

DISTRICT 6
INSTITUTE OF TRANSPORTATION ENGINEERS
STUDENT AND FACULTY INITIATIVES
COMMITTEE (SFIC)
ACTION PLAN EVALUATION

The intent of the Student and Faculty Initiatives Committee (SFIC) Action Plan is fourfold:

- (1) to direct the strategic development of a comprehensive and effective Student and Faculty Initiatives Program (SFIP) by defining a long-term vision, mission and goals*
- (2) to outline potential supporting services and activities that facilitate the attainment of the long-term goals*
- (3) to define metrics that measure and document the performance of the various services and activities and*
- (4) to describe the financial structure, policies and practices that ensure continued, expanded and long-term support of successful activities and services.*

Dr. Jodi L. Carson, Chair

Ms. Alyssa Reynolds, Vice Chair for Student Initiatives

Dr. Peter Clark, Vice Chair for Faculty Initiatives

Mr. Patrick Gibson, Vice Chair for Professional Interaction

OCTOBER 2003

EVALUATION

Since its inception in February 2002, the Student and Faculty Initiatives Committee (SFIC), in cooperation with several active and committed members of the District 6 Board have concentrated efforts on achieving the following four of the five long-term goals defined in the SFIC Action Plan (see attached):

- strengthen and replenish the nation's pool of transportation professionals through increased student and faculty involvement in ITE
- foster student and faculty involvement by defining and publicizing appropriate ITE roles, responsibilities and opportunities
- provide adequate and equitable recognition of student and faculty contributions to ITE and the profession and
- institute long-term financial mechanisms for student and faculty services and activities.

With respect to the first goal pertaining to increased student and faculty involvement, ITE's District 6 has seen a marked increase in the number of student members in ITE and in the number of student members in attendance at District 6 Annual Meetings (see Exhibit A). Specifically, student membership has increased from 209 to 523 students between 1999 and 2003. Similarly, student meeting attendance has increased from 13 at the 2000 District 6 Annual Meeting in San Diego, California to 49 at the 2002 District 6 Annual Meeting in Palm Desert, California. Student membership increases are largely attributable to International ITE's Student Voucher Program; student meeting attendance can be more directly attributed to the initiatives put forth in this action plan (i.e., fee waivers, publicity, travel stipends, etc.). Though the numbers of students in attendance at District 6 Annual Meetings is on the rise, the number of participating institutions represented is staying relatively constant with less than 20 percent of the registered institutions having either faculty or students in attendance.

Though more difficult to discern from the general membership and meeting registration information, faculty involvement has not seen the same kind of increase. Financial incentives (i.e., \$150 dues voucher, fee waivers) were thought to be a viable motivator for this subset of ITE membership. This has proven to not be the case. Instead, it is recommended that future efforts to involve faculty focus on providing specialized activities (i.e. teaching workshops) as part of the annual meetings that more directly align with and support their primary teaching and research responsibilities.

In an effort to foster student and faculty involvement by defining and publicizing appropriate ITE roles, responsibilities and opportunities, a *Student Chapter Best Practices* manual (<http://www.westernite.org/students/BestPractices-StudentChapter.pdf>) was published in 2003. This document is a compilation of the most successful ideas and activities related to Chapter organization, promotion, technical activities, public service, social events, professional involvement and fundraising from ITE Student Chapters across the nation. This document is intended to: (1) guide the development of a new Chapter, (2) increase the overall activity level of an existing Chapter or (3) strengthen a specific area of an active Chapter that has historically been weak. Though the impact of this document on increased involvement levels is yet to be determined, anecdotally, it has been very well received and useful not only to students but also to practitioners and faculty looking for ways to assist and revitalize student chapter activities.

To ensure adequate and equitable recognition of student and faculty contributions to ITE and the profession, monetary award amounts for existing awards were adjusted, awards structures and requirements were redesigned in some cases and several new awards were introduced within District 6 (see Exhibit A). This increased focus on adequate and equitable recognition has resulted in an increase in the number of Student Chapter Activities Award submittals from 8 in 2000 to 13 in 2003. While this increase in activity is promising, this still represents less than half of the registered institutions within District 6.

