyles as well as appealing to all students. (We are being intentional each semester to plan events on a variety of topics. One of the questions in the EBI survey was gearing toward this goal, we will look at the results and plan accordingly based on the feedback)
- Provide programs formed through collaborations with other departments, organizations and faculty/staff that will expose students to the variety of experiences, viewpoints and opportunities. (We have collaborated with several departments and student organizations on events, including the Drag Show, Laverne Cox, Toms One Day Without Shoes, Civic Leadership and Service Summit)
- Obtain continuing education and training on diversity and multicultural issues for staff and students leaders on an annual basis at minimum. (We are tracking what events and trainings staff are going to which relate to diversity).

Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals

- Update and utilize departmental assessment and reports on an annual basis to ensure student needs are being addressed.
 - Analyze and evaluate assessment results. (This is done on a semesterly basis, a SI Dashboard was created in fall 2014 and spring 2015, we will develop one each semester)
 - Implement relevant changes derived from the results of continual assessment of programs and services. (This is done on an on-going basis)
 - Compile and disseminate information for internal reports and external data. (The Fall 2014 and Spring 2015 dashboard was created, our annual report, Greek Life hotcard, EBI, Service-Learning Impact Reports, Adult Learner Event Data Report)

Cadman Art Gallery

Strategic Highlights

With three different staff working with the Art Gallery over the past year we are not where we would like to be. The goal over this next year is to get back in track with the strategic plan.

Action Step # 1: Raise awareness of the Cadman Art Gallery exhibits and competitions

- 1.1 Create and update regularly, print and web based marketing materials (being done on an ongoing basis)
- 1.2 Educate students and staff of PROGRAMS and services semesterly through orientations, campus visits, campus wide announcements and classroom visits (will begin work on this in the coming year)
- 1.3 Establish baseline for exhibit attendance in the first year and increase over the next two years (have established attendance for the first year, will explore ways to increase attendance in the coming year(s))

Action Step # 2: Provide quality service to exhibiting artists

- 2.1 Establish training model for exhibiting artist(s) to be implemented in the first year of operation and updated as needed (will begin work on this in the coming year)
- 2.2 Evaluate artist satisfaction of exhibit procedures once each semester through assessment (will begin work on this in the coming year)
- 2.3 Utilize collected assessment data to annually revise exhibit procedures (will begin work on this in the coming year)

Action Step # 3: Create efficient and effective procedures for operation of Cadman Art Gallery

- 3.1 Create revisions of policies and procedures for Cadman Art Gallery as needed within the first year to streamline operations (have revised many of the policies, will need to continue to revise policies based on changing needs and understating of the two spaces)
- 3.2 Identify, within the first semester, opportunities for gallery attendants to manage operations (gallery attendants have helped to track equipment, set out equipment for artists and send out marketing materials)
- 3.3 Following the first year of operation, create a guest satisfaction survey (will begin work on this in the coming year)

Civic Engagement

Strategic Highlights

Action Step#1: Unify Civic Engagement umbrella and develop communication and marketing to support this area

- 1.1 Develop definition/framework for Civic Engagement including Community Service, Deliberate Dialogue, Community Partnerships, Activism, Philanthropy, and Service-Learning. completed Fall 2014, established on website, hotcards, and staff handout
- 1.2 Enhance Civic Engagement webpage for student and campus community reference. Include sections established by Service-Learning Advisory Group. (Summer 2015, ongoing content)
- 1.3 Develop publicity campaign communicating the Civic Engagement umbrella. (Spring 2015) completed Fall 2014, hotcards, CIC Ad, Buttons

Action Step #2: Intentionally develop Service-Learning programs

- 2.1 Implement Alternative Break programs with a social justice focus during spring, winter, and Fall Breaks with the ultimate goal of (Spring 2017):
 - Spring Break: 4-6 trips, at least 1 international location: 70 students
 - Fall Break: 1-2 trips, domestic locations: 30 students
 - Winter Break: 1-2 trips, domestic/international locations: 30 students
- 2.2 Develop pre-trip program for all Alternative Break Trips to include shared reading, student lead positions, program curriculum including education on social justice focus area and re-orientation Wichita based community projects (Spring 2016) Fall 2014 trip includes student lead positions, program curriculum, and re-orientation, need to add shared reading.

- 2.3 Develop Alternative Break program application process to include pre-trip selection process (Spring 2017)
- 2.4 Support the ongoing Service-Learning initiatives provided by Service-Learning Faculty Fellows including the development of the Service-Learning Advisory Committee (Fall 2014, ongoing) completed Fall 2014, Advisory Committee has held 2 meetings and has representation from faculty, staff, students, and community partners

Action Step#3: Create student led service options

- 3.1 Establish purpose and standards for Community Service Board including working position expectations. Before next officer transition assess and implement needed structural and procedural changes (Spring 2015) Completed Fall 2014, new structure adopted November 2014
- 3.2 Plan and implement student led community service/ community partnership programs.
2014/2015: 6 events with over 25 students in attendance.
Completed fall 2014
2015/2016: 8 events with over 25 students in attendance
2016/2017: 10 events with over 25 students in attendance
- 3.3 Establish Wu's Big Event as marquee traditional event that Community Service Board will be known for. With the ultimate goal of: (Fall 2017)
Kick-Off event with Keynote Speaker (established spring 2016)
Bus transportation for all participants
Increased participation by faculty/staff/students (15% growth per year)
Increased Community Partners service sites (2 new per year)

Action Step #4: Provide experiential staff driven Civic Engagement programs and services.

- 4.1 Develop a Volunteer Opportunity Guide book for students and campus community in both print and interactive web presence (Spring 2017)
- 4.2 Create Civic Engagement Summit (both campus based and online based categories) (Deliberate Dialogue/ Activism) (Spring 2016) Campus Based- Spring 2015
- 4.3 Create International Experiential Learning trip for students, faculty, staff, and alumni to globally connect through social justice, activism, and dialogue (inaugural trip Summer 2016)

Action Step #5: Develop assessment to measure and enhance progress in increasing the quality of student life.

- 5.1 Create and utilize service event evaluations to provide feedback on event effectiveness, student learning, and community impact (Fall 2014, ongoing) Completed Fall 2014, used on all CSB Service Events
- 5.2 Create a Civic Engagement Dashboard with information collected from student event evaluations and reflections to tell the story of our students (Spring 2016)
- 5.3 Create Community Partners assessment to measure the impact of WSU Civic Engagement programs impact to be disseminated (Spring 2016)

Fraternity and Sorority Life (FSL)

Strategic Highlights

Action Step #1: Create an alumni board which meets the needs of the councils and the overall Greek community by fall 2015

- 1.1 Determine needs of alumni board from each council (Completed Spring 2015 through presidents meetings and email submission)
- 1.2 Utilize WSU Alumni Association, chapter Alumni Boards and chapter advisors to recruit a board where councils are equally represented (Completed Summer 2015 by chapter nomination)
- 1.3 Create a constitution, organizational structure and organizational duties (constitution to be completed Fall 2015, Organizations structure and duties completed Spring 2015)
- 1.4 Increase awareness of Alumni involvement to students utilizing Greek Ed sessions on the final Monday of every month of the academic year as well as providing Alumni lunches for members of the Fraternity and Sorority Living Learning Community each semester (Fall 2015)

Action Step #2: Increase wellness opportunities for Fraternity and Sorority members

- 1.1 Secure funding for men's and women's wellness programs for 2015-2017 (Fall 2015)
- 1.2 Create men's wellness experience based on community needs (Fall 2015)
- 1.3 Continue partnerships with WSU Counseling and Testing Center and WSU Student Health Services to plan and facilitate 2015-2017 retreats (Fall 2015)
- 1.4 Ensure a speaker from WSU Counseling and Testing is providing a training at either the Fall or Spring semester training for Fraternity and Sorority advisors and presidents for 2015-2017 (ongoing, completed during Spring Presidents & Advisor Meeting)

Action Step #3: Seek alternative funding resources for Fraternity and Sorority Life programming

- 3.1 Work with campus constituents to identify a space on campus to enhance Greek presence (i.e. trees, park benches, bricks, etc.) (Ongoing, Establishment of MGC Quad to be completed fall 2015)
- 3.2 Work with WSU Foundation to create a campaign for donations to Fraternity and Sorority programming (Fall 2015)
- 3.3 Apply for 3 grant opportunities for funding specific to wellness and leadership (Spring 2016)

Leadership Development

Strategic Highlights

Action Step#1: Provide quality leadership programs for all students

- 1.1 Evaluate the leadership needs of students on campus every other year (starting Fall 2014)

- 1.2 Reach the following amount of participants for each program (Spring 2017)
 Leadership Discovery Summit: 50 had 50 this 2014-2015
 Summer Leadership Institute: 50 had 50 this 2015
 Leadership To-Go: 10 per session averaged close to 9 per session
- 1.3 Create and host a regional leadership conference (Spring 2017)
 Planning for June 2016

Action Step#2: Implement targeted leadership programs to meet specific needs

- 2.1 Create and implement the final program for the tiered leadership program (Spring 2015)
 Implemented in February 2015
- 2.2 Reach the following amount of participants for each program (Spring 2017)
 Emerging Leaders: 30 had 30 for 2015
 Evolving Leaders: 30 had 24 for 2015
 Engaging Leaders: 20 had 12 for 2015
- 2.3 Assess programs annually to ensure they are meeting the needs of the students (Fall 2014, ongoing)
 currently taking place with each program

Action Step#3: Enhance leadership skills and abilities of current student leaders

- 3.1 Inform students about leadership opportunities through emails, info tables, and social media (Fall 2014, ongoing)
 currently happening
- 3.2 Promote Coordinator of Leadership Development as a resource to be utilized at student meetings/retreats with a goal of at least one event per semester (Fall 2014, ongoing)
 currently happening
- 3.3 Assist any student group with leadership initiatives with a goal of consulting with at least one student organization per academic year (Fall 2014, ongoing)

Recognized Student Organizations

Strategic Highlights

Action Step#1: Develop student organizations through increased resources and developmental workshops

- 1.1 Increase communication of university policy and procedures to organizations on a monthly basis (Completed Fall 2014 through the establishment of semesterly newsletters to advisors and weekly emails to student organization leaders)
- 1.2 Expand training options by collaborating with other Student Engagement departments to ensure that diverse resources are available and accessible (Completed Fall 2014 by cross listing of Diversity and Inclusion trainings, Counselling and Testing options and other campus programs on Training menu)

- 1.3 Develop student organization resource area to include training manuals, leadership books, project materials and developmental program outlines (Fall 2014, ongoing. through the expanded usage of the new Resource Room.)

Action Step#2: Facilitate advisor and officer training programs

- 2.1 Coordinate monthly advisor training sessions and developmental workshops to update advisors on University policies and procedures (Established Fall 2014, with ongoing expansion of services and the addition of online training)
- 2.2 Facilitate annual Student Leader programs to develop organization competencies, new organization development and transition of officers (Fall 2015)
- 2.3 Explore online platforms to increase reach of student leaders and advisors training (Spring 2015, ongoing)
- 2.4 Establish certification program for student organizations who attend training program and campus events over the course of the academic year (Fall 2015)

Action Step#3: Establish assessment measures to evaluate student organization efficiency

- 3.1 Establish standards for student organization excellence and success (Fall 2015)
- 3.2 Facilitate seminars to train students on evaluating organizational success (Spring 2015)

Student Activities Council (SAC)

Strategic Highlights

Action Step #1: Create a consistent and meaningful SAC membership experience

- 1.1 Ensure membership process provides a better understanding of member expectations
Initiated fall 2014. New members were required to attend a member orientation with an executive member explaining organizational history and member expectations
- 1.2 Create an internal pre/post survey to compare expected member experiences to actual experiences (implemented fall 2014, ongoing) Implemented in both the fall and spring semester.
- 1.3 Increase opportunities for cross committee interactions and evaluating each semester (Fall 2014, ongoing)
- 1.4 Create a committee meeting development plan for members to be implemented and evaluated each summer (implemented Fall 2014, ongoing) Completed fall 2014, each committee had new member training expectations to complete.

Action Step #2: Develop a consistent transition to leadership plan for the incoming executive board

- 2.1 Implement a formal training timeline for the incoming 2015-2016 executive board and reviewed each year (Spring 2015, ongoing) Revisit during next academic year to compliment new executive board structure

- 2.2 Create training documents for incoming executive board to be implemented for 2015-2016 executive board and reviewed each year (spring 2015, ongoing) **Created in spring of 2015 and implemented with new board**
- 2.3 Annually review purpose and plan for kick-off retreat based on student needs (spring 2015, ongoing) **Kick-off retreat was implemented in May of 2015, two half-days. It took place as not all members would be available for SI Leaders Retreat.**
- 2.4 Incorporate the exec. board pre-/ mid- / post-test into the transition to leadership plan (fall 2015, ongoing) **Completed in spring 2015**

Action Step # 3: Establish a program model that sets expectations for yearly scheduling of SAC Events
Established in spring of 2015

- 3.1 Develop a programming mission and purpose for each committee (fall 2015) **Not created as organization structure changed.**
- 3.2 Compile and utilize event evaluations to assess the needs of the program model annually (spring 2015) **Ongoing**
- 3.3 Create a collaborative process to review each committee's proposed events (fall 2015) **Team review process will be implemented to evaluate all SAC events. (fall 2015)**

HIGHLIGHTS FOR THE YEAR

- New Permanent Office Space, RSC 216 suite
- Office Restructure
- Community Service Board founded May 2014
- Community Service Board won the Giving Back Award from the National Association of Campus Activities
- First bi-annual SI Leader Retreat established in August 2014
- Final Tier (Engaging Leaders) of the three-tiered leadership program implemented
- Record number of potential new members for formal Fall 2014 Panhellenic Recruitment
- Notable increase in Back to School Bash attendance
- Cadman Art Gallery grand opening Fall 2014
- Service-Learning Faculty Fellow partnership created
- Creation of Greek Alumni Board
- Successful transition of Songfest to Orpheum Theatre (off campus, sold out)

CHALLENGES FOR THE YEAR

- Office Restructure, mid-year and staff transitions
- Transition to being a state entity
- Hardware and software support for the office
- Living Learning Communities management and support
- Staff vacancies
- Ever changing SAC Staff Advisors
- Lack of space for new student council (Community Service Board) and continued office/ council growth
- Finding and retaining qualified graduate assistants due to the lack of graduate academic program (ongoing)

MAJOR CHANGES

- Realignment to Student Engagement
- Office restructure (reduction of SAC advisors, addition of FSL advisor)
- Relocation of SI office
- Search process, resulting in 3 new staff members by Fall 2015
- Creation of senior staff (Director and 2 Assistant Directors)
- Addition of Senior Coordinators
- Formation of Community Service Board
- Change of brand (Greek Life to Fraternity and Sorority Life) and processes in Fraternity and Sorority Life
- Opening and management of Cadman Art Gallery

MAJOR CHANGES BASED ON ASSESSMENT DATA

- Community Service Board new structure based on membership feedback via membership satisfaction questionnaire
- Addition of busing/ transportation to Wu's Big Event II based on Fall event survey feedback
- Use of charter buses instead of school buses for SAC sponsored Road Trips

- Student Activities Council new structure based on membership evaluation and strategic plan goals
- Increase in interactive events sponsored by SAC as reflected in the attendance and satisfaction ratings on event evaluations
- Fraternity and Sorority Life marketing pieces based on focus group feedback and new member surveys
- More direct email marketing was utilized based on past year's event evaluation feedback

COMMITMENT TO THE FUTURE

- Live our motto "Turning Students Into Shockers"
- Continue to reach toward the status as THE place for students to come to get resources to get involved
- Continue to focus on student development
- Continue to commit across all areas to program and provide services to our diverse population
- Continue to focus on building community and developing engaged citizens
- Professional growth and development
- Continue to seek out and model best practices
- Providing additional meaningful programs that allow for experiential and applied learning

DEVELOPMENT

- RSC donation for Alternative Spring Break (\$3,000)
- Anonymous donor for Alternative Spring Break (\$5,000)
- Variety of Silent Auction items for Alternative Spring Break (\$750 raised)
- T-shirts for Wu's Big Event II (Mel Hambleton Ford)
- Breakfast bags and bottled water for Wu's Big Event II (Mel Hambleton Ford)
- Subway of Emporia for Make A Difference Day (\$200)
- Pizza for Service in the City Lord's Diner
- Prizes, food and shirt donations for SAC sponsored events (\$5,000)
- SI prizes, coupons, gift cards and electronics (\$4,500)

STUDENT INVOLVEMENT STAFF

The staff members of the Student Involvement department act as resources to Wichita State University. The professional staff provide guidance and leadership to six core areas: Cadman Art Gallery, Civic Engagement, Fraternity and Sorority Life, Leadership, Recognized Student Organizations and Student Activities Council. The staff is dedicated to creating a safe and educational environment for students to learn and grow. The student employees of Student Involvement provide much support to the daily activities of the department.

Over the course of the year we had two staff on maternity leave and a couple staff members take positions elsewhere. This required the remaining staff to take on additional responsibilities. This included Nick Messing advising two SAC committees for the entire academic year, Lyston Skerritt advising Panhellenic Council for seven months and working with RSOs for three months, Nancy Loosle advising the Interfraternity Council and Multicultural Greek Council for six months and working with the gallery for three months, Chelsea Redger advising one SAC committee for a semester, and Meg Junk advising a SAC committee for a month.

Professional Staff

The Student Involvement Staff for 2014-2015 was ...

