93rd Engineering Open House

"Expand your Possibilities"

K · STATE
ENGINEERING

April 10th & 11th, 2015

www.engg.k-state.edu/steelring

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Open House Reference Guide

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Disclaimer: Steel Ring has full rights to make changes to this Rules Book at any time. All departments will be notified if any changes are necessary.

II. Suggestions for a Successful Open House

Displays

- Displays should inform the public and be interactive, both verbally and physically.
- Be interesting to the public and easy to understand.
- Have simple, readable, eye-catching titles.
- Be well organized and have an outline of the contents.
    - Do not have a bunch of signs for visitors to read that are not explained.
    - Explain everything that is within your display.
- Have visual aids such as pictures, models, slides, brochures, flow charts, graphs, samples, computer graphics, and colorful items.
- Relate to the theme.
- Be clean, neat, and have a professional appearance.
- Be well lit.
- Flow together and disguise normal classroom atmosphere.
- If a video is used, do not try to speak over it. Don't make it too long.
- Signs should be at eye level.

Presentations

- The presentation should briefly explain the entire display.
- Don't get overly technical.
- Speakers should be energetic and enthusiastic.
- Don't let people just wander by – talk to them, but don't be too pushy.
- Be polite and courteous to everyone.
- Allow the judges to approach you. Don't be aggressive.
- Dress professionally.
- Be knowledgeable enough to answer questions about the subject you present.
- Try to rotate speakers. This will keep the people at the displays more alert.
- Everyone in your department who is helping out with Open House should wear a name tag.
- Keep presentations short. 2-3 minutes is the designated time limit.

Department Competitions

- If your department intends to host departmental competitions, let Steel Ring know as soon as possible.
- Steel Ring will help to advertise and promote your departmental competition.

III. General Guidelines

- Each department should select one (1) display to be judged by Steel Ring for the individual display awards (Limited, Open Class, Freshman/Sophomore, Curriculum, Graduate).

- Up to two (2) Technical Displays per department may be submitted for judging by the team of judges.

- Steel Ring will provide signs to indicate judged displays. These signs must be displayed in a prominent location to facilitate judging.

- Displays previously shown at K-State Engineering Open House will NOT be judged unless they have been updated and subsequently approved by Steel Ring. Display and skits incorporating material used in previous years (i.e. display boards, mounted displays, etc) must inform Steel Ring, in writing, of what has been used previously.

- No packaged commercial systems or professional displays will be allowed as judged displays. Products donated by industry partners may not be a majority of the display. Students must create their displays and apply those products and systems to their project, demonstrating the benefit to society.

- Individual Display and Outstanding Department Award judging will be performed by Steel Ring members from a different department. Judges may review display areas more than once. Each judge will act alone in his or her vote. Open House hours are from 1:30 P.M. to 5:00 P.M. on Friday and 9:00 A.M. to 3:00 P.M. on Saturday. Judging will take place during these times.

- All scores for the individual awards will be based on the guidelines shown on the judging score sheets, which can be found in this Rules Book.

- In the event that these criteria fail to break a tie, Steel Ring judges will vote on the best display or department**.**

IV. Meetings & Reports

- Heading for reports must include: report name, department, departmental chair(s), and date.

- All reports must be submitted by 11:59 P.M. on the date specified. All reports should be emailed to sring@ksu.edu.

1st Fall Meeting **3 November 2014**

All department chairs will meet with Steel Ring Members to discuss project proposals, room layouts, room requests, and departmental reports.

Project Proposal Information **Due: 8 December 2014**

Provide a list of all planned displays for your department, the heads of those displays, and possible topics for those displays. Also, be sure to provide contact information for your departmental Open House chairperson(s).

Room Request Information & Layout **Due: 8 December 2014**

Include a map or a list of room numbers in which your department will have displays. Indicate which rooms are on the main route and which are on side routes; judged displays must be on the main route. The entrance to the main route is a judged item.
NOTE: Make sure paths are large enough for wheelchairs. Three feet of clearance is required.