Student Paper Award submittals increased to 7 in 2003. This increase in participation is likely attributable to the increased publicity of the competition and direct communication and encouragement between the District 6 Career Guidance Chair and the students in District 6. Despite this increase, the number of participating institutions is again low.

The redesign of the James H. Kell Competition from an off-site public service project performed at any time throughout the year to an on-site hands-on competition held during the Annual Meeting has met with tremendous success. Prior to its redesign, the James H. Kell Award had no applicants for two consecutive years. Following its redesign in 2002 and 2003, 24 and 36 students, respectively, participated in multi-institution teams during a Sunday afternoon, confirming its success in more actively involving students during the Annual Meeting.

Two new awards have been introduced in District 6: (1) an Outstanding Educator Award was presented in 2002 and 2003 and (2) an Outstanding Student Award was introduced in 2003 to recognize extraordinary contributions by faculty members or individual students separate

from the Student Chapter Activities Award. The number of nominations received for these newly introduced awards is surprisingly consistent with the level of activity exhibited in other areas of measure indicating a core of active and involved institutions (see Exhibit A).

In pursuit of the last goal, which relates to an increased focus on financial support for student travel, the success again is reflected through District 6 Annual Meeting Attendance. However, the true impact of student travel opportunities is best demonstrated anecdotally. Montana State University has directed funds made available through a USDOT University Transportation Center (UTC) grant to support student travel for each of the last five years and has ensured Annual Meeting attendance for each of its student Chapter officers as well as other students. These efforts to recruit students to the profession and to ITE resulted in six generations of past ITE student chapter officers in attendance at the most recent ITE Annual Meeting in Seattle, Washington demonstrating continued participation in the organization. Further, two of the most recent past ITE student chapter officers immediately went on to assume leadership positions at the state levels and committee involvement at the District level demonstrating a vested interest in continued participation and contribution.

Exhibit A. SFIC Goals, Initiatives and Companion Performance Metrics

		2003	2002	2001	2000	1999
		Seattle, WA/ Joint with Int'l	Palm Desert, CA	Albuquerque, NM	San Diego, CA	Las Vegas, NV/ Joint with Int'l
<i>1. Strengthen and replenish the nation's pool of transportation professionals through increased student and faculty involvement in ITE.</i>						
<ul style="list-style-type: none"> provide \$150 annual membership dues vouchers for <u>active</u> (denoted by Student Chapter Annual Report submittals) faculty advisors 	<ul style="list-style-type: none"> number of District 6 members in ITE <ul style="list-style-type: none"> students faculty student and faculty institutions 	532 68 **	551 ** **	412 ** **	293 ** **	209 ** **
<ul style="list-style-type: none"> waive full registration District 6 annual meeting fees for <ul style="list-style-type: none"> students faculty advisors actively publicize activities in meeting programs, <i>WesternITE</i>, <i>What's Up ITE?</i>, etc. 	<ul style="list-style-type: none"> number of registrants at District 6 annual meetings <ul style="list-style-type: none"> students faculty student and faculty institutions 	** ** 6	49 4 **	16 2 **	13 7 7	** ** **
<i>3. Foster student and faculty involvement by defining and publicizing appropriate ITE roles, responsibilities and opportunities.</i>						
<ul style="list-style-type: none"> develop a model "best practices" document for <ul style="list-style-type: none"> student chapter activities faculty advisor roles and responsibilities student chapter liaison roles and responsibilities 	<ul style="list-style-type: none"> level of activity reported in the student chapter annual reports 	--Completed in 2003 --				

** Values Pending

Exhibit A. SFIC Goals, Initiatives and Companion Performance Metrics (Continued)