Nancy Loosle – Director, Student Involvement

- Serves on University Behavioral Intervention Team
- Serves on the Retention Board



Chelsea Redger – Assistant Director, Student Involvement

- Advisor for Community Service Board
 - o President, Vice-President of Membership, Vice-President of Marketing
 - o Cause Committees: Food & Hunger, Health, Poverty & Homelessness, Youth & Education
- Service-Learning team with two faculty fellows
- Coordinates Alternative Break Programs
- Serves on the Campus Read Program Committee
- Serves on office Assessment Team



Lyston Skerritt – Assistant Director of Fraternity and Sorority Life (October 2014-Present), Coordinator of Student Organizations (July 2014-October 2014)

- Advisor for the Panhellenic and Interfraternity Councils for Greek Life
- ACPA Governing Board Commission for Student Involvement 2012-2015
- ACPA Standing Committee for Graduate and New Professional-Outstanding New Professional
- Serves on office assessment team



Tia Hill – Program Advisor (July 2009- November 2014), Senior Coordinator of Student Activities (November 2014- Present)

- Advisor to SAC
 - o President
 - o VP of Membership (spring 2015)
 - o Marketing Manager



- Shocker Fusion Chairperson (spring 2015)
 - Shocker Night Life Chairperson
- Cadman Art Gallery Manager and Supervisor (fall 2014)
- Graduate Assistant Supervisor (spring 2015)

Meg Junk – Program Advisor (June 2010- November 2014), Senior Coordinator of Fraternity and Sorority Life (November 2014- June 2015)

- Advisor to Multicultural Greek Council
- Advisor to SAC (June 2014 – August 2014)



Jeff Nilsen – Program Coordinator (June 2013- November 2014), Coordinator of Student Organizations (November 2014- March 2015)



Nick Messing – Coordinator of Leadership Development

- Plans and implements leadership programs
- Advise two SAC Exec Members (August 2014 – May 2015)
 - Shockers After Dark Chairperson
 - Weekenders Chairperson
- Advisor to the National Society of Leadership & Success
- ACPA Convention Planning Team



Gina Stewart- Coordinator of Fraternity and Sorority Life (July 2014- September 2014)

Brandon Grengs– Graduate Assistant

- Assisted with various aspects of Student Involvement including:
 - Student Involvement Events
 - Leadership Programs
 - Marketing



Support Staff

Michele Miller – Office Manager

- Supervises Student Assistants
- Manages office, accounting functions, payroll and budgets
- Oversees Equipment Loan Program



Student Involvement Office Assistants



Corey Buller



Paola Nunez



Vivian Truong

Makenzie Grimes: Student Assistant (August 2013-January 2015)

Receptionists for the front office; assist customers with equipment/display case reservations and copier functions; perform a multitude of tasks for the Office Manager and other staff members.

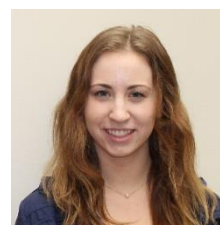
Cadman Gallery Attendants



Sarah Kurweinz



Erikah Peña



Madison White

Vamshi Dande Kiran: Gallery Attendant (January 2015-May 2015)

Student Marketing Assistant



Jonathan Dennill

Fraternity and Sorority Life Student Assistant



Leslie Strunk

STAFF TRAINING AND DEVELOPMENT

As a staff we spent the year focused on understanding and building our strengths. Utilizing Strengths Finder we spent time in several staff meetings and at one of the staff retreats doing exercises to understand how we can use them within our positions and with our students. We participated in UBIT, FERPA and sexual harassment training through the University. We attended the following conferences: NACA Central Region in Arlington, TX (two staff, four students); AFA in Nashville, TN (one staff); National Collegiate Leadership Conference in Phoenix, AZ (one staff); AFLV in Indianapolis, IN (three staff, eight students); ACPA in Tampa, FL (one staff); ACUI Annual Conference in San Antonio, TX (one staff); NACA National in Minneapolis, MN (two staff, two students), and Civic Learning and Democratic Engagement Annual Meeting in New Orleans, LA (one staff).

Student Involvement Staff Retreats

Student Involvement Staff Retreat Summer 2014

Objectives

- Strengthen the team
- Improve ourselves professionally
- Reenergize excitement and commitment to serving students and fulfilling work responsibilities

Friday, July 25

8:00 am - 8:30 am	Arrive and Icebreaker (Tia) -What would you change?
8:30 am - 9:15 am	Expectations & Goals
9:15 am -10:00 am	DISC
10:00 am - 10:35 am	Teambuilder
10:45 am - 12:00pm	Stress Management and Helping Students with Jessica Provines & Chris Leonard, Counseling and Testing Center
12:00 pm - 1:30 pm	Lunch at California Pizza
1:30 pm - 3:00 pm	Organizational Change with Brian Rawson, Lecturer in Barton School
3:00 pm - 3:15 pm	Energizer (Meg)
3:15 pm - 3:45 pm	Visit questions
3:45 pm - 5:00 pm	Teambuilders

Student Involvement Staff Retreat Spring 2015

Objectives

- Strengthen and restart the team
- Grow as team players and be a positive influence
- Reenergize excitement and commitment to serving students and fulfilling work responsibilities

Friday, January 9

	Wichita Art Museum
8:00 am - 8:15 am	Welcome and Overview
8:15 am - 9:15	Strengths, Picture of Me (Chelsea)
9:20 am - 10:50 am	Conflict with Maureen Dasey-Morales, Counseling and Testing Center
11:00 am - 11:30 am	Adaptability: Interview Questions (Meg)
11:35 am - 1:00 pm	Lunch at Copper Oven
1:15 pm - 3:15 pm	Leaving the Past and Moving Forward (See Below)
3:25 pm - 4:00 pm	Reenergize/Wrap-Up (Senior Staff)
4:00 pm -5:00 pm	Beverages and Conversation at Donut Hole

AREA REPORTS

STUDENT INVOLVEMENT

Move to the State

It was announced in October of 2013 that we would be moving to be a state entity and falling under the umbrella of Student Engagement in the summer of 2014. Through this past year we have continued to spend much time learning new policies and procedures. The entire way we operated had to change, from budgets to human resources to financial operations. Moving to being state employees brought some uncertainty about benefits, job security and expectations.

Restructure

Upon moving under the oversight of the Associate Vice President of Student Engagement and Dean of Students, she did an assessment of the department and decided to make some changes within the structure of the department. The main area of focus was putting more resources to Fraternity and Sorority Life. Other focuses were adding professional development experience for staff including areas they worked with and supervision. The highlights of the restructure are as follows:

- An Assistant Director of Fraternity and Sorority Life was created and a quick internal search was conducted. Lyston Skerritt was chosen to fill the position.
- Meg Junk moved to be the Senior Coordinator of Fraternity and Sorority Life.
- Jeff Nilsen moved to be the Coordinator of Student Organizations, which included becoming the Gallery Supervisor.
- Tia Hill's title changed to Senior Coordinator of Student Activities.
- Chelsea Redger began supervising Nick Messing and Tia Hill; Lyston Skerritt began supervising Meg Junk and Jeff Nilsen; Tia Hill began supervising the Graduate Assistant; Meg Junk began supervising the new Fraternity and Sorority Life student assistant.
- Additional responsibilities changed as follows: Lyston works with Orientation, Meg works with SI Ambassadors and Equipment, Nick works with SI Events and Staff Fun, Tia works with Grants, Jeff continues to work with Development and Marketing.

SI Leader Retreat

In August 2014 we held our first SI Leader Retreat. This retreat brought together the executive boards of the Interfraternity Council, Multicultural Greek Council, Panhellenic Council, Civic Engagement Board and Student Activities Council. The goal of this retreat was to build collaborations and provide a venue where these students could get to know one another. The retreat was well received and we saw the value of getting these students together and doing training and teambuilding with them. We held another retreat in January and another in May. The retreat in May we added the SI Ambassadors and made it an overnight retreat. Moving forward we will hold these retreats twice a year, one that is day long and one that is overnight.

SI Ambassadors

The Ambassador team included Kim Do, Jessica Calhoun, Austin Shelby, Cassie Hurst and Josh Teel. During the fall 2014 semester, the SI Ambassadors revamped the campus visitor experience by creating a universal process and informational handouts for each visitor. The group also hosted a number of SI table events in both the RSC and Shocker Hall Dining. Finally, the group worked to film and create two videos (one formal and one based on MTV's Crips) to launch for the spring 2015 semester. The team was co-advised by Brandon Grengs and assisted by Chelsea Redger. For the spring 2015 semester, Meg Junk took over advising with Brandon Grengs as part of the restructure process. For the 2014-2015 year, Student Involvement campus visitors totaled 298 visitors.

Marketing

Our continued goal of marketing Student Involvement is to increase recognition of the office as well as all our programs and initiatives. This past year we increased our collaboration with other campus departments to spread the word about involvement opportunities. Some of our most frequent supporters were the Rhatigan Student Center, Campus Recreation, Wu and Wichita State University. We often shared each other's posts and advertised each other's programs and services on social media and email list serves. The printed SI Event Calendar underwent a transformation this year. For the spring semester it was decided to consolidate all Student Engagement events into a printed event calendar, and we were asked to no longer produce an SI Event Calendar. The goal was to provide a consolidated place for students to get information about events on campus.

Over the course of the year we continued to expand our social media reach. While Facebook and Twitter were our two main social media platforms, we launched our YouTube Channel in the spring semester. As the incoming students preferences are constantly evolving, we have begun discussion on what our next platform should be and are considering Snapchat, Instagram, Tumblr Google+ and LinkedIn.

In December 2014 Student Involvement hired Jonathan Dennill as our marketing assistant. His first two projects were videos, an overall one of Student Involvement and SI Cribs, based on the former MTV Cribs show. Over the next five months he developed a couple of video marketing series called "Student Tip of the Week" and "A Peek into Student Life". We will continue to develop the series and hope to expand their reach over the next year.

- As of July 1, 2014, the office had the following engagement on these platforms:
 - Facebook: 914 Likes (people who see Student Involvement posts)
 - Twitter: 721 Followers (people who see Student Involvement posts)
- As of July 1, 2015, the office had the following engagement on these platforms:
 - Facebook: 1,271 Likes (people who see Student Involvement posts)
 - Twitter: 1,352 Followers (people who see Student Involvement posts)
 - YouTube: Video with most views- SI Cribs 327
 - Average views for "A Peek into Student Life" videos- 132
 - Average views for "Student Tip of the Week" videos- 51

CADMAN ART GALLERY

After two years of construction the Wilson K. Cadman Art Gallery opened in August of 2014. In addition to the main gallery space, an additional outside display area was created. We were excited to have the gallery space open and functioning, and to provide this opportunity again to students.

Fall 2015 Exhibits

Main Gallery

August 25 – September 5

"Accumulate: A Mass Of"

Molly Williams

Ceramics

September 8 – September 19

"RSC Grand Opening Exhibit"

RSC Special Collections

Mixed Media and Photography

October 6 – October 17

“Empty Bowls Project”

WSU Ceramics Guild

Ceramics

October 20 – October 31

“22nd Annual Elements Exhibit”

November 3 – November 14

“Cultural, Ink, and Grid”

Eriberto Biera

Mixed Media

December 1 – December 12

“Connections”

Rhonda Davis

Pen and Ink

Looking Glass

August 11 – August 22

“Unnatural Death/Human Nature”

Dale Small

Digital Color Photography

August 26 – September 5

“Convocation Flags”

WSU Student Groups/Organizations

Mixed Media

September 8 – October 11

“RSC Grand Opening: Renovation Timeline”

Photography

October 21 – October 31

“Display of Man and Woman of the Year Candidates”

December 3 – January 12

“Guatemalan Photos and Textiles”

WSU Anthropology Department

Digital Color Photography and Mixed Textiles

Spring 2015 Exhibits

Main Gallery

January 20 - 30

“Ocean of Passionate Pebbles”

Verlene Mahomes

Ceramics

February 2 - February 13

“The American Dream”

Alexandria Olthoff

Paintings/Drawings

February 16 -27

“Abstract”

Lorenza Orrin Breckenridge, III

Paintings/Mixed Media

March 2 -13

“Flux”

Scott Steder

Ceramics/Mixed Media

March 22 – April 3

33rd Annual Exposure Photography Competition

April 6 -17

“10 CUBED”

WSU Sculpture Guild

Multi-dimensional Sculptures

April 20 - May 1

“Relatable”

Spencer Sinclair

Mezzotints

May 4 - May 15

“Familial Iconoclasm in Art Perspective”

Jarrold and Monika Maddux

Multi-dimensional Sculptures

Looking Glass

January 5 – February 6

“Ocean of Passionate Pebbles”

Verlene Mahomes

February 9-20

Homecoming

Alumni Association

February 23- March 13

Anthony Dozier

March 23 – April 3

Non-Show Worthy Pieces submitted for the Exposure Photography Competition

Monday, April 6 - Friday, April 24

Museum of World Treasures

Monday, April 27 - Friday, May 15

“Travel to Cuba”

Larry Schwarm and Students

Competitions

We carried on two of Student Involvement’s longer running traditions: Elements Multi-Media Art Competition celebrated its 22nd year and Exposure Photography Competition celebrated its 33rd year.

22nd Annual Elements Multi-Media Art Competition

A total of 28 pieces were submitted from 5 different artists. There were five categories students that student could submit their work for consideration; Drawing, Ceramics, Painting, Printmaking and Mixed Media. Guest judges from the community decided to limit the awards given due to the shortage of entered artworks.

Best in Show: Martina Salerno for her Painting entry titled “Farm Girl”

Viewer’s Choice Martina Salerno for “Farm Girl”

Divisional Winners

- 1st Place in Ceramics: Makenzie Grimes for “Pitcher and Cup Set”
- 1st Place in Drawing: Allyson Lohaus for “Angles Study”
- 1st Place in Mixed Media: Makenzie Grimes for “Floral Tin Necklace”
- 2nd Place in Painting: Martina Salerno for “Jennifer”

33rd Annual Exposure Photography Competition

A total of 38 pieces were submitted from 10 different artists. There were four categories students could enter, black and white, color, film and digitally manipulated. The judges decided not to award any prizes in the film category, given there was only one submission.

Best in Show: Tyler Longfellow, Motorcycle, Black and White

Divisional Winners

- 1st Place Black and White: Ashwin Gorindarajan, Bangle Banger
- 2nd Place Black and White: Kelsy Gossett, Behind the Dreads
- 1st Place Color: Kelsy Gossett, Wake Up
- 2nd Place Color: Tyler Longfellow, Bay of Pigs
- 1st Place Digitally Manipulated: Kelsy Gossett, Daily Fragments
- 2nd Place Digitally Manipulated: Ashwin Gorindarajan, 6 P.M. in Shandni Chowk
- Audience Choice: Mandy Ewertz, Forest Path, Black and White

CIVIC ENGAGEMENT

Civic Engagement					
Civic Engagement is a fairly new term incorporating civic minded activities. It can be defined as any individual or collective effort to support the needs of a community through intentional outreach programs or initiatives.					
Community Service	Deliberate Dialogue	Community Partnerships	Activism	Philanthropy	Service-Learning
Donating time and energy for the benefit of other people in the community as a social responsibility rather than for any financial reward. May be one-time or on-going to a community in need.	Facilitates better communication, relationships, and understanding between persons or groups through workshops, seminars, town hall meetings.	Partnering with community groups to promote a better community.	Action or involvement to accomplish a particular goal or bring attention to a certain issue. Get out the Vote Drives, Reducing Gang Violence walks, Social Justice, Demonstrations.	Increase the well-being of humankind, by charitable aid or donations	Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to improve student civic-mindedness and build community capacity.
EVENTS	EVENTS	EVENTS	EVENTS	EVENTS	EVENTS
Service in the City Wu's Big Event CSB Tabletop Service Events	Sex Ed Bootcamp Laverne Cox- "Ain't I a Women"	Volunteer Fair Immersion Trips Wu's Big Event Make a Difference Day	TOMS One Day Without Shoes	Hunger Games CSB Tabletop Service Events	Alternative Spring Break Wu's Big Event II (reflection)

Community Service Board

Mission Statement

Student Involvement is committed to students by intentionally creating co-curricular experiences that complement the academic mission by providing opportunities which engage and develop students resulting in a vibrant campus culture that enhances their journey as a Shocker!

Purpose

A) To plan and administer activities and programs which increase civic engagement efforts for WSU students, staff and faculty

B) To contribute to student development and enhance opportunities for student leadership at Wichita State University.

C) To serve as a resource and umbrella for Community Service efforts hosted by student organizations.

D) To serve as an information and programming resource for other campus organizations and leaders, and to support their programming efforts as deemed appropriate by the Executive Board.

2014 – 2015 Executive Board

Position	Name
President	Taylor Gladding
Vice President	Kim Do
Programming Chair	Carol Gibbon
Special Events Chair	Hannah Robinson
Large Events Chair	Lauren McGuire

Notable Highlights:

Awards: NACA Central Region Giving Back Award for Wu's Big Event I, Shocker Leadership Awards for Outstanding Service Event and New Student Organization of the Year.

Total Membership: 86 (both semesters), active average 47

Member of the Year: Holly Nguyen

Service Goals- 1,895 hours of service (annual goal) COMPLETED: 2,334

Hunger Games: raised 5,872 pounds of food, 35 packs of diapers

Food Bank Fridays- . A total of 238 hours of service from 119 volunteers occurred through this series. Approximately 1,900 backpacks were assembled through the work of the volunteers.