Departmental Reports **Due: 8 December 2014**

Compile a list of achievements that the department has achieved throughout the past year. Use this to write a short paragraph, under 200 words, about the department's achievements. Include a briefing on the activities or competitions your department will be hosting during Open House. This will be used in the brochure to highlight the departments. Also include a picture. This picture should NOT be a group picture, but rather something that represents the department, such as a few students at a competition. ***Get approval from your department before submitting.**

1st Spring Meeting **2 February 2015**

All department chairs will meet with Steel Ring Members to discuss progress and any changes in room layouts. Please bring a s ketch/diagram that will illustrate how the displays for the department will be set up for Open House. Include arrows that show the flow of the public.

Progress Report **9 February 2015**

Provide a brief summary of your department's progress since the last meeting. Include any questions you have for Steel Ring.

Department Theme Ideas **Due: 9 February 2015**

Provide a short description of the department themes you are considering. This theme should be represented throughout your displays. You will be judged on the execution of your theme.

Children's Display Ideas **Due: 9 February 2015**

Provide a short description of your department's possible children displays. Points are awarded for an interactive children's display.

Individual Meetings **March 2015**

Department chairs will meet with Steel Ring Members to ask any additional questions. Display heads may attend this meeting with department chairs if they would like. **Preliminary Financial Report, Technical Abstract Draft, and Open Class Abstract Draft are due at this meeting.**

Preliminary Financial Report **Due: 23 March 2015**

Provide your department's Open House budget and list the expenditures you have made to date. Also, note the source of all funds that are in your budget (ESC, departmental funds, fundraising projects, etc.). Be as specific as possible in noting both your expenditures and your sources. An Excel spreadsheet works well for this report.

Technical Abstract Draft **Due: 23 March 2015**

Technical Displays will only be judged if an abstract is provided. Senior design projects can be used. A full abstract may not be feasible at this time. Please provide as much information as possible. The sections should be Background, Purpose, Results, Conclusion, and Recommendations for Future Work.

Open Class Draft **Due: 23 March 2015**

The purpose of the written paper is to increase the student's awareness of the patent process and enhance their abilities to effectively market and promote their idea or display. It should include a study that reviews previous patents on related work. Include as much information as possible at this point.

Final Display Report **Due: 6 April 2015**

Include an update of the progress made on each display since the last report. The names of all displays must be submitted on the Final Display Report. This report will be used by Steel Ring judges when evaluating displays if any questions arise after Open House.

Final Technical Abstract **Due: 6 April 2015**

Submit the Background, Purpose, Results, Conclusion, and Recommendations for Future Work. This should be two pages.

Final Open Class Abstract **Due: 6 April 2015**

The purpose of the written paper is to increase the student's awareness of the patent process and enhance their abilities to effectively market and promote their idea or display. It should include a study that reviews previous patents on related work.

Final Layout and Route **Due: 6 April 2015**

There should be an easy path to guide the participants through your department. A department greeter and/or guide through the displays is a good idea.

The Room Layout Diagram must be posted at the entrance of the department. It should show the locations of the judged displays. This will be used for Steel Ring judging and should be displayed prior to the start of Open House.

Opening Ceremony Runners and Route Helpers **Due: 6 April 2015**

Provide the names and contact information for all participants.

Department Display Award **Due: 12 April 2015**

Your departments' Faculty decides on the best display for your department. Submit the names of winners as well as the display category and title.

Financial Report **Due: 12 April 2015**

Provide your department's final Open House budget and list the expenditures you have made to date. Also, note the source of all funds that are in your budge (ESC, departmental funds, fundraising projects, etc). This report should note both your

expenditures and your sources after Open House. This should be an extension of the Preliminary Financial Report.

V. Funding for Open House

Funds for Open House are limited to the following sources:

Engineering Student Council has allocated about $200 through SGA to each department.

Each department has funds for their department. Ask your department secretary for the allocated amount and acceptable usage. (Exact amounts may not be available until mid-March.)