		2003	2002	2001	2000	1999
		Seattle, WA/ Joint with Int'l	Palm Desert, CA	Albuquerque, NM	San Diego, CA	Las Vegas, NV/ Joint with Int'l
4. Provide adequate and equitable recognition of student and faculty contributions to the ITE and the profession.						
<ul style="list-style-type: none"> revise the James Kell Award to resemble an on-site, real-to-life competition conducted at the District 6 annual meeting increase Student Chapter Award compensation by providing up to \$1000 for travel clarify award process and dates adequately notify award recipients to allow for District 6 annual meeting travel arrangements 	<ul style="list-style-type: none"> STUDENT CHAPTER AWARD: number of student <ul style="list-style-type: none"> submittals award recipients in attendance STUDENT PAPER AWARD: number of student <ul style="list-style-type: none"> submittals award recipients in attendance JAMES H. KELL COMPETITION: number of student <ul style="list-style-type: none"> participants OUTSTANDING STUDENT AWARD: number of student <ul style="list-style-type: none"> nominations award recipients in attendance 	13 11	12 7	6 1	8 4	NA 7
<ul style="list-style-type: none"> create a District 6 Outstanding Educator Award recognized with a plaque 	<ul style="list-style-type: none"> number of faculty <ul style="list-style-type: none"> nominations award recipients in attendance at the District 6 annual meeting 	3 1	7 1	N/A N/A	N/A N/A	N/A N/A

Exhibit A. SFIC Goals, Initiatives and Companion Performance Metrics (Continued)

		2003	2002	2001	2000	1999
		Seattle, WA/ Joint with Int'l	Palm Desert, CA	Albuquerque, NM	San Diego, CA	Las Vegas, NV/ Joint with Int'l
<i>5. Institute long-term financial mechanisms for student and faculty services and activities.</i>						
<ul style="list-style-type: none"> relax scholarship guidelines to allow for broader support of activities such as travel 	<ul style="list-style-type: none"> number of registrants at District 6 annual meetings <ul style="list-style-type: none"> – students – student and faculty institutions 	** 6	49 **	16 **	13 7	** **
<ul style="list-style-type: none"> publicize and formally define student chapter fundraising opportunities (likely as part of the “best practices” document supporting goal 3) 	<ul style="list-style-type: none"> number of student chapters <ul style="list-style-type: none"> – manning booths at District 6 annual meetings – with formal fundraising programs 	2 3	1 2	1 1	1 NA	1 NA

**Values Pending

STRATEGIC DIRECTION

The last decade has seen tremendous growth and opportunities in the transportation industry. Academic institutions have struggled to keep pace with the demand for new transportation professionals. Recognizing this dilemma, the Institute of Transportation Engineers (ITE) has introduced several initiatives at the international level to encourage students to the profession including:

- membership dues reductions
- scholarships and fellowships
- award recognition
- financial subsidies for meeting registration, meals, etc.
- student-only sponsored events and more.

While these initiatives have made tremendous strides in recruiting students to the transportation profession, there is much more that can be done.

The formation of the Student and Faculty Initiatives Committee (SFIC) within District 6 provides a unique opportunity to develop a comprehensive and long-term program of initiatives. The SFIC will focus on three primary areas:

1. student initiatives,
2. faculty initiatives with an emphasis on student chapter faculty advisors and
3. professional interaction with academia.

VISION

The vision of the District 6 Student and Faculty Initiatives Committee (SFIC) is to lead the nation in student recruitment to and faculty involvement in ITE and subsequently the transportation profession through an effective and comprehensive program of student and faculty initiatives and professional interaction.

MISSION

The mission of the District 6 Student and Faculty Initiatives Committee (SFIC) is to form a cooperative alliance of students, faculty and practitioners interested in

actively pursuing initiatives that will lead to greater student and faculty involvement in ITE and the profession.

GOALS

The long-term goals of the Student and Faculty Initiatives Committee (SFIC) are to:

- strengthen and replenish the nation's pool of transportation professionals through increased student and faculty involvement in ITE
- encourage increased communication and networking among ITE students, faculty and practitioners
- foster student and faculty involvement by defining and publicizing appropriate ITE roles, responsibilities and opportunities
- provide adequate and equitable recognition of student and faculty contributions to ITE and the profession and
- institute long-term financial mechanisms for student and faculty services and activities.