Service in the City- 7 different sites, including creation of The Lord's Diner's first community garden

Wu's Big Event II- 147 total volunteers completed 441 hours of service at 4 service locations

Agencies Impacted= 40+

Re-structure

Community Service Board Structure as of May 2015

President

Executive Board Meeting- Facilitate

By-Laws, Constitution, Budget

Wu's Big Event/ Volunteer Fair (determined by current students)

Vice-President of Membership

- Membership Development
- Membership Socials and Recognition
- Overall Membership Meetings- Facilitate
- Student Organization Outreach
- Wu's Big Event/ Volunteer Fair (determined by current students)

Project Manager: Membership

- Direct outreach and support for Returning Adults and Commuter students

Vice-President of Marketing

- Communication- Listserv, Overall Marketing, Social Media, OrgSync
- Student Organization Outreach
- Wu's Big Event/ Volunteer Fair (determined by current students)

Cause Committee Chair- Food and Hunger

- Committee Meeting- Facilitate
- Member Recruitment
- 1 Service in the City per semester
- 1 Walk By Event/ Table Event per semester
- 1 Speaker/ Educational Program/ Awareness Initiative per year

Key Agencies: Kansas Food Bank, Meals on Wheels, Lord's Dinner, Local Food Pantries

Project Manager: Food and Hunger

- Key support for the Food Bank Friday programs

Cause Committee Chair- Youth and Education

- Committee Meeting- Facilitate
- Member Recruitment
- 1 Service in the City per semester
- 1 Walk By Event/ Table Event per semester
- 1 Speaker/ Educational Program/ Awareness Initiative per year

Key Agencies: YMCA, Success in the Middle, Rainbows United, Boys and Girls Club, Big Brothers Big Sisters, Exploration Place, Make A Wish

Cause Committee Chair- Poverty and Homelessness

- Committee Meeting- Facilitate
- Member Recruitment
- 1 Service in the City per semester
- 1 Walk By Event/ Table Event per semester
- 1 Speaker/ Educational Program/ Awareness Initiative per year

Key Agencies: Union Rescue Mission, Habitat for Humanity, Habitat Restore, Carpenter Place, Catholic Charities, Salvation Army

Cause Committee Chair- Health

- Committee Meeting- Facilitate
- Member Recruitment

- 1 Service in the City per semester
- 1 Walk By Event/ Table Event per semester
- 1 Speaker/ Educational Program/ Awareness Initiative per year

Key Agencies: American Red Cross, American Diabetes, Leukemia Society, Ronald McDonald House, Harry Hynes Hospice, Children's Miracle Network

Service-Learning

The Service-Learning report will talk about our highlights from 2014-2015 academic year. A partnership between Academic Affairs and Student Affairs was formed with the creation of the Faculty Fellows and the hiring of an Assistant Director, Student Involvement with responsibilities for Service-Learning. The team began the creation of developing a Service-Learning initiative for Wichita State University which included the creation of a formal identity, defined Service-Learning and identified outcomes, hosting symposiums for faculty development, assessments for faculty, students and community, creation of marketing materials and faculty resources (i.e. manual, reflection, sample syllabi) and the formation of the Service-Learning Advisory Committee.

Definition

Service-Learning (S-L) at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic mindedness and build community capacity.

Outcomes

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

Service-Learning Team



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Advisory Committee

				
Bethany Bledsoe, Admissions Representative	Dr. Kathy Coufal, Professor & Chair Communication Sciences & Disorders	Brandon Johnson, Executive Director, Community Operations Recovery Empowerment (CORE)	Nick Messing, Coordinator of Leadership Development	Tanner Wilson, LAS Student

Symposiums- Faculty and Staff Development

September 24- **“Introduction to Service-Learning at Wichita State University”**

- Associate VP Dr. Muma provided history and introduction of team
- Service-Learning definition and outcomes shared
- Best practices and exemplars from other institutions were provided
- Service-Learning Champion Buttons and informational cards distributed
- Symposium participants provided examples of service, volunteerism, and student academic club community activity on campus in order to begin framing the difference between Service-Learning and community service/volunteerism/internships
- Introduced S-L manual, advisory committee and distributed faculty assessment

November 12- **“Service– Learning: Nuts and Bolts: Tips, Tools and S-L Method”**

- Introduced data from faculty assessment
- Provided clear differences between Service-Learning and other opportunities at WSU
- S-L Glossary
- Sample syllabi, reflection strategies, and course description examples were provided
- Presented experiences and Service-Learning Method, and examples of method via Alternative Break, introduced Civic Leadership and Service Summit
- Wu’s Big Event– as annual day of service event (October and May)

March 25- **“Introduction to the Service-Learning Manual”**

- Provided an example of the Service-Learning Method via the Alternative Spring Break trip to Washington D.C.
- Presented highlights from the Service-Learning Program Manual for Faculty and Administrators
 - Reflection and Technology were featured topics

Marketing Development

Developed a robust marketing plan including the creation of an informational card (see appendix) that included our definition, outcomes and contact information. We also created the Service-Learning Champion buttons for supporters and stakeholders of the S-L initiative. Buttons and informational cards were distributed at the Symposiums as well as sent to university administrators. We also began work on the development of our S-L website which includes a glossary, symposium PowerPoints, resources and definitions/outcomes.

Manual

The first step of the Service-Learning manual series was created with a focus of faculty and administrators. This manual highlights best practices and serves as a step by step guide to embedding service-learning in the classroom and community. Please see the full manual in the appendix section.

Faculty and Community Partner Consults

The team provided a number of individual consults throughout the year. Suggestions included reflection practices, technology, syllabus and course design, community placements and service-learning checklist method. Below are the WSU and Community Based Organizations served:

- Dr. Chuck Koeber | Senior Associate Dean of LAS, Associate Professor of Sociology
- Department of Communication Sciences and Disorders
- Kara McCluskey, PE | Engineering Technology Faculty
- ProKANSAS and Engineering Technology Faculty Team
- Kansas Leadership Center | Matt Jordan
- Jim Means | Executive Director USD 259 Career and Technical Education

Civic Leadership and Service Summit

The first Civic Leadership and Service Summit was developed and hosted by Student Involvement- Civic Engagement and co-sponsored by Center for Community Support and Research and the Service-Learning team/ Dr. Muma and Academic Affairs. A keynote panel of community based leaders kicked off the summit, including Brandon Johnson (CORE, Inc.) a member of our S-L Advisory Committee, Matt Jordan (Kansas Leadership Center), Michelle Eastman (Rainbows United) and Becky Springer (The United Way). The panel was noted in post event evaluations as the student attendee's favorite part of the day, as well as, being the most impactful part of their experience. Additionally, students selected from four breakout sessions including:

- Service-Learning: What is it and Why is it important?- Dr. Rhonda Lewis and Dr. Natalie Grant (Service Learning Faculty Fellows)
- Socially Responsible Leadership: A Look at the TOMS Story (Chelsea Redger, Asst. Director, Student Involvement)
- Service and your Resume (Chelsea Redger, Student Involvement and Melissa Christanson, CCSR)
- VISTA: AmeriCorps Vista Fellows (Teresa Strauz, CCSR)

The summit concluded with service in the Wichita community at two service sites- Rainbows United and The Museum of World Treasures.

Alternative Spring Break

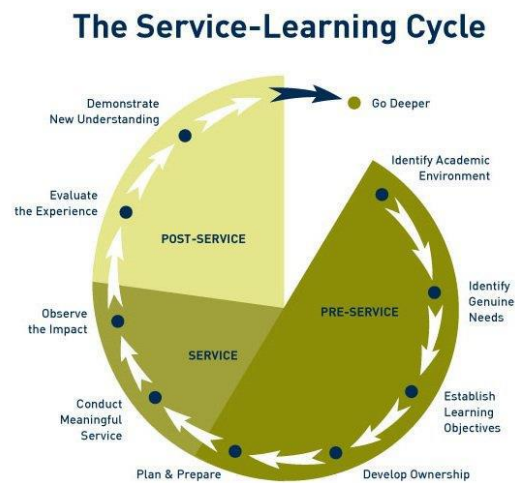
Alternative Spring Break exposed WSU students to complex social and cultural issues through community visits, experiential learning, direct service, group discussion and reflection activities. ASB took place in Washington D.C. from Sunday, March 15 through Saturday, March 21, 2015.

Student participated in a variety of fundraising efforts to pay for this experience. We were also able to secure two large donations (Rhatigan Student Center and Anonymous donor from the City of Wichita) to help with the cost of this trip.

We worked with the Youth Services Opportunities Project (YSOP) during our time in Washington D.C. and specifically a variety of food banks, shelters, meal preparation centers and outreach centers. During our time there we stayed in a church and made simple meals, slept on the floor and immersed ourselves in the social justice issues of food insecurity and shelter insecurity.



YSOP is committed to helping young people become part of the solution to societal problems by showing them how even their smallest actions can make a difference in the lives of others. YSOP is a nationally recognized leader in providing high-quality volunteer service experiences. YSOP has been a pioneer in the field of service-learning, leading thousands of young people and adults in programs to encourage community participation and engaged citizenship through direct service to homeless and hungry people.



Excerpt from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008)

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Students participated in a variety of reflective activities including a blog (www.wichita.edu/springbreak). Below is an excerpt to highlight the students' experiences:

"Tonight we made dinner for roughly 40 homeless and hungry individuals. Growing up in west side Wichita, going to private schools, and living a comfortable life, this was the most moving experience of the trip so far. I know I said that the work we did earlier made everything real, but this, this was real. I sat at a table with 6 people tonight and each of them had their own story to tell. Each of them has gone through more of life's obstacles in the last month than I ever will. Khia (one of the woman I met) expounded to me the various shelters in the area and food pantries that she visits, oh, and the park she sleeps at. She soon had to leave because she wanted to go the library before it closed (a habit I noticed that most of them did because it was another safe haven for them). I watched person after person carry ALL of their personal belongings in one single bag, put their pride aside, and open up to us. Some opened up more than others, but each of them moved me. I witnessed history lessons, saw family pictures, prayed, and listened to exceptionally intelligent people explain life to us.

When I started this night, I thought I was just going to be another body to them. Someone to feed them, talk to them for a little bit, and listen. But in actuality, I learned SO MUCH from them. When they left I was overwhelmed with anger, emotion, and sadness because I wanted to personally go out and help each of them. I emphasized in reflection that this whole experience was a mystery to me. How do I explain to my friends and family what I felt at that moment? Sure, I can tell them the stats, maybe a few pictures. But I want them to feel what I feel. I want them to be moved like I am moved. I guess when I come back home I can honestly say that this was a life changer. I will learn to love each moment of my life and make it my life goal to make sure that I can share those moments with others. Peace, love, and good vibes."

Service Living Learning Community

The Service LLC had a total of 11 members, 9 active each semester. The group was led by Peer Academic Leader (PAL), Emily Brown, and attended a variety of take to service events. The most notable accomplishment was hosting the first Angel Tree at WSU in the new Shocker Hall Dining area. Through the efforts of the group 50 angels were adopted.

FRATERNITY AND SORORITY LIFE

During FY 15 Fraternity and Sorority Life recognized 22 member organizations as part of the Greek community at Wichita State University. This list included the continued expansion efforts for Omega Psi Phi, Kappa Kappa Gamma, Lambda Chi Alpha, Pi Kappa Phi and FarmHouse. A Latina interest group was also created to diversify the options available to students with the hope that there could be an organization established by Fall 2015. All organizations were group within three (3) governing councils

Interfraternity Council: IFC

Multicultural Greek Council: MGC

Panhellenic Council: PC

Highlights of Fraternity and Sorority Life by Numbers

Number of organizations: 22

Number of members: 771

Number of money raised for philanthropies: \$130,000.00

Number of service hours completed: 16,000

New member retention (Fall to Spring): 82.43%

Fall Greek Chapter Size and Grade Report

Interfraternity Council

IFC Community GPA	3.025
IFC Active Members	3.087
IFC New Members	2.930

Panhellenic Council

PC Community GPA	3.235
PC Active Members	3.253
PC New Members	3.205

Multicultural Greek Council

MGC Community GPA	2.830
MGC Active Members	2.884
MGC New Members	2.632

Wichita State Undergraduates

All Undergraduate Female GPA	3.082
All Undergraduate GPA	2.981
All Undergraduate Male GPA	2.872

Wichita State Greek Community

All Greek GPA	3.109
All Active Members GPA	3.147
All New Members GPA	3.047

Rank	CHAPTER	Total Membership	Chapter GPA	# of Active Members	Active Member GPA	# of New Members	New Member GPA
1	Delta Gamma	99	3.452	69	3.411	30	3.540
2	Delta Sigma Theta	5	3.435	5	3.435	0	n/a
3	Sigma Lambda Beta	7	3.345	7	3.345	0	n/a
4	Phi Delta Theta	68	3.242	44	3.278	24	3.175
5	Alpha Phi	87	3.234	49	3.220	38	3.251
6	Gamma Phi Beta	86	3.197	53	3.178	33	3.230
	SORORITY AVG		3.185				
	ALL GREEK AVG		3.109				
	ALL UNIVERSITY FEMALE AVG		3.082				
7	Sigma Alpha Epsilon	47	3.051	30	3.136	17	2.906
8	Kappa Kappa Gamma	56	3.041	26	3.246	30	2.848
9	Sigma Phi Epsilon	75	3.032	45	3.014	30	3.059
10	Delta Upsilon	34	3.029	24	3.012	10	3.072
	FRATERNITY AVG		3.010				
11	Delta Delta Delta	82	2.994	48	3.135	34	2.784
	ALL UNIVERSITY AVG		2.981				
12	Sigma Psi Zeta	13	2.960	8	2.881	5	3.094
13	Alpha Phi Alpha	*	2.9	*	*	0	n/a
	ALL UNIVERSITY MALE AVG		2.872				
14	FarmHouse	13	2.864	*	*	12	2.905
15	Beta Theta Pi	66	2.863	45	2.987	21	2.558
16	Chi Sigma Tau	14	2.698	11	2.725	*	*
17	Lambda Chi Alpha	12	2.690	7	2.753	5	2.596
18	Pi Kappa Phi	10	2.679	6	2.535	*	*
19	Alpha Kappa Alpha	6	2.483	6	2.483	0	n/a
20	Zeta Phi Beta	*	1.99	*	n/a	*	*
21	Kappa Alpha Psi	*	1.86	*	*	0	n/a

Greek Life Totals	787	Active Members	488	New Members	299
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Spring Greek Chapter Size and Grade Report

Interfraternity Council		Panhellenic Council		Multicultural Greek Council	
IFC Community GPA	3.042	PC Community GPA	3.273	MGC Community GPA	2.709
IFC Active Members	3.047	PC Active Members	3.278	MGC Active Members	2.727
IFC New Members	2.730	PC New Members	3.027	MGC New Members	2.647
Wichita State Undergraduates		Wichita State Greek Community			
All Undergraduate Female GPA	3.059	All Greek GPA	3.122		
All Undergraduate GPA	2.943	All Active Members GPA	3.135		
All Undergraduate Male GPA	2.816	All New Members GPA	2.776		

Rank	CHAPTER	Total Membership	Chapter GPA	# of Active Members	Active Member GPA	# of New Members	New Member GPA
1	Delta Sigma Theta	*	3.622	*	*	0	n/a
2	Delta Gamma	96	3.436	96	3.436	0	n/a
3	Phi Delta Theta	57	3.382	57	3.382	0	n/a
4	Gamma Phi Beta	83	3.277	83	3.277	0	n/a
	SORORITY AVG		3.201				
5	Zeta Phi Beta	*	3.188	*	*	0	n/a
6	Sigma Phi Epsilon	60	3.175	60	3.175	0	n/a
7	Alpha Phi	76	3.168	72	3.191	*	*
8	Delta Delta Delta	76	3.154	72	3.144	*	*
9	Beta Theta Pi	59	3.127	53	3.170	6	2.730
	ALL GREEK AVG		3.122				
10	Sigma Alpha Epsilon	43	3.073	43	3.073	0	n/a
	ALL UNIVERSITY FEMALE AVG		3.059				
	FRATERNITY AVG		3.016				
11	Kappa Kappa Gamma	47	2.971	47	2.971	0	n/a
	ALL UNIVERSITY AVG		2.943				
12	Sigma Lambda Beta	18	2.828	13	2.788	5	2.908
	ALL UNIVERSITY MALE AVG		2.816				
13	Delta Upsilon	29	2.667	29	2.667	0	n/a
14	Sigma Psi Zeta	19	2.606	13	2.717	6	2.360
15	Pi Kappa Phi	10	2.552	10	2.552	0	n/a
16	Alpha Kappa Alpha	6	2.534	*	*	*	*
17	Lambda Chi Alpha	23	2.522	23	2.522	0	n/a
18	Chi Sigma Tau	13	2.493	13	2.493	0	n/a
19	Alpha Phi Alpha	*	2.462	*	*	0	n/a
20	FarmHouse	9	2.438	9	2.438	0	n/a
21	Kappa Alpha Psi	*	2.153	*	*	0	n/a

Greek Life Totals	733	Active Members	706	New Members	27
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Council Officers