Student Fundraising Projects must involve exchange of goods or services. ** **Solicitation of industry partners, telethons, and outright cash donations are not permitted.**

No student shall contribute any out-of-pocket expenses. Donated supplies may be used in displays provided that work has been performed on or research has been conducted on the donated item.

Each department has different processes for purchasing and reimbursement. Ask your department's secretary.

General Restrictions

- Purchases should be made on campus whenever possible.
- No cash purchases shall be made.
- Purchases of food for human consumption from Open House funds are not permitted. However, food products can be given away at the department's expense if approved by the University Safety Office.
- The purchase of arms, ammunition, and pyrotechnics must be approved prior to the purchase by the department Open House Advisor and Craig Wanklyn.
- Reimbursement of travel in a privately owned vehicle is <u>not</u> permitted.
- Shipping charges for displays must be approved in advance by the Open House Advisor and Craig Wanklyn. Failure to follow this procedure will result in payment of shipping by the department involved.

Purchase Locations

When possible, the following items should be purchased at the designated locations:

Copies:	K-State Printing Services (Umberger Hall) K-State Union (Copy Center)
Supplies:	State Contract with Staples Online (Contact Cathleen Stott in Rathbone 1046 for more information)
Tools:	K-State Facilities Storeroom (Dykstra Hall)
Chemicals:	K-State Chemistry Storeroom (King Hall)

VI. Routing

Do not cover or interfere with any routing signs. If a sign is not placed correctly or if your department needs special signs, please contact the Routing Chair. The pre-determined route must not be changed at any point during Open House. Also, do not place any tape on the floors for any reason.

Common Space is any space outside of the departmental routes. Steel Ring advertises in this area for each department. Departments cannot have displays or signs in the common space unless approved by Steel Ring. However, one person from each department will be allowed in the common space in order to advertise and direct people into their departmental route.

All judged displays must be within the department's route and not in common space. This means that no judged displays may be in the atrium or outside unless approved by Steel Ring. All judged displays should be kept relatively close to each other to provide ease of judging. In order to have a judged display away from the main displays, approval must be granted by Steel Ring prior to Open House.

VII. Safety

All departments must follow the safety guidelines provided. Any unsafe practices must be fixed immediately and points will be deducted from the department's overall score. Point deductions will be determined based on severity. Severity of safety violations is at the discretion of the Steel Ring Safety Chair and judges. If you have any questions concerning these or other safety issues contact the Safety and Routing Chair, or Randy Slover (rslover@ksu.edu) with the Department of Environmental Health and Safety.

- No plastic sheeting, Visqueen, or other flammable plastics should be used for displays or for backdrops. It is a fire hazard.

- Do not cover any fire extinguishers, pull boxes, exit signs, smoke detectors or sprinkler system.

- Do not block exits.

- All paper used must be flame retardant. Paper or cardboard should be kept a minimum of one inch from the floor.

- Any power cables, extension cables, etc. must be securely taped to floors or walls to avoid the creation of tripping hazards.

- Displays that deal with food, flammable materials, or any hazardous materials must be checked by the Campus Safety Officer.

- Paper cannot be used as a partition from ceiling to floor. Wadded up paper cannot be used under any circumstances. The Fire Marshall will not allow it

- No exhibit shall restrict the hallways or obstruct exit ways. No ropes, boards, wires, chairs, tables or other objects which might create a hazard or obstruction to exiting of the building will be permitted.

- Combustible material used for displays on walls in corridors or stairways should not exceed more than 20% of wall space.

- Exhibits will be dismantled and the building returned to normal condition within 24 hours after Open House.

- Open flame should not be used unless approved by the Fire Marshall and proper permits have been acquired. Use of candles is prohibited.

- Avoid using Styrofoam on display boards. It is flammable.

- Fire Marshall, Safety Chair, and the Rules Chair will check each display for compliance with the above safety rules.

VIII. Individual Display Awards

Awards will be given for first, second, and third places in the Limited, Freshman/Sophomore, and Open Class Display competitions. Display chairpersons will also receive certificates for these placings. The same criteria and score will be used in the overall and individual competition. Judging Sheets can be found for each award in Section X.