In support of each of these long-term goals, the SFIC will implement performance monitoring methods to: (1) gauge the success of the various services and activities offered and (2) allow continual responsiveness to changing student and faculty needs over time.

A proven-effective, comprehensive set of initiatives that successfully encourages student and faculty involvement in ITE and the profession can serve as a model program for other ITE Districts, Chapters, Sections or International.

DEVELOPMENT APPROACH

The evolution of student and faculty initiatives to align with the aforementioned vision, mission and goals will follow three phases:

1. Primary efforts will focus on initiating and increasing the participation of students and faculty in ITE.
2. Secondary efforts will seek to improve the depth and breadth of services offered to student and faculty members of ITE.
3. Tertiary efforts will look to encourage long-term student and faculty retainment and pursuit of leadership roles in ITE.

SUPPORTING ACTIVITIES AND PERFORMANCE METRICS

For each of the respective long-term goals defined by the Student and Faculty Initiatives Committee (SFIC), supporting services or activities leading to the attainment of these goals and corresponding performance metrics are listed.

These lists are neither comprehensive nor in rank order. It is the intent of the SFIC to be continually open to ideas and suggestions. Further, it is the intent of the SFIC to monitor the success of various activities without introducing a burdensome bookkeeping process. As such, many of the performance metrics defined in this section rely on data already collected as part of the membership, annual meeting or student chapter reporting processes. The success of newly introduced web-based services or activities can be electronically gauged by monitoring the number of visitors to the site or the level of electronic exchange. When necessary, qualitative information will be gathered from students and faculty to further gauge success or to direct future activities or services.

Note that some of the recommended activities: (1) support more than one of the long-term goals, (2) have already received the necessary approval to proceed from the District 6 Board (when required; many of the suggested actions contained herein do not need formal District 6 Board approval to initiate) or (3) are currently being undertaken by International ITE's Education Council. Activities that have already been approved by the District 6 Board are denoted with a (1) and activities currently being pursued by International ITE's Education Council are denoted with a (2).

STUDENT AND FACULTY INVOLVEMENT

Efforts focused on student and faculty involvement in ITE and the profession will initially focus on increasing overall student and faculty: (1) ITE membership, (2) ITE meeting attendance, (3) ITE committee participation (faculty only) and (4) technical presentations and publications in ITE forums. It is anticipated that the latter area of focus – technical presentations and publications in ITE forums – will be a lower priority because of extenuating factors related to the faculty

tenure process and competing avenues for technical presentation and publication (i.e., *Transportation Research Record*, *Journal of Transportation Science*, etc.). Related performance metrics seek to document not only increasing numbers of student and faculty participants, but also an increasing number of student and faculty institutions that are represented.

<p>1. <i>Strengthen and replenish the nation's pool of transportation professionals through increased student and faculty involvement in ITE.</i></p>	
<ul style="list-style-type: none"> • provide \$150 annual membership dues vouchers for <u>active</u> (denoted by Student Chapter Annual Report submittals) faculty advisors¹ • establish a new District 6 dues classification for active faculty advisors which is \$0 	<ul style="list-style-type: none"> • number of District 6 members in ITE <ul style="list-style-type: none"> – students – faculty – student and faculty institutions
<ul style="list-style-type: none"> • waive full registration District 6 annual meeting fees for <ul style="list-style-type: none"> – students¹ – faculty advisors¹ • offer specialized activities as part of the District 6 annual meeting for <ul style="list-style-type: none"> – students such as employment fairs, student night, etc. – faculty such as teaching workshops, etc. 	<ul style="list-style-type: none"> • number of registrants at District 6 annual meetings <ul style="list-style-type: none"> – students – faculty – student and faculty institutions
<ul style="list-style-type: none"> • actively publicize activities in meeting programs, <i>WesternITE</i>, <i>What's Up ITE?</i>, etc. 	
<ul style="list-style-type: none"> • actively invite faculty to participate in ITE committees 	<ul style="list-style-type: none"> • number of District 6 faculty participating on ITE committees
<ul style="list-style-type: none"> • actively invite students and faculty to make technical presentations at ITE meetings and publish in ITE conference compendiums and in the <i>ITE Journal</i>. 	<ul style="list-style-type: none"> • number of technical presentations and publications by District 6 <ul style="list-style-type: none"> – students – faculty – student and faculty institutions
<p>¹ Activity has already been approved by the District 6 Board ² Activity is currently being pursued by International ITE's Education Council</p>	