Spring 2015 IFC	Position	Chapter
Wyatt Vieux	President	Sigma Phi Epsilon
Dalton Glascock	Vice President	Phi Delta Theta
Luke Mohr	Secretary	Sigma Phi Epsilon
Joshua Chase	Treasurer	Delta Upsilon
Austin Tedder	Recruitment	Sigma Phi Epsilon
John Hyunh	Public Relations	Phi Delta Theta
Matthew Brinkmeyer	Greek Relations	Beta Theta Pi
Fall 2014 IFC	Position	Chapter
Brandon Baltzell	President	Sigma Alpha Epsilon
Caleb Davis	Vice President	Delta Upsilon
James Deckard	Secretary	Delta Upsilon
Ethan Brennan	Treasurer	Sigma Alpha Epsilon
Austin Griffith	Recruitment	Beta Theta Pi
Wyatt Vieux	Public Relations	Sigma Phi Epsilon
Isaac Roehm	Greek Relations & Intramurals	Sigma Alpha Epsilon
Spring 2015 PC	Position	Chapter
Emry Woelk	President	Delta Gamma
Megan Ouderkirk	Vice President	Delta Delta Delta
Rachel Whitmore	Secretary & Scholarship	Delta Delta Delta
Susan Lickteig	Treasurer	Alpha Phi
Daniel Prewitt	Public Relations	Alpha Phi
Tram Ngo	Greek Relations & Intramurals	Delta Gamma
Kelsey Arpin	Recruitment	Delta Gamma
Ashlynn Funston	Assistant Recruitment	Gamma Phi Beta
Jenny Nguyen	Service Coordinator	Gamma Phi Beta
Mineka Rose	Risk Management	Kappa Kappa Gamma
Fall 2014 PC	Position	Chapter
Emry Woelk	President	Delta Gamma
Marina King	Vice President	Delta Delta Delta
Rachael Manske	Secretary & Scholarship	Alpha Phi
Whitney Wilson	Treasurer	Delta Gamma
Alyssa Johnson	Public Relations	Delta Gamma
Shayla Meyer	Greek Relations & Intramurals	Gamma Phi Beta
Susan Lickteig	Recruitment	Alpha Phi
Lydia Korte	Assistant Recruitment	Delta Gamma
Autumn Nance	Service Coordinator	Gamma Phi Beta
Jacqueline Belden	Risk Management	Gamma Phi Beta
Spring 2015 MGC	Position	Chapter
Joseph Shepard	President	Alpha Phi Alpha
Shamiece Banks	Vice President	Alpha Kappa Alpha
Samantha Tran	Treasurer	Sigma Psi Zeta
Felix Agosto	Secretary	Sigma Lambda Beta
Annie Bui	Step Show Chair	Sigma Psi Zeta
Danielle Tang	Step Show Co-Chair	Chi Sigma Tau
Kerisha Broadus	Greek Relations	Delta Sigma Theta
	Public Relations	

Fall 2014 MGC	Position	Chapter
Joseph Shepard	President	Alpha Phi Alpha
Cindy Nguyen	Vice President	Sigma Psi Zeta
Tan Dinh	Treasurer	Chi Sigma Tau
Daniel Hong	Secretary	Chi Sigma Tau
Annie Bui	Step Show Chair	Sigma Psi Zeta
Vacant	Step Show Co-Chair	
Lavon Kaska	Greek Relations	Sigma Psi Zeta
Shamiece Banks	Public Relations	Alpha Kappa Alpha

Chapter Presidents

Fall 2014	
Alpha Kappa Alpha Sorority, Inc.	Shamiece Banks
Alpha Phi Sorority	Kori Visor
Alpha Phi Alpha Fraternity, Inc.	Joseph Sheppard
Beta Theta Pi Fraternity	Michael Schultz
Chi Sigma Tau Fraternity, Inc.	Son Phan
Delta Delta Delta Sorority	Lyndsey Edwards
Delta Gamma Sorority	Shelby Verble
Delta Sigma Theta Sorority, Inc.	Kerisha Broadus
Delta Upsilon Fraternity	Ben Hundley
Gamma Phi Beta Sorority	Clare Stewart
Kappa Kappa Gamma	Mariah Smith
Lambda Chi Alpha Fraternity	Dominique Cary
Phi Delta Theta Fraternity	Jonathon Dennill
Pi Kappa Phi Fraternity	Jason Puder
Sigma Alpha Epsilon Fraternity	Nathan Lohkamp
Sigma Lambda Beta Fraternity, Inc.	Felipe Lopez
Sigma Phi Epsilon Fraternity	Jaren Johnson
Sigma Psi Zeta Sorority, Inc.	Lavon Kasha

Spring 2015	
Alpha Kappa Alpha Sorority, Inc.	Shamiece Banks
Alpha Phi Sorority	Kori Visor
Alpha Phi Alpha Fraternity, Inc.	Joseph Sheppard
Beta Theta Pi Fraternity	Michael Schultz
Chi Sigma Tau Fraternity, Inc.	Son Phan
Delta Delta Delta Sorority	Lyndsey Edwards
Delta Gamma Sorority	Shelby Verble
Delta Sigma Theta Sorority, Inc.	Kerisha Broadus
Delta Upsilon Fraternity	Ben Hundley
Gamma Phi Beta Sorority	Clare Stewart
Kappa Kappa Gamma	Mariah Smith
Lambda Chi Alpha Fraternity	Dominique Cary
Phi Delta Theta Fraternity	Jonathon Dennill
Pi Kappa Phi Fraternity	Jason Puder
Sigma Alpha Epsilon Fraternity	Nathan Lohkamp
Sigma Lambda Beta Fraternity, Inc.	Irving Morales
Sigma Phi Epsilon Fraternity	Jaren Johnson

Sigma Psi Zeta Sorority, Inc.
Zeta Phi Beta Sorority, Inc.

Trang Bui
Shayla Thompson

Chapter Advisors

Chapter	Faculty/Staff Advisor	Alumnus/a/Grad Advisor
Alpha Kappa Alpha Sorority, Inc.	Kaye Monk-Morgan	Joy Barnes
Alpha Phi Sorority	Debbie Kennedy/Bobby Gandu	Malinda Shock
Alpha Phi Alpha Fraternity, Inc.	Danielle Johnson	Phillip Oliver
Beta Theta Pi Fraternity	Sandy Sipes	Jason Carlson
Chi Sigma Tau Fraternity, Inc.	Alicia Newell	Richard Nguyen
Delta Delta Delta Sorority	Angela Paul	Dawn Tiffany/Katherine Meyer
Delta Gamma Sorority	Ashley Purdum	Rachel Groene
Delta Sigma Theta Sorority, Inc.	LaWanda Holt-Fields	Jennifer Smith
Delta Upsilon Fraternity	Mike Lamb	Tony Durano
Gamma Phi Beta Sorority	Kim Sandlin	Jenna McDonald
Kappa Kappa Gamma Sorority	Jennifer Kassebaum	Jennifer Nolte
Lambda Chi Alpha Fraternity	Royce Smith	Matthew Janesek
Phi Delta Theta Fraternity	Bobby Gandu	Ryan Schafer
Pi Kappa Phi Fraternity	Erin Haneberg	Doug Chartier
Sigma Alpha Epsilon Fraternity	Andrea Holzworth	Brad Sweet
Sigma Lambda Beta Fraternity, Inc.	Shukura Bakari-Cozart	Patrick Raya
Sigma Phi Epsilon Fraternity	Aaron Hamilton	Kiel Tracy
Sigma Psi Zeta Sorority, Inc.	April Keim	Thao Nguyen
Zeta Phi Beta Sorority, Inc.	Cathy Durano	Tempress Sellers

Programs

Walk a Mile in Her Shoes

IFC partnered with Student Activities Council to host Walk a Mile in Her Shoes, the International Men's March to stop rape, sexual assault and gender violence for the fourth year in a row. Over 150 men walked a one mile course around campus while wearing a pair of high heel shoes. Community organizations and campus departments provided information tables and the Wichita Wagonmasters grilled for all participants and Mel Hamblen Ford made significant contributions to the event. Follow up meeting indicated a need to the event quality and relevance to be taken more seriously. Efforts were then made to partner with the Wichita Area Sexual Assault Center all year to promote initiatives and outreach.

Panhellenic Formal Recruitment

195 women were matched during the Formal Recruitment process. Quota was 38 with five chapters obtaining quota. Total was reviewed and voted to adjust to 85. Kappa Kappa Gamma participated in the all rounds of formal recruitment for the first time at WSU and also conducted Continuous Open Bidding for additional members.

New Member Academy/Greeks Gettin' Twisted

New Member Academy was held for the sixth consecutive year. As part of the Rhatigan Standards for Fraternal Excellence, chapters are asked to send all new members to this educational program. Presentations educated attendees on the different organizations and the importance of Greek unity and image. After the New Member Academy, attendees were encouraged to attend the Greeks Gettin' Twisted social on Omega Court.

This year FSL hosted the second annual Greek getting twisted at Omega Court after the New Member Academy. Members were invited to come and interact with Greek New Members, while enjoying a BBQ and playing a game of messy twister. All new members were provided with a free t-shirt for the event.

Presidents and Greek Advisor Training

Greek Advisors and chapter presidents came together for their annual training in August and January. Meetings included updates on policies and procedures, structural changes, marketing/recruitment updates as well as round tables held with campus administrators. Advisors attended breakout sessions on conduct, mental health and wellness while chapter presidents reviewed expectations and the varying calendar.

Bras for a Cause

PC continued their tradition at WSU with the third annual Bras for a Cause. The women set-up a table on the RSC North Patio and encouraged those passing by to stop and sign a ribbon or decorate a bra for someone impacted by breast cancer. Panhellenic partnered with the Wichita Area Sexual Assault Center who provided informational handouts at the event. T-shirts were sold in advance and donations were accepted at the table for a breast cancer research foundation.

Greek Retreat and Kallistei

Due to the structural and staffing changes in FSL, Greek Retreat and Kallistei were cancelled.

Meet the Greeks

FSL hosted an updated fall program to promote interaction and engagement with campus Greeks. This Field Day held in the fall engaged 75 students in varying activities and programs. Weather and confirmation of location presented significant challenges in the execution of the program and should be noted for adjustments in the coming year.

Panhellenic Scholarship Dinner

Held for the fifth year, the Panhellenic Scholarship Dinner recognized the scholastic achievements of many Greek women. For the first time the event was moved off campus to the Crown Uptown Theater. Dr. E.N. Kalomo was the featured speaker and University Administrators attended as guests of the event.

Take Back the Night Program

For the first time, the Interfraternity Council participated in the annual Take Back the Night Program. They were pivotal in the relocation of the program from downtown to Fairmount Park. This program hosted 300 guests and many community partners.

Shock the Yard: Midwest Step Show

The 6th Annual Shock the Yard was the largest and most successful step show to date for MGC. Held at the Orpheum Theater on April 25, 15 teams competed to a sold out audience. Sigma Psi Zeta took first place in Division I, Theta Nu Sigma won Division II and Zeta Youth won Division III.

IFC All Greek Neighborhood Clean-Up

The 6th Annual All Greek Neighborhood Clean-Up was held on April 25, 2015. Over 95 students participated in the event, assisting a smaller number of neighbors than typical due to multiple clean-up's already held in the community. Students were instead utilized to clean up sidewalks and side streets in the neighborhood. Many students also helped to clean-up Dr. Glen Dey Park, located on the West side of Hillside.

New Member Greek Council

The New Member Greek Council program continued in its second year of operation. Each chapter was invited to send two new members to participate in the New Member Greek Council. The council's purpose was to provide a unity and programming experience while developing leadership skills in young Greek leaders. The council planned a philanthropy event, Play for Parkinson's on May 8, 2015. The event was a fundraiser for Parkinson's research in honor of Mrs. Deborah Bardo and was held at Fairmount Park. Eight teams mixed team participated competed in the kickball tournament.

Living Learning Community

The Greek Life LLC had a total of 25 members, 15 active each semester. The group was led by PAL Jordan Johnson initially and then by Sydney Simek in the second semester. The group planned and attended a variety of Greek and campus events. Most notably, the group participated in the Walk a Mile program.

All Greek Presidents Meetings

Held to educate the Greek presidents on upcoming events, develop leadership skills and to promote unity and networking with other Greek chapters. These meetings were held:

Greek Awards Recap

Award	Recipient
Scholarship Awards	
Sorority <ul style="list-style-type: none">• Spring 2014• Fall 2014	Zeta Phi Beta Delta Gamma
Fraternity <ul style="list-style-type: none">• Spring 2014• Fall 2014	Sigma Lambda Beta Phi Delta Theta
Overall <ul style="list-style-type: none">• Fraternity• Sorority	Phi Delta Theta Delta Gamma
Intramural Awards <ul style="list-style-type: none">• Sorority• Fraternity	Delta Delta Delta Sigma Phi Epsilon
Community Servant Award, sponsored by Panhellenic Council	Dylan Severson
Gamma Phi Beta Greek Unity Award	Marissa West/Joseph Sheppard
Dottie C. Miller Award	Alicia Sanchez
Schneikart-Luebbe Camaraderie Award	Alpha Phi
Outstanding Advisor <ul style="list-style-type: none">• MGC• IFC• PC	Lawanda Holts-Field Brad Sweet Amber Brunswick
New member of the Year	Jenny Nguyen/Reece Burns
Craig Barton Outstanding Sophomore Award	Paola Nunez/ Dalton Glasscock
PC Outstanding Fraternity	Phi Delta Theta
Sigma Phi Epsilon Outstanding Sorority	Gamma Phi Beta
Dr. Sam Cohlma Greek Man & Woman of the Year Award	Aman Dillon, Brandon Baltzell

Rhatigan Chapters for Fraternal Excellence

The Rhatigan Standards is a system of measurement for the Greek organizations at WSU. Chapter presidents are given a copy of the standards at the start of the calendar year and meet with the Coordinator of Fraternity and Sorority Life on a monthly basis to review the chapters standing within the standards. Chapter presidents are then responsible for completing the document and providing supporting materials during an end of the year review meeting. Chapters achieving the status of “Rhatigan Chapters” are awarded with certificates

during the Greek Awards Program and highlighted on the Student Involvement website. The Rhatigan Chapters for 2014 are: Alpha Kappa Alpha Sorority, Inc., Alpha Phi, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Kappa Gamma, Zeta Phi Beta Sorority, Inc. Chi Sigma Tau Fraternity, Inc., Delta Upsilon, Phi Delta Theta, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Lambda Beta International Fraternity, Sigma Phi Epsilon.

Conferences

Nine students and one staff drove to Indianapolis, Indiana to attend the Association of Fraternal Leadership Values Central Fraternal Leadership Conference and National Black Greek Leadership Conference (AFLV: Central FLC & NGBLC). Students in attendance:

Name	Position
Wyatt Vieux	IFC President
Joshua Chase	IFC Treasurer
John Huynh	IFC Public Relations Chair
Emry Woelk	PC President
Megan Ouderkirk	PC Vice President
Kelsey Arpin	PC Recruitment Coordinator
Shamiece Banks	MGC Vice President
Kerisha Broadus	MGC Public Relations Chair

Students attended sessions related to their positions and sessions to develop them as leaders in the Greek community. Students also attended keynote speaker sessions and had the opportunity to network with students and professionals from throughout the Central region. After attending the event, students were required to present to their council on what they learned and what they planned on implementing. Examples include: applying for national recognition through the AFLV awards process, adding credibility to the Panhellenic Council and recruitment and scholarship education/promotions for the Multicultural Greek Council.

LEADERSHIP

Student Involvement continued to expand upon the newly created leadership programs while introducing the Engaging Leaders Program as the 3rd and final tier in the 3 tier system. The growth in participation confirmed the students' interest and commitment for formal leadership opportunities at WSU. Below are the programs that were offered during the 2014-2015 academic year.

Emerging Leaders Program

Emerging Leaders is a unique opportunity for first year students at WSU to get on the fast-track to student leadership, campus, and community involvement. Students who participate in the Emerging Leaders Program receive an insider's perspective on Student Involvement at WSU. Throughout the program, students had an opportunity to develop their leadership abilities through workshops, activities and reflection in order to prepare them for future leadership experience at WSU and beyond. Each student was paired with an upperclassmen mentor of the same major. There were 26 students who completed the program and 13 mentors who helped guide them. The program began in January with an overnight retreat and ended in April. There were a variety of leadership topics covered as well as planning and executing a half day leadership summit for eighth graders from Christ McAuliffe Academy. Students completed a pre and post assessment which can be found in the assessment section of this report.

Engaging Leaders Program

The Engaging Leaders Program offers students the unique opportunity to explore, discuss, and analyze various professional fields directed by executive officials from different companies, corporations and

industries throughout the Wichita area. The program introduces participants to those leadership and transferable skills that rising leaders should possess and consider when choosing a career path. The program provides for visits to various city facilities, exposure to different philosophies and styles of leadership, and gives participants a chance to assemble facts, evaluate options and become more comfortable with the transition from the classroom to the boardroom. The program ran for eight weeks from February through April. There were 12 students who completed the program visiting six different leaders/sites. Those sites included: Dr. Sexton/Koch Arena, Robert Layton/Wichita City Manager, Patrick Hanrahan/United Way, Julia Fabris McBride/Kansas Leadership Center, Joe Woodward/Koch Industries, Inc. and Beth Tully/Cocoa Dolce.

Evolving Leaders Program

The Evolving Leaders Program is designed for returning students to WSU who are looking to expand upon their leadership skills and abilities. This is a nine week program that focuses on creating well balanced leaders. Each participant received a copy of *The Well-Balanced Leader* by Ron Roberts. Participants completed the EgoLibrium Mini-Assessment which showed them where they aligned on nine primary behavior pairs in regards to being a great leader. There were 21 students who completed the program, doubling in size from the first year. Each student was assigned a chapter from the book and gave a group presentation. Participants also helped with the planning of the Leadership Discovery Summit, which helped in getting more students to sign up and attend.

Leadership Discovery Summit

The Leadership Discovery Summit is a half-day workshop that gives students the chance to identify their leadership abilities and learn how to better apply their skills to help both WSU and their communities. Through a keynote address and breakout sessions, participants discover new insights into their leadership abilities and personal strengths. The attendance tripled from the past year with 50 students in attendance. The participants of the Evolving Leaders Program helped with the planning and recruiting. Prior to attending the students all completed Gallup's StrengthsQuest assessment online. Jill Pletcher from the Career Development Center began the Summit by presenting on StrengthsQuest and how that applies to each of them as a leader. Keynote speaker Dr. Audrey Curtis Hane, Dean of Graduate Studies at Newman University, then spoke to the group on *Conquering Self: A Key Competency for Effective Leadership*. The students then attended two breakout sessions on *Discovering Your Team's Leadership Potential* and *Discovering Authentic Leadership*. The summit ended with roundtable discussions on various leadership topics.