Curriculum Display

This display should list the curriculum for new students, provide an overview of the department, present degree options within the major, and describe what professionals in that field do. The Curriculum Display is both a part of the Outstanding Department Award and its own separate award.

Limited Display

This display is meant to show an aspect of what each department does. It cannot include class work or a project judged for another competition. It should be created specifically for Open House. The display should be interactive and relate to the public. The display cannot include class work or material judged in another competition.

Freshman/Sophomore Display

This display is meant to show how freshman and sophomores are involved in each department. A freshman or sophomore is defined as someone in the first two years within the department. This display is expected to be less technical than other displays and show how younger students relate to their environment.

Open Class Display

This display can be a class project, individual project, or an entry to a local, regional, or national competition. This display is also judged by Steel Ring members. The winner(s) will be designated as the Dave and Virginia Braun Innovation Award winner(s) and receive a $1,000 award. The award money will be split equally among students if part of a team and for funding the following academic year. This display includes a written portion to increase the students' awareness of the patent process and enhance their abilities to effectively market and promote their idea/display.

Technical Display

Any display entered in the Open Class or Limited Class competition may also be entered in this category. Entries may be class, individual, senior, graduate, or any other projects that exclude

faculty involvement (except as an advisor). College of Engineering faculty members will judge these displays. **Without an abstract, the display will be disqualified.**

Each department is allowed to submit two technical displays to be judged, but may (and is encouraged to) have as many non-judged technical displays as desired. Technical displays should be in **problem-and-solution format**.

Graduate Student Display

This display is meant to highlight the research taking place in the college by our Masters and PhD students. The display should focus on being engaging to the general public as well as highlighting the possible real-world applications of the research. It is understood that some graduate students conduct research that spans more than one department. For the sake of judging, the graduate student must choose what he/she considers to be their home department.

IX. Special Awards

Yellow Brick Award

The Yellow Brick Award is given to the department scoring the highest number of points in the parade competition. The points awarded for the Yellow Brick Award are in no way connected to the Outstanding Department Award. Judging will be done by faculty members outside the College of Engineering. Please note that the skit will be judged based on the amount of spirit and enthusiasm generated relative to each department's size. The points are distributed as follows:

Float Size Criteria (you may use banner and signs instead of a float): In the event of inclement weather, the float should be modifiable to fit inside the Engineering Complex; therefore, the maximum size is 8' wide by 12' long by 8' high. The float must be able to clear all trees along the parade route and maneuver into the Engineering Plaza. You must provide the vehicle, but it cannot be street legal. (Pull the float with garden sized tractors, JD gators, mules, Cushman's, etc.)

Skit Criteria: The skit is to be performed in front of Engineering Plaza (for judging) as the float passes the entrance. Use of the sound system so that the audience can hear is required. The time interval for the skit is 90 seconds to two minutes. Points will be deducted if the skit is not within the provided interval. See the judging guidelines for specific point deductions.

Departmental Display Award

Each department will select one display they feel deserves special recognition. The selection process, criteria, and judging are entirely up to the department. Steel Ring

recommends the chairperson find judges (possibly 2 or 3 professors) to determine the winner of this award. The winning display (title and names of participants) must be turned into Steel Ring at sring@ksu.edu by 11:59 PM, Sunday April 12th. Steel Ring will provide an award for the display each department selects.

X. Judging Sheets

On the following pages are all of the scoring sheets used by Steel Ring judges and faculty judges. Steel Ring reserves the right to change these prior to Open House, but will notify departments of any changes. Please use these to create your displays, and email Judging Chair Alexander Pint, sring@ksu.edu, with any questions.