STUDENT AND FACULTY COMMUNICATION AND NETWORKING

Building upon previous efforts to encourage greater student and faculty involvement in ITE and the profession, a complementary goal is to provide adequate opportunities for communication and exchange among those involved. Efforts to encourage increased communication and networking among students, faculty and practitioners focus initially on: (1) increased use of existing publications such as *WesternITE* for bi-directional communication with faculty and students, (2) electronic information exchange with and among students and faculty, (3) on-site networking forums at the District 6 annual meeting and (4) career guidance for students through temporary job-placement (internships), mentoring and joint student/practitioner activities. Many of these activities require close cooperation with District 6's Career Guidance Chair.

2. <i>Encourage increased communication and networking among students, faculty and practitioners.</i>	
<ul style="list-style-type: none"> • distribute <i>WesternITE</i> electronically to student members 	<ul style="list-style-type: none"> • <i>WesternITE</i> distribution
<ul style="list-style-type: none"> • actively solicit <i>WesternITE</i> contributions <ul style="list-style-type: none"> – students – faculty 	<ul style="list-style-type: none"> • number of <i>WesternITE</i> submittals <ul style="list-style-type: none"> – students – faculty – student and faculty institutions
<ul style="list-style-type: none"> • create member list serves <ul style="list-style-type: none"> – students² – faculty 	<ul style="list-style-type: none"> • level of electronic exchange with and among <ul style="list-style-type: none"> – students – faculty
<ul style="list-style-type: none"> • offer specialized activities as part of the District 6 annual meeting for <ul style="list-style-type: none"> – students such as employment fairs, student night, etc. – faculty such as teaching workshops, etc. 	<ul style="list-style-type: none"> • number of registrants at District 6 annual meetings <ul style="list-style-type: none"> – students – faculty – student and faculty institutions
<ul style="list-style-type: none"> • web post internship opportunities in addition to full-time employment opportunities 	<ul style="list-style-type: none"> • number of <ul style="list-style-type: none"> – employer internship postings – student “visitors” to the web site – internship placements

2. Encourage increased communication and networking among students, faculty and practitioners. (Continued)	
<ul style="list-style-type: none"> • create a mentorship program 	<ul style="list-style-type: none"> • mentorship program participants <ul style="list-style-type: none"> – students – practitioners
<ul style="list-style-type: none"> • create a student chapter liaison to more actively involve the profession in academia 	<ul style="list-style-type: none"> • number of student/professional joint activities • level of involvement from profession in activities
<p>¹ Activity has already been approved by the District 6 Board</p> <p>² Activity is currently being pursued by International ITE's Education Council</p>	

STUDENT AND FACULTY ROLES, RESPONSIBILITIES AND OPPORTUNITIES

To support the exchange of ideas among District 6 student chapters and to better guide faculty advisors and liaison practitioners in their respective roles, three separate model documents are proposed for development. The student chapter “best practices” document is intended to supplement rather than replace the existing ITE Student Chapter Manual.