Leadership To-Go

Leadership To-Go is a leadership development program designed for any student looking to grow as a leader. The sessions are designed to fit in with and complement the busy schedule and lifestyle of students. Each session is no longer than 30 minutes, giving students valuable yet concise information which they can immediately use. There were 53 students in attendance over the course of six Leadership To-Go sessions, which were held once a month. Topics covered were: True Colors Personality Test, What's My Leadership Style?, Leadership Lessons from Kid President, Creating an Elevator Speech, Be the Mockingjay: Leadership and the Hunger Games and How Leaders Win Others Over.

Man & Woman of the Year

The Man and Woman of the Year Scholarship is awarded to an outstanding male and female student who has shown exemplary leadership, involvement, and service to both the WSU and Wichita communities. The candidates had to meet the following requirements: must have at least a 3.0 cumulative G.P.A., must be currently enrolled in at least 6 credit hours at WSU, and must have completed at least 60 hours with at least 30 hours from WSU. We had a record number of applicants this year; 21 men and 43 women. Each finalist turned in a completed application which included responses to essay questions as well as letters of recommendations. In addition to the application they were also interviewed by a panel of faculty and staff. The finalists were narrowed down to four men and women each and were honored at a banquet as well as at Songfest during Shocktoberfest. The 2014 Finalists included: Matthew Conklin (Winner), Jonathan Dennill,

Lynette Kithinji, Catherine Klunder, Natalie Kuhlmann, Roy Moye III, Isaac Roehm and Whitney Wilson (Winner).

Summer Leadership Institute

The Summer Leadership Institute (SLI) is a 5 day experience that allows each participant to evolve and expand upon their leadership skills and abilities. SLI took place at Camp Wood in Elmdale, KS. We had a record number of applicants and selected 50 students to attend. SLI is open to any student looking to grow as a leader and they ranged from freshmen through graduate students. Each student was divided into a leadership squad who they met with throughout the institute and had the opportunity to discuss and reflect upon the leadership lessons taught. Each squad was assigned two leaders, one staff member and one student leader who had attended SLI last year, to help guide the groups throughout the week. The vision statement for SLI was “Developing ethical leaders through self-discovery and action!” There were four learning objectives. 1.) Understand what it means to be an ethical leader. 2.) Self-actualization through reflection and assessment. 3.) Enhancing effective communication skills through team dynamics. 4.) Commitment to becoming an ethical leader through self-discovery and action.

STUDENT ACTIVITIES COUNCIL

Highlights

The Student Activities Council was met with a challenging academic year and still remained strong through increased collaborations, increased event satisfaction ratings and a successfully implemented structure for the 2015 – 2016 academic year. The executive board and members maintained their ability to be adaptable through changes in advisors, reporting structures and an overall transition to the state system. Through two SAC member satisfaction surveys implemented this year and reviews of previous reports, SAC decided to move forward with a structure that would help members develop a greater connection with the organization versus the committees they had supported. This newly created structure has no committees and was determined in late fall of 2014. Applicants for the 2015-2016 academic year were selected under the newly created structure.

Mission

Enriching the Shocker Experience is our mission: to entertain, educate and develop our members and the students of WSU through well-rounded programs and events.

SAC Values – developed in July of 2014

- Inclusion
SAC fosters a welcoming and encouraging environment for students from all cultures and backgrounds.
- Connectedness
SAC encourages the growth of personal and professional relationships through the collaboration and teamwork that stem from the SAC experience.
- Campus Life
SAC strives to enhance the Shocker experience by engaging students with meaningful programs and initiatives.
- Development
SAC creates opportunities for growth and leadership in order to promote a well-rounded membership experience.

2014-2015 Executive Board

Position	Name
President	Amber Severt
Vice President of Membership	George Swartzendruber
Marketing Manager	Joselyne Hernandez
Arts & Culture Chair	Dalton Stanfield (stepped down March 2015)
Campus Traditions Chair	Logan Pohl
Shockers After Dark Chair	BayLee Hoskinson
Shocker Fusion Chair	Tyler Bird
Shocker Night Life Chair	Neil Flowers (Transferred after fall semester) Mayumi de Leon (Spring)
Weekenders Chair	Brandon Massingill

Development and Recognition

SAC members attended conferences and workshops such as The Institute for Leadership Education and Development (I-LEAD®), National Association for Campus Activities (NACA) Central Conference and NACA National Convention and the Student Involvement Summer Leadership Institute. Their vast accomplishments were recognized as they received the Outstanding Large Organization of the Year Award and the New Program of the Year Award for the first annual Pet-A-Puppy event held in May of 2014.

Highlights of Student Activities Council by Numbers

Campus Wide Events Offered: 73

Overall event attendance: 14,263

Average number of students attending substance-free evening events: 200

Collaborations/Cosponsorships: 45%

Road Trip Registrations: 150%

Songfest Attendance: 1,200 (Sold Out)

Membership Experience

Membership Highlights

Number of Full Members: 82

Number of New Applicants: 67

Percentage of applicants to become active members: 81%

All Member Retreat- Saturday, November 8

Special Presentations

Stress Management presented by Christopher Leonard (Staff Psychologist, Counseling and Testing Center) and Erin Gallivan (Psychology Intern, Counseling and Testing Center)

True Colors presented by Jill Pletcher (Director, Career Development Center) presenting

Organization Related Presentations

Marketing and the SAC Brand presented by Joselyne Hernandez

Event Planning Basics presented by Amber Severt and Logan Pohl

SAC Jeopardy presented by George Swartzendruber

Member Awards and Recognition

Committee of the Month

August/ September- Weekenders

October- Campus Traditions

November- Shockers After Dark

January/ February- Shocker Night Life
March- Shocker Night Life
April- Shocker Fusion

Member of the Month

August/ September- Ishan Topare
October- Nil Parikh
November- Terence Truong
January/ February- Kristen Yacenda
March- Alex Cuevas
April- Juwan de Silva

Socials & Service

Saturday, October 4 – Wu's Big Event I (hosted by Community Service Board)
Saturday, October 4 – Get Air
Wednesday, November 12 – Canoe Battleship (hosted by Campus Recreation)
Friday, December 5 – Holiday Party
Saturday, May 2 - Wu's Big Event II (hosted by Community Service Board)
Saturday, February 21- Thunder Hockey
Friday, May 8- All-Star Adventure

Cosponsorships

SAC strives to connect and work with other organizations and departments on campus each semester. For the 2014 Fiscal Year, we were able to initiate many new cosponsorships in addition to continuing with others. Cosponsorships for the year included:

- Aloha Beach Party – International Student Union
- Walk a Mile in Her Shoes – Interfraternity Council
- Paint the Towne – Housing and Residence Life
- Peace Pole Project – Office of Diversity and Inclusion, Student Government Association, Community Service Board, Global Faith in Action and WSU Sculpture Guild
- Comedian Michael Palascak – Collegiate Travel Association
- Breakfast with Bardo – Student Government Association
- Hunger Games: Canned Food Drive – Community Service Board
- Dia de los Muertos – Office of Diversity and Inclusion
- Halloween Dance – Housing and Residence Life
- DocuSeries: TransGeneration – Office of Diversity and Inclusion
- Lunar New Year of the Sheep – Asian Student Conference
- Pool Party – Campus Recreation
- TOMS One Day Without Shoes – Community Service Board
- Bubble Soccer – Campus Recreation
- 5th Annual Drag Show – Spectrum LGBTQ & Allies
- Cinco de Mayo – Hispanic American Leadership Organization, Sigma Lambda Beta, LAT*IN*A* Sorority Interest Group

End of the Year Banquet & Awards

Each year, SAC recognizes its members and highlights its many achievements at the annual SAC End of the Year Banquet & Awards. In addition to SAC's traditional awards and recognition it was also honored to pass on a token of our gratitude to the wife of Kevin Clark. Mr. Clark endowed the Michael Madecky Scholarship for SAC members and was a constant support to the organization since his own experience in the early 80's. Kevin Clark passed away in February of 2014.

Graduating Seniors

- Joan Kuker
- Amber Severt
- George Swartzendruber
- Hayley Walters

Awards

- Outstanding Publicity Campaign: Glow Paint Party, Shocker Night Life Committee
- Murphy's Law Program: Weekenders Committee Spring Semester
- Program of the Year: Bubble Soccer, Shockers After Dark Committee
- Vann DePriest Volunteer of the Year: Kristen Yacenda, Campus Traditions Committee
- Outstanding Committee of the Year: Shockers After Dark
- Outstanding Committee Chairperson: Mayumi de Leon, Shocker Night Life Committee
- LaVona Spencer Friend of SAC: Charles Short, RSC Graphics Manager

RECOGNIZED STUDENT ORGANIZATIONS

Registration and Renewal

WSU students have created 200+ organizations that range from creative writing and publishing to intramural sports. With this diverse collection of student clubs, students are able to explore their interests and passions contributing to a vibrant campus climate and close-knit student community. Student organizations provide far reaching efforts to create intersections of identity, perspectives and is far reaching in helping student adjust to campus.

The annual renewal process for RSOs was quite successful in FY15. There were 135 renewals and 15 new organizations chartered. Over the semester many organizations updated their information ending the year at 208 organizations. This process and general operations were affecting by the change in staff which happened 3 times over the fiscal period.

Highlights of RSOs by Numbers

Number of Organizations: 208

Number of new organizations: 15

Number of OrgSync users: 7725

Average size of organizations: 50

Number of organizations over 100 members: 20

Types of Organizations

1. Recognized Student Organization: An organization that has completed the annual renewal process, in which at least eighty (80) percent of total members are currently enrolled University students.
1. University/Departmental/Community Organization: An organization in which at least fifty (50) percent of total members are currently enrolled University students.
2. Provisional Organization: An organization in its first year of existence or in which less than fifty (50) percent of total members are University students. *Groups which break university policy may be placed on provisional status.

Classification of Organization

- Academic (A): Groups related to an academic discipline or college of the University
- Cultural/International (C/I): Groups promoting or enhancing a specific culture(s) or related activities on campus
- Community Service (CS): Groups providing volunteer services or assistance to the University and local community

- Fraternity/Sorority (F/S): Groups affiliated with the Interfraternity Council, Multicultural Greek Council or Women's Panhellenic Association
- Governing/Representative Councils (G/R): Organizations which coordinate and/or govern a specific population or member groups
- Graduate Interest (GI): Groups solely focused on the advancement and development of graduate students
- Honorary (H): Groups formed to recognize or honor excellence and which have selective membership
- Other (O): Groups which do not fit in one of the other categories listed
- Political (P): Groups affiliated with or promoting a particular party, individual or issue in local, state, national or international politics
- Recreation/Sports Clubs (R/S): Groups organized for recreational purposes (Groups wishing to obtain Sports Club status must contact the Assistant Director of Intramurals & Sports Clubs in Campus Recreation)
- Religious (R): Groups affiliated with or promoting a religion, set of religious beliefs or lack thereof
- Residence Hall (RH): Organized living groups and their associates
- Special Interest (SI): Groups promoting or related to specific, defined interests

Event Registration

Any group planning to host an event which meets the below mentioned parameters must complete an RSO event registration form in its entirety, ensuring that all officials are in agreement on the expectations and execution of plans. This form, and the entire event planning process, must be completed in its entirety at least ten (10) business days prior to an event and returned to Student Involvement. As of Summer 2014, these forms were made electronic and available through OrgSync. All University locations must be reserved tentatively prior to the submission of this form. The following are variables which help define an event:

- Over one hundred (100) people will be attending
- Money will be exchanged
- The event is open to the general public
- Alcohol will be served
- Food will be served
- The event requires the RSO to enter into a contract with another entity
- A controversial/political topic may be discussed
- The event is outdoors and on-campus
- Event is publicized (more than three of the following items are used: Facebook, poster, handbill, texting message, website, formal invitation, Twitter, organizational calendar, information table)

Event Registration Frequency/Information

Where will your event be hosted?

Answer	Percentage	Count
On-Campus	68.48%	189
Off-Campus	31.52%	87

Will you sell tickets/exchange money during the event?

Answer	Percentage	Count
No	70.29%	194
Yes	29.71%	82

Will it be open to the public?

Answer	Percentage	Count
Yes	62.32%	172
No	37.68%	104

Will more than 100 people attend?

Answer	Percentage	Count
No	55.80%	154
Yes	44.20%	122

Will it require a contract between the RSO and another entity?

Answer	Percentage	Count
No	81.52%	225
Yes	18.48%	51

Will it involve alcohol?

Answer	Percentage	Count
No	84.42%	233
Yes	15.58%	43

OFFICE OPERATIONS

Equipment Loan

Student Involvement has a loan policy in place for equipment lent to departments and student groups or organizations. Those who checkout the equipment must complete the loan agreement form at least six (6) business days in advance of their event and must follow specific guidelines relating to the equipment's use on campus. Please see Appendix A for the borrower's agreement.

Frequently Borrowed Equipment

Student Involvement loans out a variety of equipment ranging from sound systems to board games. The numbers below represent the most frequently requested items by departments and student organizations.

Equipment	Frequency of Use		
	Fall 2014	Spring 2015	Yearly Total
Small Sound System	20	20	40
Microphone	20	22	42
Auxiliary Cord	14	3	17
Sandwich Board	11	7	18
Extension Cord	10	16	26
Power Strip	9	15	24
Large Sound System	6	7	13

Equipment Request Frequency

The equipment loan program supports the mission of Student Involvement by providing resources to the WSU Campus. During the past year a total of 118 requests were made for equipment by 57 different WSU departments and student organizations. The chart below represents the top eight groups who made the most equipment requests during the 2015 Fiscal Year.

Department/Organization	Number of Equipment Requests		
	Fall 2014	Spring 2015	Yearly Total
Office of Diversity & Inclusion	8	7	15
RSC Marketing Department	3	6	9
Sigma Psi Zeta	6	1	7
International Student Union	3	2	5
Delta Delta Delta	1	4	5
Alpha Phi Alpha	1	3	4
Asian Student Conference	2	1	3
Indian Student Organization	2	1	3
Black Student Union	1	2	3

ASSESSMENT

Learning Outcomes (provided by NACA, developed from CAS Standards)

1. Leadership Development- Student Leaders involved in campus activities must understand that their role is to be a positive change agent, to influence others and create a vision. Leadership is a process rather than a position. Leadership is relationship oriented and situational in nature.

2. Event Management- Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Student leaders should strive toward understand the appropriate steps and issues involved in event planning and management.

3. Meaningful Interpersonal Relationships- Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.

4. Collaboration- Collaboration involves seeking the involvement of others and working well with people. Collaboration is often used in campus activities to increase student involvement, enhance the available resources and provide the team with a larger skill set. Student leaders involved in collaboration often expand their skill set and exhibit growth as a result of their participation.

5. Social Responsibility- Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behavior should match the values of the organization and institution leaders represent.

6. Effective Communication- Effective communication is a core competency needed by student leaders to ensure organizational achievement of goals. Student leaders involved in campus activities have vast opportunities with varying constituencies to practice communication and learn effective communication strategies. When communication is a focal point of student learning, individuals will personally benefit and the organization will be run more efficiently.

7. Multicultural Competency- Multicultural Competency is developed through the celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. Being able to understand one's own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.

8. Intellectual Growth- Intellectual Growth is central to the mission of higher education and must be a focus of all endeavors inside and outside of the classroom. Campus Activities offers a fertile practice field for intellectual development when student leaders and programmers engage in critical thinking, problem solving and decision making. Student leaders should be cognizant of this learning opportunity and apply knowledge learned to enhance organizational goals and personal development.

9. Clarified Values- Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

10. Enhanced Self Esteem- A meaningful outcome of student leadership is confidence in one's abilities. Students engaged in campus activities have a unique opportunity to practice a variety of skills and competencies resulting in enhanced self-esteem.

11. Personal and Educational Goals- The development of personal and educational goals will enhance a student's ability to choose opportunities in and outside of the classroom appropriate for their development. Once goals are stated, students can monitor the impact of their involvement and ascertain if the involvement is meaningful.

12. Career Choices- Student leadership can play a significant role toward enhancing opportunities following the undergraduate experience. Student leaders should consider early and frequently educational and position requirements for the work they hope to do upon completion of their formal education. Timely consideration and reflection will allow the student to utilize campus leadership opportunities to hone the skills and competencies necessary for their career choice.

13. Healthy and Satisfying Lifestyles- Establishing healthy lifestyle habits while in college translates into healthy lifestyle habits after college. Balancing time between school, work, leisure, recreation, and family will help student leaders stay emotionally, physically and spiritually grounded.