Outstanding Department Award

2015 Open House: "Expand Your Possibilities"

Department: _____ **Judge: _____**

Overall Department Effectiveness		**(Poor – Excellent)**
1. *Quality of Visual Presentations*		_____/25
2. *Quality of Verbal Explanations*		_____/20
3. *Public Awareness*		_____/20
4. *Originality and Imagination*		_____/15
5. *Interactivity*		_____/10
6. *Departmental Entrance*		_____/5
7. *Display Participation*		_____/5
Overall Effectiveness Total		**_____/100**
Curriculum Display		
8. *Quality of Visual Presentations*		_____/10
9. *Presenter Demeanor and Knowledge*		_____/5
10. *Originality and Creativity*		_____/5
11. *Overall Impression of Display*		_____/5
12. *Curriculum Poster*		_____/5
Curriculum Display Total		**_____/30**
Opening Ceremonies		
13. *Parade Participation* ***(15 or more students)***		_____/5
14. *One Torch Runner* ***(with Alternate)***		_____/5
15. *Float, Banner, or Sign in Parade*		_____/5
Opening Ceremonies Total		**_____/15**
Open House Reports		
16. *1st Fall Meeting*	*November 3, 2014*	_____/2
17. *Project Proposal*	*December 8, 2014*	_____/2
18. *Room Layout Report #1*	*December 8, 2014*	_____/1
19. *Room Request Report*	*December 8, 2014*	_____/1
20. *Departmental Reports*	*December 8, 2014*	_____/2
21. *Progress Report #1*	*February 9, 2015*	_____/2
22. *Room Layout Report #2*	*February 9, 2015*	_____/1
23. *Children's Display Ideas*	*February 9, 2015*	_____/1
24. *Preliminary Financial Report*	*March 23, 2015*	_____/1
25. *Open Class/Technical Draft*	*March 23, 2015*	_____/1
26. *Final Display Report*	*April 6, 2015*	_____/2
27. *Final Open Class/Technical Abstract*	*April 6, 2015*	_____/2
28. *Final Layout and Route*	*April 6, 2015*	_____/2
29. *Opening Ceremonies Runners/Route Helpers*	*April 6, 2015*	_____/1
30. *Department Display Award*	*April 12, 2015*	_____/2
31. *Financial Report*	*April 12, 2015*	_____/2
Open House Reports Total		**_____/25**
Totals		**_____/170**

Overall Department Effectiveness

2015 Open House: "Expand Your Possibilities"

Department: _____ **Judge: _____**

Quality of Visual Presentations	**(Poor – Excellent)**
1. *How well visual displays help communicate idea being presented*	*0 - 10* _____
2. *Aesthetic appeal of display (professional, clean, organized)*	*0 - 5* _____
3. *Designed route through display room*	*0 - 5* _____
Visual Presentation Total	**_____/20**

Quality of Verbal Explanations	
4. *Quality of presentations (friendly, audible, enthusiastic)*	*0 - 10* _____
5. *Preparedness from all presenters*	*0 - 5* _____
6. *Professionalism of presenters (attitude, attire, etc.)*	*0 - 5* _____
Verbal Explanation Total	**_____/20**

Public Awareness	
7. *How well the displays represent department's field of engineering*	*0 - 10* _____
8. *How well the displays promote engineering in general*	*0 - 5* _____
9. *How well the displays educate people of all ages and backgrounds*	*0 - 5* _____
Public Awareness Total	**_____/20**

Originality and Imagination	
10. *How well the displays relate to the theme of Open House: "Expand Your Possibilities"*	*0 - 10* _____
11. *How well the displays relate to each other*	*0 - 5* _____
Originality and Imagination Total	**_____/15**

Interactivity	
12. *How well the public interacts with the displays*	*0 - 5* _____
13. *How well the public relates to the topics*	*0 - 5* _____
Interactivity Total	**_____/10**

Departmental Entrance	
14. *How well the entrance relates to the theme of Open House*	*0 - 5* _____
15. *How well the entrance draws people in*	*0 - 5* _____
Departmental Entrance Total	**_____/10**

Display Participation	
16. *How well department participated in display design and construction*	*0 - 5* _____
Display Total	**_____/5**