3. Foster student and faculty involvement by defining and publicizing appropriate ITE roles, responsibilities and opportunities.	
<ul style="list-style-type: none"> • develop a model “best practices” document for <ul style="list-style-type: none"> – student chapter activities – faculty advisor roles and responsibilities – student chapter liaison roles and responsibilities 	<ul style="list-style-type: none"> • level of activity reported in the student chapter annual reports
<p>¹ Activity has already been approved by the District 6 Board</p> <p>² Activity is currently being pursued by International ITE's Education Council</p>	

RECOGNITION FOR STUDENT AND FACULTY CONTRIBUTIONS

As with any effort, recognition for a “job well done” is a powerful motivator for continued service and contribution. Three opportunities currently exist within District 6 to recognize student contribution to ITE and the profession: (1) the Student Paper Award, (2) the Student Chapter Award and (3) the James Kell Award. Initial focus will be on making these existing

student-based awards (1) appealing and (2) commensurate with the level of effort and involvement. For example, the James Kell Award, originally intended to recognize outstanding public service activities performed by a student(s), has not been awarded for the past several years due to a lack of interest and applicants. As a second example, the Student Paper Award, which represents the work of a single individual and is typically conducted as part of a formal funded research effort or for course credit, offers a \$500 cash prize and \$500 in travel while the Student Chapter Award, which represents the volunteer efforts of numerous individuals over the course of a year offers a \$300 cash prize and no travel expense coverage. Presently, no opportunity exists to recognize educational-related faculty contributions within District 6.

<p>4. Provide adequate and equitable recognition of student and faculty contributions to the ITE and the profession.</p>	
<ul style="list-style-type: none"> • revise the James Kell Award to resemble an on-site, real-to-life competition conducted at the District 6 annual meeting¹ • increase Student Chapter Award compensation by providing up to \$1000 for travel¹ • clarify award process and dates² • adequately notify award recipients to allow for District 6 annual meeting travel arrangements 	<ul style="list-style-type: none"> • number of student <ul style="list-style-type: none"> – participants/submittals per award – award recipients in attendance at the District 6 annual meeting
<ul style="list-style-type: none"> • create a District 6 Outstanding Educator Award recognized with a plaque¹ 	<ul style="list-style-type: none"> • number of faculty <ul style="list-style-type: none"> – nominations – award recipients in attendance at the District 6 annual meeting
<p>¹ Activity has already been approved by the District 6 Board</p> <p>² Activity is currently being pursued by International ITE's Education Council</p>	

SUPPORTING FINANCIAL MECHANISMS

While increased student and faculty involvement in ITE and the profession is desirable, activities and services that financially burden District 6 or its membership are not. Therefore, a primary focus of the SFIC will be to develop accompanying long-term financial mechanisms that support the ongoing offering of successful services and activities. Efforts will initially focus on: (1) existing District 6 funds that are currently underutilized by students and faculty, (2) modifications to existing funds that may make them more appealing (i.e., relax scholarship guidelines to allow travel), (3) modifications to the District 6 annual meeting Local Arrangements Committee (LAC) Handbook to accommodate student and faculty meeting attendance incentives and activities, (4) student chapter fundraising to encourage a

degree of self-sufficiency and lastly (5) new sources of funding to support student chapter activities.

5. Institute long-term financial mechanisms for student and faculty services and activities.	
<ul style="list-style-type: none"> promote available funds through <i>WesternITE</i>, <i>What's Up ITE?</i> 	<ul style="list-style-type: none"> number of students taking advantage of existing funds
<ul style="list-style-type: none"> relax scholarship guidelines to allow for broader support of activities such as travel¹ 	<ul style="list-style-type: none"> number of registrants at District 6 annual meetings <ul style="list-style-type: none"> students student and faculty institutions
<ul style="list-style-type: none"> revise the LAC Handbook to accommodate District 6 annual meeting <ul style="list-style-type: none"> waived student and faculty advisor full registration¹ booth space for student chapter fundraising activities 	<ul style="list-style-type: none"> District 6 annual meeting "break even" success
<ul style="list-style-type: none"> publicize and formally define student chapter fundraising opportunities (likely as part of the "best practices" document supporting goal 3) 	<ul style="list-style-type: none"> number of student chapters <ul style="list-style-type: none"> manning booths at District 6 annual meetings with formal fundraising programs
<ul style="list-style-type: none"> develop student chapter project grants 	<ul style="list-style-type: none"> number of grant projects initiated
<p>¹ Activity has already been approved by the District 6 Board</p> <p>² Activity is currently being pursued by International ITE's Education Council</p>	