Community Service Board

Core Competencies	Start of Term (average) scale 1-7 (1 = low, 7= high)	End of Term (average) scale 1-7 (1 = low, 7= high)	Development/ Growth
1. Leadership Development	2.5	4.5	+ 2.00
2. Event Management	3.33	5.33	+ 2.00
3. Meaningful Interpersonal Relationships	3.66	5.33	+1.67
4. Collaboration	2.66	5.00	+2.34
5. Social Responsibility and Civic Engagement	2.33	5.33	+3.00
6. Effective Communication	3.66	5.33	+1.67
7. Multicultural Competency	3.33	5.66	+2.33
8. Intellectual Growth	3.33	5.66	+2.33
9. Clarified Values	3.66	6.00	+2.34
10. Enhanced Self Esteem	4.33	5.33	+1.33
11. Personal and Educational Goals	3.66	5.66	+2.00
12. Career Choice	3.66	5.66	+2.00
13. Healthy Behavior and Satisfying Lifestyles	5.00	6.00	+1.00

Student Activities Council

Core Competencies	Start of Term (average) scale 1-7 (1 = low, 7= high)	End of Term (average) scale 1-7 (1 = low, 7= high)	Development/ Growth
1. Leadership Development	3.25	5.62	+2.37
2. Event Management	3.75	5.87	+2.12
3. Meaningful Interpersonal Relationships	3.87	6.00	+2.13
4. Collaboration	3.37	5.5	+2.13
5. Social Responsibility and Civic Engagement	5.25	6.37	+1.12
6. Effective Communication	4.25	6.00	+1.75
7. Multicultural Competency	3.87	5.87	+2.00
8. Intellectual Growth	3.62	5.5	+1.88
9. Clarified Values	4.50	6.25	+2.25
10. Enhanced Self Esteem	3.75	5.25	+1.50
11. Personal and Educational Goals	4.87	6.00	+1.13
12. Career Choice	5.12	6.12	+1.00
13. Healthy Behavior and Satisfying Lifestyles	4.75	5.37	+0.62

**** Greek Councils will complete their first cycle in December 2015.**

Skyfactor

In April of 2015, Student Involvement partnered with Skyfactor (formerly EBI) and sent out a survey to a random sample of 3,500 students to assess their campus involvement. A total of 380 students responded. Below is an overview of the results graphically. Most notable is the Overall Program Effectiveness in which we scored equal to our Select 6 peer institutions and above our Carnegie Class and average of all institutions.

Select 6- Coppin State University, Texas A&M University, Texas University- San Marcos, The University of North Dakota, The University of Texas at Arlington, University of Houston

Carnegie Class- Research Universities (high research activity)- New Jersey Institute of Technology, The University of North Dakota, The University of Texas at Arlington, University of South Alabama

Major Indicator of Performance

[More >>](#)

Top level indicators of overall performance.



Recommendations

[More >>](#)

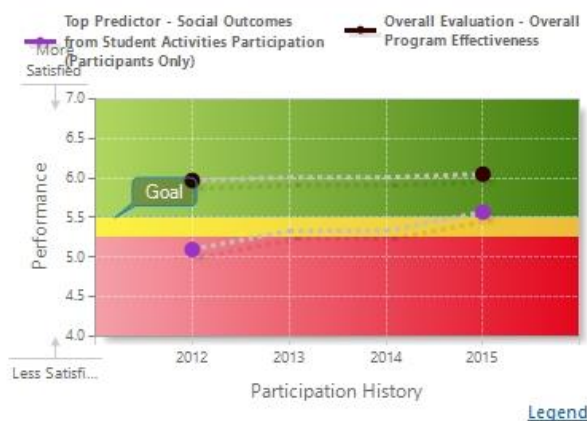
Factor if improved, will have the greatest impact on Overall Program Effectiveness.



Trends

[More >>](#)

Top Predictor and Overall Program Effectiveness factor performance over time.



In which aspects does Wichita State University score higher/lower than other institutions?

Population: Wichita State University (Number Responding = 380)

Factor Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Learning Outcomes: College Enhanced Practical Competencies			
Learning Outcomes: College Enhanced Personal Competencies			
Learning Outcomes: College Enhanced Personal and Relationship Skills			
Learning Outcomes: College Enhanced Appreciation for Diversity			
Learning Outcomes from Student Activities Participation (Participants Only) - 2nd Predictor			
Social Outcomes from Student Activities Participation (Participants Only) - 1st Predictor			
Student Activities Well Advertised and Executed			
Evaluation of Student Government and Programming Board			
Importance of Offering Educational Student Activities			
Importance of Offering Social Student Activities			
Satisfaction with Publicizing and Promoting Student Activities			
Impact of Student Activities and Organizations on Enrollment			
Future Plans: Participation in Student Activities and Organizations			
Future Plans: Graduation and Alumni Participation			
Overall Program Effectiveness			

[Legend](#)

View Wichita State University results compared to other institutions by professional standards.

Population: Wichita State University (Number Responding = 380)

Questions for CAS - Council for the Advancement of Standards Program Criteria, Updated August 2009: CAS Program Criteria 1: Knowledge acquisition, integration, construction, and application

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
To what extent has attending student activities: Exposed you to new and different ideas	ND	▲	▲
To what extent has attending student activities: Enhanced your appreciation of the arts	▲	ND	ND

Questions for CAS - Council for the Advancement of Standards Program Criteria, Updated August 2009: CAS Program Criteria 2: Cognitive complexity

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to think critically	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Decision-making skills	ND	ND	ND

Questions for CAS - Council for the Advancement of Standards Program Criteria, Updated August 2009: CAS Program Criteria 3: Intrapersonal development

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Intellectual Growth - To what degree has attending this college/university enhanced your: Respect for yourself	ND	▲	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to be assertive	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Awareness of your talents	ND	▲	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Awareness of your limitations	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to achieve a balance between education, work, and leisure time	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to articulate personal values	ND	▲	ND
To what extent has attending student activities: Increased your pride in the college/university	▲	▲	▲

Questions for CAS - Council for the Advancement of Standards Program Criteria, Updated August 2009: CAS Program Criteria 5: Humanitarianism and civic engagement

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Intellectual Growth - To what degree has attending this college/university enhanced your: Respect for others	ND	▲	▲
Intellectual Growth - To what degree has attending this college/university enhanced your: Participation in service/volunteer activities	ND	▲	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to challenge others' bad behaviors towards other individuals or groups	ND	ND	ND
Appreciating Diversity - To what degree has attending this college/university: Helped you to understand your own identity and culture	ND	ND	ND
Appreciating Diversity - To what degree has attending this college/university: Increased your interaction with people different from you	ND	▲	▲
Appreciating Diversity - To what degree has attending this college/university: Helped you to articulate the advantages and challenges of a diverse society	ND	ND	ND
Appreciating Diversity - To what degree has attending this college/university: Helped you learn to challenge others' abusive use of stereotypes	ND	▲	ND
Appreciating Diversity - To what degree has attending this college/university: Helped you to understand the impact of diversity on society	ND	▲	▲
To what extent has attending student activities: Expanded your understanding of others whose backgrounds differ from yours	▲	▲	▲
To what extent has attending student activities: Expanded your understanding of your role as a citizen of the college community	ND	▲	▲
To what extent has attending student activities: Enhanced your appreciation of the value of volunteerism	▲	▲	▲
To what degree were the student activities you attended: Expand cultural understanding (or awareness)	ND	▲	▲

Questions for CAS - Council for the Advancement of Standards Program Criteria, Updated August 2009: CAS Program Criteria 4: Interpersonal competence

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to influence others through communication	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: One-on-one interpersonal relationship skills	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to establish healthy relationships	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to work in teams	ND	▲	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Listening skills	ND	ND	ND
To what extent has attending student activities: Enhanced your ability to interact socially	ND	▲	▲
To what extent has attending student activities: Provided leadership training	ND	▲	▲
To what extent has attending student activities: Provided opportunities for you to assume a leadership role	ND	▲	▲
To what extent has attending student activities: Helped you feel a sense of belonging to your campus	ND	▲	▲

Questions for CAS - Council for the Advancement of Standards Program Criteria, Updated August 2009: CAS Program Criteria 6: Practical competence

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Intellectual Growth - To what degree has attending this college/university enhanced your: Understanding of your educational goals	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Written communication skills	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to make presentations to others	ND	▲	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to make healthy choices	ND	ND	ND
Intellectual Growth - To what degree has attending this college/university enhanced your: Ability to manage your time effectively	ND	ND	ND

Legend

▼ : Difference < -0.25	▼ : -0.25 < Difference < -0.10	▼ : -0.10 < Difference < 0.0
▲ : 0.0 < Difference < 0.10	▲ : 0.10 < Difference < 0.25	▲ : Difference > 0.25

ND : No Difference

Event Evaluation Results for Student Involvement FY15

Information is based on surveys sent out after 45 events sponsored by Student Involvement.

#	Question	Total Responses	Mean
1	Overall, I noticed the marketing for the events	759	4.65/6
2	The event was well organized	759	5.3/6
3	I would recommend this event or program to friends	759	5.4/6
4	I would attend future events hosted by Student Involvement	759	5.4/6
5	This event or program enhance my knowledge and campus experience	759	5.2/6
6	Overall, this was an outstanding event/program	759	5.15/6

Marketing Results for Student Involvement FY15

Marketing Preference	Percentage
Word of Mouth	38.5
Posters	36.5
Direct E-mail	27.5
Shocker Blast	27
Student Involvement Event Calendar	19.5
Facebook	19
Twitter	14
Campus TV	11
OrgSync	10.5
Website	10.5
Other	10
Information Table	8
Sandwich Boards	4
Display Cases	3.5
Handbills/table tents	2
Promotional Items	1.5
Text Messages	1.5
Sunflower Newspaper	1

Demographic

The following demographics represents responses from 920 students after participating with Student Involvement events and programs or through their engagement on the 5 councils directly advised by the office.

Gender

#	Answer	%
1	Male	27%
2	Female	74%
3	Other	0%
	Total	100%

Enrollment of Student

#	Answer	%
1	Part-Time Student	2%
2	Full-Time Student	98%
3	Prefer to not disclose	0%
4	Online Only	0%
	Total	100%

Age Range

#	Answer	%
1	17 and under	0%
2	18-24	72%
3	25-34	16%
4	35-44	6%
5	45-54	6%
6	55-64	0%
7	65+	0%
8	Prefer not to Disclose	0%
	Total	100%

Racial Background

#	Answer	%
1	African	2%
2	African-American/Black	4%
3	American Indian/Alaskan Native	2%
4	Arab	3%
5	Asian American	2%
6	Caribbean	4%
7	Caucasian	65%
8	East Asian	2%
9	Middle Eastern	1%
10	Native Hawaiian/ Pacific Islander	0%
11	Prefer to not disclose	4%
12	South Asian	5%
13	South/ Central American	3%
14	Southeast Asian	3%
	Total	100%

Are you Hispanic or Latino?

#	Answer	%
1	Yes	10%
2	No	90%
	Total	100%

How far do you live from Wichita State University?

#	Answer	%
1	On campus	30%
2	Within one mile	15%
3	Within five miles	15%
4	Within ten miles	22%
5	Further than ten miles	18%
	Total	100%

Current Class Standing

#	Answer	%
1	Freshman	30%
2	Sophomore	25%
3	Junior	27%
4	Senior	16%
5	Graduate	2%
	Total	100%

What college are you currently enrolled in?

#	Answer	%
1	Business	36%
2	Education	7%
3	Engineering	11%
4	Honors College	2%
5	Fine Arts	5%
6	Health Professions	14%
7	Liberal Arts and Sciences	25%
	Non-Degree Seeking	0%
	Total	100%

2015 Emerging Leaders

Each participant of the 2015 Emerging Leaders Program completed a pre and post assessment. The questions focused on the main topics or themes that they would have been exposed to during the program. Below are the questions as well and the names of each participant. The first table shows the results based on each question. The second table shows the results for each individual.

Question 1: I am able to define what leadership is.

Question 2: I understand the characteristics of leadership.

Question 3: I fully understand my strengths according to StrengthsQuest and how they play out in my life.

Question 4: I am able to make connections between campus involvement and my academic major.

Question 5: I can demonstrate successful teambuilding skills.

Question 6: I am able to creatively and innovatively come up with solutions to problems and issues while in a leadership role.

Question 7: I can explain why service is an important aspect of leadership.

Question 8: I feel I can effectively lead in a variety of diverse groups and settings while listening to and respecting others' points of view.

Question 9: I can maintain effective leadership even when I am uncertain or uncomfortable at the moment.

Question 10: I understand my personality and how it affects my leadership style.

Question 11: I can communicate effectively with other individuals.

Question 12: I understand how to make decisions based on ethical standards.

Question 13: I can effectively describe my leadership experience skills on a resume and/or in an interview.

Questions	Pre	Post	Difference
1	7.46	9.5	2.04
2	7.8	9.69	1.89
3	7.61	9.69	2.08
4	7.57	9.57	2
5	7.65	9.38	1.73
6	7.65	9.53	1.88
7	8.07	9.65	1.58
8	7.84	9.76	1.92
9	7.15	9.3	2.15
10	7.57	9.84	2.27
11	7.88	9.26	1.38
12	8.34	9.61	1.27
13	7.46	9.5	2.04

APPENDIX

STUDENT INVOLVEMENT POLICIES & PROCEDURES

Student Involvement Policies and Procedures are general guidelines and instructions set forth. They may be changed, modified, suspended, or canceled, in whole or part, at any time according to the needs of the office.

Policy 1: Bomb Threat or Suspicious Object Response

A bomb threat or suspicious object response may be warranted for the following:

- Receiving a threatening phone call
- Receiving a suspicious letter or parcel
- Discovering a suspicious object somewhere on the premises
- A suspicious item can be anything which is out of place and cannot be accounted for or any item suspected of being an explosive device
- You may be the one who makes the discovery or you may be the one to whom it is reported

Bomb threats are delivered in a variety of ways. The majority of threats are called in to the target. Occasionally these calls are through a third party. Sometimes a threat is communicated in writing or by a recording. Two logical explanations for reporting a bomb threat are:

1. The caller has definite knowledge or believes that an explosive or incendiary bomb has been or will be placed and he/she wants to minimize personal injury or property damage. The caller may be the person who placed the device or someone who has become aware of such information;
2. The caller wants to create an atmosphere of anxiety and panic which will, in turn, result in a disruption of the normal activities at the facility where the device is purportedly placed. Whatever the reason for the report, there will certainly be a reaction to it. Through proper planning, the wide variety of potentially uncontrollable reactions can be greatly reduced.

If you receive a bomb threat by telephone:

- Remain calm
- Listen carefully – be polite and show interest
- Try to keep the caller talking so you can gather as much information as possible about the device, the validity of the threat, or the identity of the caller
- If a threat has been received by another individual, get as much information as possible
- Upon completion of the call, immediately notify the University Police Department at 911 (from a campus phone) or 978-3450

In the event you discover a suspicious object:

- Keep anyone from handling it or going near it
- Do not use portable radio or cellular equipment within 100 yards of a suspicious item
- Notify the University Police Department **IMMEDIATELY**
- Remain calm
- Guide all those in the vicinity to a safe location at least 100 yards away

Policy 2: Computer Usage

Student Involvement computers are to be used primarily for student group related work. Students may use the computers for personal use, but if another student, office assistant or staff member needs to use the computer for Student Involvement related work, this will take precedence.

Student Involvement computers are not to be treated as personal computer. Do not download programs onto Student Involvement computers without permission. Do not save files on the desktop or create folders

under My Documents. Documents related to Student Involvement areas should be saved under the appropriate folder on the appropriate network drive. The Activities Share drive (T:) is to be used for documents, information, Excel sheets, pictures, etc. pertaining to Student Involvement areas.

When printing from a Student Involvement computer, students must use the appropriate print code/group name. If printing items that are unrelated to Student Involvement, let the front desk know and they will provide assistance. Black and white copies, for personal use, are \$.05 per page and color copies are \$.15 per page.

Policy 3: Display Cases

The Student Involvement display cases, located on the first floor of the Rhatigan Student Center (RSC), are a service provided by Student Involvement for student groups, organizations and departments of Wichita State University (WSU) to promote their activities and/or recruit membership for their areas. Reservation of these cases is handled in Student Involvement, RSC 216, according to the following guidelines:

Reservations

1. The display cases can be used by any registered WSU organization or department at no cost.
2. Reservations are made on a first-come, first-served basis.
3. Reservations of either case are limited to a one week period of time, beginning and ending on a Friday at 2 p.m.
4. Due to a high demand for use of the cases, each group can only reserve one case during a semester. However, discretion of use and length can be determined by the Student Involvement Office Manager.
5. To reserve a display case, the name of the group, a contact name, telephone number and dates needed must be provided.
6. Cancellations should be made at least one week in advance by calling 316-978-3022.
7. The display cases are to be used exclusively by WSU organizations and departments. Exceptions require approval by the Student Involvement Office Manager.
8. If you reserve a display case and do not call to cancel in a timely manner or do not use the display case at your reserved time, you will forfeit display case privileges for your entire organization for the remainder of the semester.

Set-up/tear down

1. All displays must be put up during regular office hours, which are 8 a.m.-7 p.m., Monday through Thursday, and Friday 8 a.m.-5 p.m.
2. All displays must be removed by 2 p.m. on Friday (at the end of the reserved week). If a display is not taken down by this time, Student Involvement reserves the right to remove the display for the next group. Student Involvement cannot assume responsibility for damage or theft while taking down or storing the display items.
3. Keys to the display cases may be checked out by leaving a WSU Shocker Card or valid driver's license with Student Involvement. Keys must be returned immediately after any exhibit is put up or taken down. *Keys cannot be checked out overnight.*

Guidelines

1. The cases do not come with accessories. Groups must provide their own display materials and accessories.
2. Nails, screws, or any material causing permanent marring of the display cases are not to be used. Peel-off stickers are not to be applied to any part of the case. No materials should be placed on the outside of the cases.
3. Dimensions of the cases are 52" high x 89" wide x 21" deep.