Totals **_____/100**

Parade/Skit

2015 Open House: "Expand Your Possibilities"

Department: _____ **Judge: _____**

Participation **(Poor – Excellent)**

1. *15 or more participants (**all or nothing**)* *0 **or** 5* _____

Participation Total **_____/5**

Visual Presentation*

2. *Creativity and originality of banner, float, or background* *0 - 10* _____
3. *Imaginatively using theme* *0 - 10* _____
4. *Overall Quality of Float†*
   †If no float is used, department receives 0 points *0 - 10* _____

Visual Presentation Total **_____/30**

Skit

5. *Imaginatively using theme* *0 - 10* _____
6. *Spirit and Enthusiasm* *0 - 10* _____
7. *Public awareness (educational to public?)* *0 - 5* _____
8. *Time deductions:*

Skit Time:
_____ min

Skit Time	2:01 - 2:15min	2:16 - 2:30min	2:31 - 2:45min	2:46 - 3:00min	≥ 3:00 min
Deductions	0 pts	1 pts	2 pts	3 pts	4 pts

Skit Total **_____/25**

Safety

9. *Any action that causes, or could have caused, harm to a participant or spectator will result in an automatic deduction* ***Deduct 15 Points***

Parade/Skit Score **_____/60**

Curriculum Display

2015 Open House: "Expand Your Possibilities"

Department: _____ Judge: _____

Quality of Visual Presentation	**(Poor – Excellent)**
1. *Does display list **curriculum** for new students and give **major options**?*	*0 - 2* _____
2. *Does display provide **overview** of department?*	*0 - 1* _____
3. *Does display describe what professionals in that field do?*	*0 - 1* _____
4. *Is display professionally done and neat (not empty or cluttered)?*	*0 - 1* _____
5. *Do diagrams/graphs add to written information without distracting?*	*0 - 1* _____
6. *Does visual display stand by itself?*	*0 - 1* _____
7. *Can you follow the order of display easily (i.e. without verbal cues)?*	*0 - 1* _____
8. *Can you read text (including diagrams/graphs) from three (3) feet away?*	*0 - 1* _____
9. *Is there a good summary for visitors who just want a quick overview?*	*0 - 1* _____
Visual Presentation Total	**_____/10**
Upper-Class Student Presentation	
10. *Is there a student attending the display?*	*0 - 1* _____
11. *Is there more than one student attending (in case one is busy)?*	*0 - 1* _____
12. *Are the students upperclassmen (you can ask what year they are)?*	*0 - 1* _____
13. *Do the students welcome visitors and appear to be glad to be there?*	*0 - 1* _____
14. *Can students adequately answer questions about curriculum/department?*	*0 - 1* _____
Upper-Class Student Presentation Total	**_____/5**
Originality and Imagination	
15. *Is there something special about the display that attracts visitors?*	*0 - 1* _____
16. *Does the display interest you (as much as the subject can)?*	*0 - 1* _____
17. *Is there something in the display you don't see very frequently?*	*0 - 1* _____
18. *Is there something in the display you've never seen before?*	*0 - 1* _____
19. *Does the display do something above and beyond (i.e. preview upcoming department displays)*	*0 - 1* _____
Originality and Imagination Total	**_____/5**
Overall Impression of Display	
20. *Overall impression of display*	*0 - 5* _____
Overall Impression Total **_____/5**	
	0 - 1 _____
Cirriculum Poster	*0 - 2* _____
21. *Is the poster clear and easy to understand?*	*0 - 2* _____
22. *Does the poster represent the department?*	**Curriculum Poster Total**
23. *Does the poster provide adequate information about the curriculum?*	**_____/5**
Curriculum Total	**_____/30**