FINANCIAL SUPPORT

Many of the activities and services put forth in this document bring with them an accompanying financial impact to District 6 and its membership. The intent of the SFIC is to: (1) focus financial resources on the most successful services and activities as indicated through the performance metrics, (2) plan for these financial needs hence minimizing their impact and (3) defray these financial needs over the long-term to alternate funding sources.

ACTIVITIES AND SERVICES	ANTICIPATED COMMITMENT	FUNDING SOURCE
MEMBERSHIP		
<ul style="list-style-type: none"> provide \$150 annual membership dues vouchers for <u>active</u> (denoted by Student Chapter Annual Report submittals) faculty advisors¹ establish a new District 6 dues classification for active faculty 	<ul style="list-style-type: none"> in 2001, 6 student chapter reports were submitted (6@\$150 = \$900); currently 28 student chapters exist within District 6 (28@\$150 = \$4200) 	<ul style="list-style-type: none"> initially, District 6 funds will support this activity; if successful, all or a portion of the cost may be defrayed to International as a new faculty advisor incentive

advisors which is \$0		
ANNUAL MEETING		
<ul style="list-style-type: none"> • waive full registration District 6 annual meeting fees for <ul style="list-style-type: none"> – students¹ – faculty advisors¹ • offer specialized activities as part of the District 6 annual meeting for <ul style="list-style-type: none"> – students such as employment fairs, student night, etc. – faculty such as teaching workshops, etc. • provide booth space for student chapter fundraising activities 	<ul style="list-style-type: none"> • in 2001, 16 students and ~ 2 faculty advisors attended the annual meeting in Albuquerque • additional costs would include room and audio visual fees, food and beverage costs and speaker/ trainer costs • in 2001, only 1 student chapter requested space, recommend utilizing non-exhibit space or undersold exhibit space 	<ul style="list-style-type: none"> • the LAC Handbook will be modified to distribute these costs among attendees or incorporate them as part of the facility negotiations • a separate and additional registration fee can be charged for workshop or training events

ACTIVITIES AND SERVICES	ANTICIPATED COMMITMENT	FUNDING SOURCE
AWARDS		
<ul style="list-style-type: none"> • revise the James Kell Award to resemble an on-site, real-to-life competition conducted at the District 6 annual meeting¹ • increase Student Chapter Award compensation to \$300 and up to \$1000 for travel¹ • create a District 6 Outstanding Educator Award¹ 	<ul style="list-style-type: none"> • one award per year, increased to \$1000 • one award per year, increased from a maximum of \$300 to a maximum of \$1300 to accommodate student travel • one award per year, plaque award 	<ul style="list-style-type: none"> • District 6 funds
COMMUNICATIONS		
<ul style="list-style-type: none"> • distribute <i>WesternITE</i> electronically to student members • actively solicit <i>WesternITE</i> contributions <ul style="list-style-type: none"> – students – faculty • create member list serves <ul style="list-style-type: none"> – students² – faculty • web post internship opportunities in addition to full-time employment opportunities 	<ul style="list-style-type: none"> • nominal costs may result if student and faculty <i>WesternITE</i> contributions extend the current length of the newsletter or if desired web services require additional fees 	<ul style="list-style-type: none"> • District 6 funds
NEW ACTIVITIES		
<ul style="list-style-type: none"> • develop student chapter project grants 	<ul style="list-style-type: none"> • grants of \$5,000 to \$10,000 can be provided for data collection efforts that support ITE and the profession 	<ul style="list-style-type: none"> • new District 6 funds are required to support this effort, an increase in membership dues has been suggested as one alternative
<p>¹ Activity has already been approved by the District 6 Board ² Activity is currently being pursued by International ITE's Education Council</p>		