Display Materials Policies

1. The display cases cannot be used to promote, advertise or otherwise advocate an illegal activity or violation of any WSU policy.
2. All materials in the case must be written in and/or have a translated copy displayed in the English language.
3. Any group using the display case must identify the display as being sponsored by their organization/department and include a telephone number, email and website or further information.
4. If a group violates one or more of these policies, Student Involvement will notify the group to rectify the situation immediately. In the event a member of the sponsoring group cannot be reached, Student Involvement reserves the right to take down the display and will notify the group of the action taken. Student Involvement reserves the right to deny future use of the display cases to any group who has previously violated policies.

Damages/Liability

1. Wichita State University, the Rhatigan Student Center and Student Involvement are not liable for damages to items in the display cases.

Any damages to the display cases done by a group using the cases will be charged to the organization or department.

Policy 4: Dress Code

TOPS	
<ul style="list-style-type: none"> ·Polo shirt/oxford shirt ·Collared or collarless blouse/shirt ·Shirts w/unfinished bottoms (if tucked in) ·T-shirts/sweatshirts without prejudicial content/ political statements, jokes/suggestive content ·Sleeveless Blouses ·Sweater/cardigan ·Blazer ·Sport coat 	<ul style="list-style-type: none"> ·T-shirts/sweatshirts w/prejudicial content, political statements, jokes, suggestive content or other university apparel ·Tank top/tube top/halter top/crop top ·Bare midriff ·Fishnet/mesh shirt ·Bare back, partial bare back top/dresses Cleavage bearing tops
BOTTOMS	
ACCEPTABLE	UNACCEPTABLE
<ul style="list-style-type: none"> ·Casual pants ·Skirt (3" above knee on down) ·Jumper ·Pant suit 	<ul style="list-style-type: none"> ·Mini skirt ·Athletic warmup/jogging suit/sweat pants ·Coveralls/overalls ·Stirrup pants/stretch pants/yoga pants ·Strapless dress ·Short shorts/cutoffs/baggy shorts/walking shorts ·Baggy jeans, slacks, pants, shorts, which hang below the waistline exposing undergarments or body ·Tight fitting jeans/slacks/pants/shorts/skirts, etc.
FOOTWEAR	
ACCEPTABLE	UNACCEPTABLE
<ul style="list-style-type: none"> ·Sneakers/tennis shoes ·Sandals ·Boating/deck shoes ·Flat shoes/loafers ·Boots (hiking, cowboy) ·Socks which blend or do not clash with clothes ·Flip-flops 	<ul style="list-style-type: none"> · Bare feet ·Shoes w/cleats ·Slippers
HEADGEAR	
ACCEPTABLE	UNACCEPTABLE
<ul style="list-style-type: none"> ·Hair net Head scarf 	<ul style="list-style-type: none"> ·Hat/baseball cap ·Handkerchief/bandannas/sweatband ·Shower cap
JEWELRY	
ACCEPTABLE	UNACCEPTABLE

<ul style="list-style-type: none"> · Pierced ears w/ jewelry · Tie clip · Finger rings · Bracelet/ wrist watch (no obscene/offensive items) 	<ul style="list-style-type: none"> · Metal/colored tongue rings · Excessive piercings
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HAIR APPEARANCE	
ACCEPTABLE	UNACCEPTABLE
<ul style="list-style-type: none"> · Males trimmed at ear · Afro · Shaved head · Sideburns neatly trimmed, extended to bottom of the earlobe · Flares/mutton chops (neatly trimmed) · Beard- neatly trimmed · Moustache- neatly trimmed · Goatee- neatly trimmed · Hair below shoulder length, combed and away from face · Ponytails/braids 	<ul style="list-style-type: none"> · Ungroomed hair/facial hair/sideburns
MISCELLANEOUS	
ACCEPTABLE	UNACCEPTABLE
<ul style="list-style-type: none"> · Undergarments (women- bras a must) · Sports bras (if concealed) · Pantyhose · Tie · Belt/belt buckle · Makeup in color that blends with skin color · Eye makeup (mascara/eyeliner/shadow) used in moderation · Fingernails no more than 1/2" to 3/4" · Lipstick/lipliner used in moderation · Perfume/cologne if used in moderation · Deodorant 	<ul style="list-style-type: none"> · Wrinkled/faded/soiled/torn or clothing with holes · Gang related symbols, phrases, or insignias · Bathing suit · Scanty or see-through attire · Spaghetti straps · Chain attached to clothing/wallet · Undergarments work over outer clothing · Belt dangling and not in loops · Spikes on jackets/pants · Taps on heel plates on shoes · Shoes that are extremely worn in appearance (have holes, etc.)

Full-time staff and graduate assistants are expected to dress, at minimum, in business casual Monday - Thursday and as their schedule dictates. Jeans and other casual wear can be worn as needed for events.

*This list is not meant to be all inclusive. If you have questions about the dress code which are not directly addressed above please see your supervisor.

**There may be exceptions to each rule, subject to your supervisor's approval.

Policy 5: Equipment Use

Student Involvement has equipment for checkout to WSU campus organizations, clubs and departments on a first come, first served basis. It is for use mainly on the Wichita State main campus.* Reservations must be made **at least six business days in advance of the event** by completing the Equipment Use Form. * Equipment requests are considered on a timely basis and must be signed before getting approval. Once a decision is made, Student Involvement will contact the group by phone or email.

Precedence for equipment use is given as follows:

- Tier 1: Student Involvement staff and student groups directly advised by Student Involvement
- Tier 2: Recognized Student Organizations
- Tier 3: Campus Departments

Tier 1 groups can utilize any equipment available in Student Involvement. Tiers 2 & 3 may only use equipment listed on the approved equipment loan list.

Advanced reservations will be taken no more than one semester in advance. Any special requests will be considered on a case by case basis according to the availability of the equipment. Equipment used after normal office hours should be returned to the Student Involvement office by contacting an RSC Building Manager at 316-978-3028. Overnight check-out of SOME equipment is allowed, but the student organization advisor or a full-time departmental staff member must check out the equipment. Damage to the equipment during use due to negligence will be the responsibility of the reserving party, who will be billed for the cost of repair or replacement, and will result in forfeiture of equipment use for the remainder of the semester.

Equipment not returned on time will be charged a fee of \$5.00 per hour for the first three hours. After three hours, a charge of \$40.00 will incur. If the equipment is not returned within 24 hours of the original return time, the responsible party will be charged the cost of the equipment.

If the responsible party fails to pay any incurred fees or fines within 30 days, the debt will be transferred to the individual checking out the equipment.

Equipment not returned on time, not picked up as requested, or returned damaged will result in forfeiture of equipment use for the remainder of the semester.

The following equipment is available for checkout; this does not include all items. For a complete list, please contact Student Involvement:

- For use only on RSC property: large sound system, spotlight
- For use only on Wichita State main campus: small sound system, microphone, mic equipment, electrical cord, power strip, laptop, projector, two-way radios, projection screen, sporting equipment

Student Involvement reserves the right to approve or reject any request.

*Some equipment can be loaned for off-campus use or with a shortened timeline at the discretion of the Office Manager and with approval from organization advisors or Department heads.

Policy 6: Fire Procedure

In the event of a fire emergency, all building occupants should evacuate the building by using the stairway, **NEVER AN ELEVATOR**, and follow the emergency exit signs to the stairs. Occupants must evacuate **into the wind at least 200 yards** for fire emergencies and hazardous materials release emergencies. SI staff and

students should note that there are two exits from RSC 216, the fire exit should only be used if deemed safe and exits to the south of the RSC, lot 7

The Rhatigan Student Center has Emergency Building Coordinators who have been trained to handle such emergencies. Emergency Building Coordinators will be identified by a yellow vest. These coordinators are responsible to ensure that all building occupants move to an appropriate fire exit and that no occupants use an elevator. A search of the RSC/ CAC Theater will be made to assist visitors and persons with disabilities to an area of safety. If it is not possible to assist persons with disabilities to an area of rescue, the coordinator will request the assistance of the fire department on an evacuation plan.

NOTE: The University has stair tracks equipment to assist persons with disabilities to go up or down stairs. This equipment is stored in Devlin Hall and Wiedmann Hall. **The use of this equipment will be coordinated with the fire department.**

Student Involvement

If you are in the Student Involvement office or at a Student Involvement sponsored event within the Rhatigan Student Center when a fire alarm sounds, calmly proceed to the nearest exit and leave the building. Do not concern yourself with cleaning up the event or office, securing items, or locking doors; just proceed to the exit. The meeting location for Student Involvement is the south side of the RSC parking lot. Please meet up at this location so we can assess the situation.

If caught in a building filled with smoke, individuals should drop on hands and knees and crawl to the nearest exit. Test all closed doors before opening them by feeling the back of the door. If it is hot, do not open it. Turn and go to the second route of exit. If the door is not hot, open slowly but be prepared to close it again if there are flames.

If you are blocked in a room, attempt to cover the bottom of the door with clothing or non-flammable materials in order to keep the smoke out. If possible, signal for help by calling or going to a window (window should remain closed unless instructed differently by emergency personnel).

Policy 7: Hazardous Materials

Chemical Spill or Hazardous Material Release

If you are in the direct area of a significant chemical spill or hazardous material release, call the University Police Department immediately. Lead yourself and others away from the site of the hazard to a safe location. If evacuation is necessary or an alert from the university has been issued, please calmly exit the building and move at least 100 yards into the wind. Do not leave the area until you have been cleared to do so by the proper authorities. If toxic hazardous material comes in contact with skin, immediately flush the affected area with water.

Explosion Response

In the event of an explosion, keep away from windows, mirrors, overhead fixtures bookcases and electrical equipment. If an evacuation is required, lead yourself and others away from the explosion. Do not move seriously injured persons unless they are in obvious immediate danger (of fire, building collapse, etc.) Upon exiting the building, open doors carefully and move at least 100 yards from the exit.

Policy 8: Inclement Weather

If the University closes due to inclement weather, full-time unclassified and University Support employees should refer to University Policy 20.03.

In the event that all University operations have been shut down, the following procedures will apply:

Student Involvement Related Events

- All University sponsored events must be cancelled or postponed. Staff members should contact any contracted or hired professionals associated with the events or programs scheduled.
- Best efforts should be made to notify the public of any event cancellations or postponements. This should be done by:
 - Website Update
 - Social Media Updates
 - Email (where applicable)
 - Standard phone message

Student Sponsored Events

- All programs and events taking place on campus must be cancelled or postponed. Due to the University closing, students will no longer have access to venues and services. Group members should contact any contracted or hired professionals associated with the events or programs scheduled.
- Off-campus programs must be approved by the RSO advisor to take place. Best efforts should be made to notify the public of event status. Policy 9: Medical Emergency

Policy 9: Medical Emergency

In the event of a medical emergency, the procedure will be:

1. The person who becomes aware of a medical emergency must first contact Campus Police (316-978-3450). Campus Police must initially be notified so they can dispatch trained personnel to the Rhatigan Student Center immediately, and so they can provide immediate assistance to off campus emergency personnel in directing them to the correct building location.
2. If the incident take place in the RSC please notify the RSC Director's Office or Event Services immediately after calling the Campus Police.

Student Involvement Supplement

There should be a first aid kit at all events. First aid kits are located in the office supply storage cabinet.

There is a blood borne pathogen kit located in the office supply cabinet in the front office. This is only to be used by trained professionals.

- **Minor Injuries:** First aid kits are used to supply individuals with products for handling minor injuries such as small cuts, scrapes and bruises. Never give out medicine.
- **Major Injuries:** If the person is lucid, ask them if they want help first. If they want help or are unresponsive, call Campus Police immediately by dialing 316-978-3450. They will notify the appropriate authorities. Call Event Services (316-978-3475) or RSC Building Managers (316-978-3028) afterwards to notify them of the situation and fill out an incident report. After the situation has been handled, be sure to inform the Student Involvement Director. He/ She will then decide whether or not to inform the Dean of Students and the Vice President of Student Engagement.

Keep the area around the injured person clear. Do not make contact with any bodily fluids. Do not leave the injured person alone.

In the event of a severe medical emergency, do not administer first aid. If you administer first aid, you may be held liable.

Policy 10: Office Access

Staff Access

All full-time Student Involvement staff and graduate student(s) will be issued a master office key. The office key provides access to all Student Involvement offices, storage closets, workroom and Cadman Art Gallery. Full-time Student Involvement staff will also have access to the Rhatigan Student Center beyond regular operating hours. Access may be gained through use of the Shocker Card and an access code provided by RSC Administration.

Student Employee Access

Student Assistants employed to work the front desk of Student Involvement will be issued an office key to be used only in accordance with their scheduled work hours. This key will provide them access to offices, storage closets, workroom and Cadman Art Gallery.

Cadman Art Gallery Attendants will be issued a key that provides them access only to the Cadman Art Gallery, they will not be issued a Student Involvement office key. All attendants will have access to the Student Involvement office during regularly scheduled office hours.

Other students employed by Student Involvement will be issued keys to access Student Involvement if deemed necessary by their immediate supervisor.

Student Volunteers

Students who hold a position on one of the five executive councils will have access to the Student Involvement office after hours and during RSC operating hours. If no full-time staff are in the office, these students can gain admittance to the office by contacting the RSC Building Managers. Students in the office after regular office hours are responsible for the security of the space and for any other students they allow into the office. Any other student may be in the Student Involvement office anytime during the regularly scheduled office hours.

Policy 11: Office Supplies

Staff Usage

Office supplies are available for staff use on a regular basis. If a staff member's office is unequipped with certain items, items should be ordered by the Office Manager. Supplies that are requested for events or projects should also be requested by the Office Manager, but should be made available for all staff use if any items are leftover. Supplies specifically purchased for reoccurring programs should be appropriately stored and labeled with the contents of the container. Office supplies should not be used for personal use.

Student Use

A general resource room is equipped with office supply items/project materials and is available for student use. Items should be used for project-related tasks and should not be removed from the office. Office supplies will be refreshed on a semesterly basis. Requests can be made to the office staff for items not available in the community supply area.

Cost Specific Items:

- **Helium:** Campus organizations, clubs and WSU departments may use helium, but will have to provide their own balloons, string and a person to blow up balloons. The first 25 balloons per semester will be free, after which each balloon will be \$.25.
- **Buttons:** Recognized Student Organizations may use either button machine and button parts. The first 100 buttons per semester will be free, after which each button will be \$.25. Individual students, other student groups, and campus departments may use the button machine and button parts, and pay \$.25 per button.

Policy 12: Opening and Closing Procedures

Student Involvement

When opening the Student Involvement office, the following procedures should be followed:

1. Turn on the front desk computer.
2. Unlock front desk cabinets.
3. Unlock copier room door.
4. Turn on lounge computers and television.
5. Take front desk phone off "Send All Calls" & check messages.
6. Check Get Involved e-mail and Calendars (including staff).
7. If the front door is unlocked and/or open when you arrive, notify the Office Manager immediately.

When closing the Student Involvement office, the following procedures should be followed:

1. Make sure that the front desk, office and copy areas are neat and well-kept.
2. Turn phone to "Send All Calls".
3. Shut down computer.
4. Lock front desk cabinets.
5. Shut the copier room door.
6. Turn off the lounge computers and television.
7. If someone is in the office, let them know you're leaving and are locking the door. SAC, CSB, SI Ambassadors and Greek Council exec members can be left in the office. Other students should be asked to leave unless they are working with the exec members.
8. Lock the front door.

Cadman Art Gallery

When opening the Cadman Art Gallery the following procedures should be followed:

1. Do a walk-through of 'The Looking Glass' and check all art work and labels to make sure none or damaged or falling apart.
2. Complete a check of inventory supplies and return any items to their specific location.
3. Stow personal items out of sight.
4. Turn on all lights.
5. Make sure attendant desk and countertop is well organized.
6. Open main entry all the way
7. Make sure gallery is clean and tidy.
8. Turn on laptop and review any notes and update attendance tracker.
9. Notify Gallery Supervisor of any non-working lights.
10. Check all art work and labels in the main gallery to make sure none are damaged or falling down.
11. Make sure comment book is set up properly and has a working writing utensil.

When closing the Cadman Art Gallery the following procedures should be followed:

1. Make sure gallery clean and tidy.
2. Make sure attendant desk and counter top organized.
3. Check all art work and labels to make sure none are damaged or falling down.
4. Notify Gallery Supervisor of any non-working lights.
5. Display "CLOSED" sign.
6. Close and lock glass door.

When closing the gallery between shifts

1. Lights are to remain on during shift transitions
2. Store laptop away in storage cabinet.
3. Display “Will Return Shortly” sign
4. Close and lock glass door.

Policy 13: Posting

Student Involvement will accept materials from WSU departments, student groups and Recognized Student Organizations.

- Acceptable forms of publicity and promotion include:
 - Event-specific publicity
 - Department or organization calendars
 - Recruitment posters
 - Student related hand-outs, such as health and well-being information
- Length of display time
 - 2-3 weeks in advance of event/deadline
- Approval process for student group materials
 - Publicity and promotion related to events to be posted, must contain the following:
 - Event Title
 - Event Date
 - Event Time
 - Event Location
 - Contact information
 - Sponsoring Organization
 - Attendance cost (if applicable)
 - Rain location (if applicable)
 - Entry deadline (if applicable)
 - Submitted materials will be approved only by full-time Student Involvement staff
 - Student Involvement staff reserve the right to not display submitted materials
- Promotional items and non-poster publicity must contain or display the following:
 - Sponsoring organization
 - Contact information
- Designated posting areas for Student Involvement
 - Student Involvement display cases located in the RSC
 - Student Involvement sponsored events
 - Approved handouts
 - Other approved publicity
 - Handout holders in reception area
 - Approved handouts may be placed in:
 - Standing display

Policy 14: Leave

For all types of leave, Student Involvement staff members should refer to University Policies. For unclassified staff, refer to WSU Policies and Procedures Manual, Section 6.08 and for University Support staff, refer to WSU Policies and Procedures Manual, Section 7.08.