Limited Class Display

2015 Open House: "Expand Your Possibilities"

Department: _____ Judge: _____

Quality of Verbal Explanation **(Poor – Excellent)**

1. *Ability to communicate material*
   a. Did the presenter explain the visual display adequately? 0 - 5 _____
   b. Did the presenter use adequate terminology and avoid using jargon/acronyms without defining them? 0 - 3 _____
   c. Did the presenter incorporate the display without using it as a crutch (i.e. reading off of display?) 0 - 3 _____
2. *Ability to answer questions*
   a. Did the presenter answer questions without getting off track? 0 - 2 _____
   b. Did the presenter provide more than a basic ("bare-bones") answer? 0 - 2 _____
   c. Did the presenter indicate where you could go if you wanted a more detailed answer? 0 - 2 _____
3. *Quality of presentation*
   a. Was the presenter friendly, audible, and enthusiastic? 0 - 2 _____
   b. Did the presenter enunciate well and not stumble? 0 - 2 _____
   c. Did the presenter use helpful hand gestures? 0 - 2 _____
   d. Did the presenter appear comfortable and at ease? 0 - 2 _____
   e. Did the presenter have good eye contact? 0 - 2 _____
4. *How well time limits are followed;* ***Choose:***
   a. 3 minutes +/- 0 seconds **3** _____
   b. 3 minutes +/- 30 seconds **2** _____
   c. 3 minutes +/- 60 seconds **1** _____
   d. 3 minutes +/- >60 seconds **0** _____

Verbal Explanation Total **_____/30**

Quality of Visual Presentation

5. *How well visual display communicates idea*
   a. Does the display stand by itself? 0 - 3 _____
   b. Does the design emphasize the information presented? 0 - 3 _____
   c. Do diagrams/graphs add to the written information without distracting or overwhelming? 0 - 3 _____
   d. Is there a good summary for visitors who just want a quick overview? 0 - 3 _____
6. *Aesthetic appeal of display*
   a. Does the display appear to be professionally done (neat)? 0 - 3 _____
   b. Can you follow the order of the display easily (without verbal cues)? 0 - 3 _____
   c. Is there enough information for the space used (i.e. not empty or crowded)? 0 - 3 _____
   d. Can you read the text (including graphs) easily from about three feet away? 0 - 3 _____

Visual Presentation Total **_____/24**

Public Awareness

7. *How well display educates people of all ages and backgrounds*
   a. Does the display represent some general knowledge, as well as a few specifics? 0 - 5 _____
   b. Would you have learned something from this display as a child/student/adult/engineering student? 0 - 5 _____
8. *How well display represents specific field of engineering*
   a. How does the display represent its department? 0 - 2 _____
   b. Does the display define a specific engineering focus? 0 - 1 _____
   c. Did the display increase your knowledge of what engineers in that field do? 0 - 1 _____
   d. Did the display inform you of how the field is important to society? 0 - 1 _____

Limited Class Display
2015 Open House: "Expand Your Possibilities"

9. How well display promotes engineering in general

a. Does the display illustrate how engineering is beneficial? 0 - 3 _____
b. If you were not an engineer, would you be able to grasp why the display was important? 0 - 2 _____

Public Awareness Total **_____/20**

Interactivity

10. How well public can interact with display

a. Could you *verbally* interact with the display (i.e. audience participation)? 0 - 1 _____
b. Could you *physically* interact with the display? 0 - 1 _____
c. Was the interaction comfortable (not-embarrassing)? 0 - 1 _____
d. Did you want to interact because the interaction appeared interesting? 0 - 1 _____
e. Did you learn something from the interaction itself? 0 - 1 _____

11. How well public can relate to the topic

a. Did the presenter explicitly state how the topic affects you? 0 - 1 _____
b. Did the presentation/display conclude with the idea that "you should remember X because it affects you by Y" or something similar? 0 - 1 _____
c. Did the interactive part of the display help make the topic more familiar/tangible? 0 - 3 _____

Interactivity Total **_____/10**

Originality and Imagination

12. How well display relates to theme of Open House:

"Expand Your Possibilities"

a. Does the display title tie in to the theme? 0 - 2 _____
b. Does the connection to the theme appear elsewhere on the display? 0 - 2 _____
c. Did the presenter connect the theme to his/her presentation? 0 - 2 _____
d. Does the connection go beyond the words and incorporate the idea of the theme? 0 - 2 _____
e. Is the connection unique and original? 0 - 1 _____
f. Is there something special about the display to attract visitors? 0 - 1 _____