Student Involvement

- Requests of any type of leave must be in writing in advance using the WSU Leave and Overtime Request Form. Employees must receive approval from their supervisor before leave can be taken.

- Employees should request all leave types as early as possible from their supervisor, but no more than three months prior to the date requested for leave. If special circumstances warrant (e.g., travel plans, medical procedures), employees can request vacation/sick leave from their supervisor sooner than three months out. When in doubt on the appropriateness of the request, the employee should make the request to their supervisor.
- When a Student Involvement staff member is sick, they should contact the staff team via email to let the office know they will not be in. For full-time staff, when they return from sick leave, they should fill out a WSU Leave and Overtime Request Form and turn in to their direct supervisor.

Policy 15: Student/Staff Relations

While in a work situation, full-time staff members should maintain professional conduct in the representation of Student Involvement and Wichita State University. Staff should avoid inviting solitary students to private areas such as their homes and from consuming alcohol while working or supervising students in any capacity.

At events sponsored by Wichita State student organizations or groups, Student Involvement staff shall not partake in alcoholic beverages. It is recommended that staff members attending events with alcohol do so with another WSU staff person.

Policy 16: Tornado Warning

If there is a tornado warning, anyone in the Student Involvement office must either exit the office and go to the Shocker Sports Grill and Lanes or exit the building. It is an individual's choice to not seek shelter, but if they are not going to follow procedure, they must leave the Rhatigan Student Center.

If there is a tornado warning at an event or after hours, seek the closest, open tornado shelter. If the event is in the CAC Theater, individuals must seek shelter under the stage, in the Shocker Sports Grill and Lanes or exit the Theater.

Policy 17: Visitation

Student Workers

- Visitation/Communication
 - Family and friends should not visit work unless allowed by a supervisor.
 - If by chance a family member or friend does visit, keep the visit brief.
 - No personal communication should be used on office equipment without the permission of the supervisor. Communication includes:
 - Phone calls
 - Online chatting
 - Email
 - Faxes
 - Facebook/Social Media
 - Work/Homework
 - Personal work/homework while working is not permitted unless allowed by a supervisor. This includes, but is not limited to, the following:
 - Studying and/or homework
 - Work related to an outside job, student organization, or volunteer group.
- Personal Property
 - Use of any device unrelated to your job should be approved by your supervisor.
 - Personal belongings should be kept secure.
 - Cell phone use is not permitted unless allowed by a supervisor.

- Headphones are not permitted with any device.

Policy 18: Weapons

1. Weapons, explosives and other hazardous objects or substances covered by this policy shall include, but not be limited to, the following:
 - a. Any object or device which will, is designed to, or may be readily converted to expel bullet, shot or shell by the action of an explosive or other propellant;
 - b. any handgun, pistol, revolver, rifle, shotgun or other firearm of any nature, including concealed weapons licensed pursuant to the Personal and Family Protection Act, and amendments thereto;
 - c. any BB gun, pellet gun, air/CO2 gun, stun gun or blow gun;
 - d. any explosive, incendiary or poison gas (A) bomb, (B) mine, (C) grenade, (D) rocket having a propellant charge of more than four ounces, or (E) missile having an explosive or incendiary charge of more than 1/4 ounce;
 - e. any incendiary or explosive material, liquid, solid or mixture equipped with a fuse, wick or other detonating device;
 - f. any tear gas bomb or smoke bomb; however, personal self-defense items containing mace or pepper spray shall not be deemed to be a weapon for the purposes of this policy;
 - g. any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; except an ordinary pocket knife which has a spring, detent or other device which creates a bias toward closure of the blade and which requires hand pressure applied to such spring, detent or device through the blade of the knife to overcome the bias toward closure to assist in the opening of the knife shall not be considered to be a weapon for the purposes of this policy;
 - h. any straight-blade knife of four inches or more such as a dagger, dirk, dangerous knife or stiletto; except that an ordinary pocket knife or culinary knife designed for and used solely in the preparation or service of food shall not be construed to be a weapon for the purposes of this policy;
 - i. any martial arts weapon such as nunchucks and throwing stars;
 - j. any longbow, crossbow and arrows or other projectile that could cause serious harm to any person;
 - k. all fireworks;
 - l. any operative animal trap or device that is used to ensnare animals (with the exception of mist nets used to snare birds or devices used by Physical Plant personnel or the University Police Department to control wild animals on campus).
For purposes of the above, weapons would not include items or materials used in or necessary for the conduct of Board-approved academic programs or University-approved activities or practices. The University's Chief of Police should be notified about any such items or materials in advance of their use or presence on campus and mandate specific requirements for the possession, use and storage of such items or materials.
2. Weapons, as defined above, are not permitted on University property unless in the possession of a law enforcement officer, armored car security personnel, or as otherwise specifically permitted and authorized by the Personal and Family Protection Act, as amended.
3. The President and CEO of the Board of Regents will be notified, in writing by the University's Vice President and General Counsel, of any activities or practices involving weapons that are approved by the University.
4. University faculty and staff are prohibited from carrying a concealed weapon while on the premises of the University or while engaged in the duties of the faculty or staff member's employment with the University.

5. It is a misdemeanor to carry a concealed weapon on University property or in any University facility where prohibited by the Personal and Family Protection Act, as amended.
6. This policy is intended to apply and cover buildings and land owned by the WSU Board of Trustees.

Student Involvement

If a weapon is spotted on campus, contact a Student Involvement Staff member and Event Services. In the evening, contact the RSC Building Managers. If a weapon is spotted outside of the RSC or CAC Theater, contact the WSU Police immediately. Do not approach the individual suspected of having a weapon. If you find a weapon on campus, do not touch it. Call Event Services if found in the RSC or call WSU Police if the weapon is found outside the RSC and CAC Theater.

Shooter Procedure

If there is a shooter on campus and you are in a classroom or office, close and lock or bar the door and turn off all the lights. Turn all phones on silent and call for help. Stay out of view and wait for help. Make sure to spread out across the room and not remain in a clump. If emergency digital signs are in view, follow stated procedures.

If there is a shooter on campus and you are outside and can run away, do so in a zig-zag pattern and seek shelter.

If you are on campus and are aware of the shooter's location, you should evacuate if you are not near the shooter and will not be putting yourself in harm's way. Unless asked, do not approach the police to assist in handling the shooter.

Policy 19: Travel

Any time Student Involvement staff must travel for state-related business or sponsors a trip outside the Wichita metropolitan area, the following procedures must be followed:

- For staff members, a Request for Out-of-State Travel form with estimated costs must be filled out and turned in to the Office Manager at least three weeks in advance. An itinerary or schedule of events should be emailed to the Office Manager. After this information is entered into the Travel and Expense Management System, the system will generate a Travel Authorization with a TA number assigned. The Travel Authorization will be automatically forwarded to the traveler for review and electronic submission to the Budget Officer. The TA number will be used to make reservations with Sunflower Travel and provided to the Vice President for Student Affairs office for conference registration fees.
- If attending a conference and a department fund is to be billed, the Student Engagement Registration Card Request Form must be filled out by the staff member and provided to the Vice President for Student Affairs office, along with a copy of the itinerary/agenda/schedule of events. A copy of the documents should be made for the Office Manager. If a staff member charges the cost to a personal credit card, they will not be reimbursed until after the conference.
- Within five days of returning from a trip, a Travel Voucher-General Expense form must be filled out and turned in with all receipts to the Office Manager. Receipts smaller than 8.5 x 11 should be taped down to a sheet of paper, and all receipts should be in "portrait" layout (versus landscape). The information provided will be entered into the Travel and Expense Management System for any necessary reimbursement to the staff member. After the information is entered, the system will generate a Travel Reimbursement, which will be automatically forwarded to the traveler for review and electronic submission to the Budget Officer.

- For students traveling, the Participant Agreement and Emergency Contact and Medical Form must be filled out for each participant. A WSU University-Sanctioned Student Travel Registration Form should be completed at least one week prior to the date of departure and provided to the Vice President for Student Affairs office and the Student Involvement Office Manager. A copy of each Student Involvement Emergency Contact form needs to be turned into Office Manager at least one business day before departure. It is recommended to have one staff member for each 20 participants.
- If transportation is provided by an outside company, a copy of the company's Certificate of Liability Insurance must be obtained and Wichita State University needs to be listed as the Certificate Holder.

Policy 20: Sidewalk Chalking Guidelines

Recognized student organizations and campus departments are permitted to chalk on University sidewalks in order to publicize a University event they are sponsoring, a component of the event to promote student participation or to market the sponsoring group or organization. For chalking on campus, the following guidelines have been established:

1. Student organizations and campus departments MUST obtain approval from Student Involvement prior to chalking.
2. Only water-soluble dry stick sidewalk chalk may be used. Aerosol spray chalk is not permitted. If the University has to clean any permanent materials used, the group responsible will be billed for the cost of removal.
3. Chalk advertisements may be no larger than 4 feet by 4 feet, and each organization /department is allowed a maximum of six (6) chalking squares on campus at a time.
4. Chalking is only allowed on the main campus (including the Hughes Metropolitan Complex).
5. Chalking is permitted on horizontal, paved/concrete, uncovered campus sidewalks. Chalking is not permitted on covered sidewalks, stairways, curbs, or stair risers, on brick surfaces, parking lots, buildings, windows, benches, planters, trash containers, signs, pillars, light poles, trees, any other vertical surfaces, or anything other than the paved/concrete, uncovered sidewalks mentioned above.
6. Chalking must be at least twenty (20) feet from the entrance of a building.
7. All chalk advertising MUST clearly identify the sponsoring organization's name.
8. Chalking publicity is allowed for seven (7) days. Removal must take place by the organization at the conclusion of the 7th day. A power sprayer and broom are available for check-out in Student Involvement to assist in this process.
9. Chalking may not be used for commercial purposes by non-university groups, including advertising or other promotion.
10. Chalking must adhere to WSU Policy 11.10 and the Student Code of Conduct. Chalking cannot contain any obscene, derogatory or defamatory words or images, threaten physical harm or include messages that otherwise are not entitled to the protection of free expression.
11. All other chalking is subject to immediate removal and the individuals or groups responsible may be charged the cost of cleanup.
12. Overwriting, erasing, defacing, altering or removing the chalking of another organization is prohibited except by University personnel.
13. The University may remove, without notice, any chalked messages that do not comply with University policies and regulations.

14. Student organizations which violate these chalking guidelines will be referred to Student Conduct and Community Standards.

Policy 21: Yard Sign Guidelines

Recognized student organizations and campus departments are permitted to post yard signs on the property of the University in order to publicize an event they are sponsoring, a component of the event to promote student participation or to market the sponsoring group or organization. “Yard Sign” refers to a temporary sign placed in the ground in an outdoor space. For posting yard signs, the following guidelines have been established:

1. Recognized student organizations and campus departments MUST obtain approval from Student Involvement prior to posting yard signs.
2. Sign panels may be no larger than 24 inches by 24 inches, must be placed in metal “H” stands, and may contain content on both sides.
3. All wording on signs must be written in and/or have a translation in the English language.
4. All yard signs MUST clearly identify the sponsoring organization’s name.
5. Signs may not be placed within five feet of trees, flower beds, fire hydrants or impede the flow of traffic.
6. All signs must be placed at least five (5) feet apart and at least three (3) feet from the edge of sidewalks.
7. Yard signs are only allowed on the main campus (including the Hughes Metropolitan Complex).
8. Up to ten (10) signs are permitted per event, per organization.
9. Reservations to use signs must be made one month in advance of anticipated placement. Signs may be left in place for a two (2) week period and must be removed by the end of the reservation date.
10. If weather conditions destroy or damage a sign, the sponsoring organization must remove it.
11. Yard signs may not be used for commercial purposes by non-university groups, including advertising or other promotion.
12. Signs must adhere to WSU Policy 11.10 and the Student Code of Conduct. Signs may not contain any obscene, derogatory or defamatory words or images, threaten physical harm or include messages that otherwise are not entitled to the protection of free expression.
13. The University may remove, without notice, any signs that do not comply with University policies and regulations.
14. Signs placed in compliance with these guidelines cannot be removed or relocated without prior permission from the sponsoring organization unless done so by University personnel.
15. Student organizations which violate these yard sign guidelines will be referred to Student Conduct and Community Standards.

Policy 22: Compensatory Time Accrual Guidelines

PURPOSE

These guidelines will serve both classified and unclassified Student Involvement staff regarding procedures they should follow for timekeeping and leave-related matters.

TIMEKEEPING

All employees, regardless of exempt (salaried) or non-exempt (hourly) status, are expected to complete and submit actual timesheets (Exception Reporting and WSU In-Out Positive Time Reporting) to their supervisor for approval and signature, then to the designated timekeeping data entry staff member by the prescribed bi-weekly deadline. An Exception Reporting form should be signed and submitted even when leave is not used

during that pay period. It is expected that employees will be truthful and forthcoming concerning time worked on their timesheet. It is the responsibility of the employee to ensure that time reporting is accurate and that leave time is used appropriately. All Exception Reporting forms submitted with leave should include in the Comments section the following statement: “Timekeeper has my permission to adjust my time.”

STUDENT INVOLEMENT GUIDELINES FOR EXEMPT (SALARIED) EMPLOYEES

Exempt (salaried) employees cannot use fewer than four hours of any type of leave at any given time. Exempt employees should receive approval from their supervisor for all leave requests.

STUDENT INVOLVEMENT GUIDELINES FOR NON-EXEMPT (HOURLY) EMPLOYEES

For unclassified staff, Section 6.06 of the WSU Procedures and Policies Manual applies. For classified staff, Section 7.09 of the WSU Policies and Procedures Manual applies. In summary, hourly (full-time nonexempt classified and nonexempt unclassified) staff are expected to work 40 hours per week and adhere to these practices. Regular work hours are 8 a.m.-5 p.m., Monday-Friday.

- Employees are expected to record their time worked honestly and accurately. Employees must track their time in 15 minute intervals. Please refer to the WSU Positive In-Out Time Reporting sheet for guidelines on recording time in and time out.
- Any time worked beyond 40 hours per week should be accounted for on the employee’s timesheet as compensatory time.
- Extra time beyond 40 hours per week (e.g., compensatory time) is credited at 1.5 hours for each extra hour worked.
- For an employee to earn compensatory time, the employee must physically work at least 40 hours in that week. In other words, any sick, vacation or other non-working hours incurred in the same week will not count towards working 40 hours for a given week.
- If an employee physically works less than 40 hours in a week, hours will be accrued on a straight time basis.
- For each eight hour day worked, employees can take a 30 minute to 1.5 hour lunch. Exceptions to the length of lunch can be made when lunch time is used for Extra time hours (E-hours). Lunches should be taken between 11a.m.-2 p.m. Employees should work with their supervisor and front office staff to schedule this time accordingly so that the office can be adequately covered by personnel during normal business hours.
- For classified staff, a maximum of 120 hours of accrued compensatory time can be carried forward for a period not to exceed twelve months (see Section 7.09 of WSU Policies and Procedures Manual). For unclassified staff, a maximum of 120 hours of accrued compensatory time can be carried forward for a period not to exceed twelve months (see Section 6.08 of WSU Policies and Procedures Manual).
- Any hours worked beyond 40 hours per week must be approved in advance in writing by their supervisor. In other words, employees cannot simply plan to work more than 40 hours to earn compensatory time at their own discretion, without any prior authorization from their supervisor.
- Their supervisor reserves the right to adjust work schedules and possibly enforce mandated leave in order to ensure utilization of compensatory time.
- Running errands, responding to text messages, social media and email outside of established work hours is not acceptable. Exceptions are in emergency situations. If an emergency situation occurs, their supervisor should be notified.

- Employees are expected to report in to the office at the start of their work day. An exception to this is if the employee is out of town on work sponsored travel.
- Staff should keep in mind the following:
 - E-hours are to be utilized to meet the needs of the employee's position, the department and the constituents they serve.
 - E-hours should be utilized during the same week they are earned, when possible. For example, if employee X works an E-hour on Monday, they should work with their supervisor to find a time in their schedule in the same week to work one hour fewer. Adjustments are to be made in the following order: day of, days preceding E-hour day and days after E-hour day, but within the same work week.
 - When adjustments to the regular work schedule are needed, employees should keep in mind what schedule best meets the needs of the students, staff, department and other entities they are serving.
 - Travel which occurs during regular work hours is considered compensable work time. An exception is traveling to and from an airport terminal or train station, which is not considered hours worked. Time spent waiting at a terminal until arrival at the destination is considered hours worked. Travel while a passenger in a vehicle is not considered work time, but if driving the vehicle, it is considered work time.
 - Travel outside the Wichita metro area for work must be approved in writing by their supervisor at least a month in advance. An itinerary of the conference/retreat/etc. must be submitted and reviewed with their supervisor at least two weeks in advance of the trip.
 - Conducting official business over a meal-time is considered to be work time. Meals for social occasions and during retreats/conferences/traveling/etc. are not considered work time unless the meal has a featured speaker.
 - During retreats and conferences, time spent in educational programs is considered work time. Time spent in social endeavors and non-educational components are not considered to be work time.
 - Conducting business or volunteering outside the scope of the employee's job responsibilities or responsibilities of the department is not considered work time. Exceptions can be made with the approval of their supervisor.
 - The nature of unclassified positions is that some of the required work cannot be done during a typical 8 a.m. to 5 p.m. workday. What is critical to note is that full-time employees are expected to work 40 hours per week, be on time for work and work the schedule they have outlined in their proposed work schedule.
- These guidelines are in no way meant to be exhaustive and may be modified or added to at any time.