13. How well display illustrates current topics

a. Are references dated more recently than in 2007? 0 - 1 _____
b. Are references from a field related source? 0 - 2 _____
c. Does the display do more than rehash the conventional opinion of the field? 0 - 1 _____
d. Did you get the impression that the field is making progress in this area? 0 - 1 _____

Originality and Imagination Total **_____/15**

Overall Impression

14. Overall impression of display *0 - 5* _____

Overall Impression Total **_____/5**

Limited Class Total **_____/104**

Freshman/Sophomore Class Display

2015 Open House: "Expand Your Possibilities"

Department: _____ **Judge: _____**

Quality of Verbal Explanation **(Poor – Excellent)**

1. *Ability to communicate material*
   a. Did the presenter explain the visual display adequately? 0 - 5 _____
   b. Did the presenter use adequate terminology and avoid using jargon/acronyms without defining them? 0 - 3 _____
   c. Did the presenter incorporate the display without using it as a crutch (i.e. reading off of display?) 0 - 3 _____
2. *Ability to answer questions*
   a. Did the presenter answer questions without getting off track? 0 - 2 _____
   b. Did the presenter provide more than a basic ("bare-bones") answer? 0 - 2 _____
   c. Did the presenter indicate where you could go if you wanted a more detailed answer? 0 - 2 _____
3. *Quality of presentation*
   a. Was the presenter friendly, audible, and enthusiastic? 0 - 2 _____
   b. Did the presenter enunciate well and not stumble? 0 - 2 _____
   c. Did the presenter use helpful hand gestures? 0 - 2 _____
   d. Did the presenter appear comfortable and at ease? 0 - 2 _____
   e. Did the presenter have good eye contact? 0 - 2 _____
4. *How well time limits are followed;* ***Choose:***
   a. 3 minutes +/- 0 seconds **3** _____
   b. 3 minutes +/- 30 seconds **2** _____
   c. 3 minutes +/- 60 seconds **1** _____
   d. 3 minutes +/- >60 seconds **0** _____

Verbal Explanation Total **_____/30**

Quality of Visual Presentation

5. *How well visual display communicates idea*
   a. Does the display stand by itself? 0 - 3 _____
   b. Does the design emphasize the information presented? 0 - 3 _____
   c. Do diagrams/graphs add to the written information without distracting or overwhelming? 0 - 3 _____
   d. Is there a good summary for visitors who just want a quick overview? 0 - 3 _____
6. *Aesthetic appeal of display*
   a. Does the display appear to be professionally done (neat)? 0 - 3 _____
   b. Can you follow the order of the display easily (without verbal cues)? 0 - 3 _____
   c. Is there enough information for the space used (i.e. not empty or crowded)? 0 - 3 _____
   d. Can you read the text (including graphs) easily from about three feet away? 0 - 3 _____

Visual Presentation Total **_____/24**

Public Awareness

7. *How well display educates people of all ages and backgrounds*
   a. Does the display represent some general knowledge, as well as a few specifics? 0 - 5 _____
   b. Would you have learned something from this display as a child/student/adult/engineering student? 0 - 5 _____
8. *How well display represents specific field of engineering*
   a. How does the display represent its department? 0 - 2 _____
   b. Does the display define a specific engineering focus? 0 - 1 _____
   c. Did the display increase your knowledge of what engineers in that field do? 0 - 1 _____

d. Did the display inform you of how the field is important to society? 0 - 1 _____

9. How well display promotes engineering in general

a. Does the display illustrate how engineering is beneficial? 0 - 3 _____
b. If you were not an engineer, would you be able to grasp why the display was important? 0 - 2 _____

Public Awareness Total **_____/20**

Interactivity

10. How well public can interact with display

a. Could you *verbally* interact with the display (i.e. audience participation)? 0 - 1 _____
b. Could you *physically* interact with the display? 0 - 1 _____
c. Was the interaction comfortable (not-embarrassing)? 0 - 1 _____
d. Did you want to interact because the interaction appeared interesting? 0 - 1 _____
e. Did you learn something from the interaction itself? 0 - 1 _____

11. How well public can relate to the topic

a. Did the presenter explicitly state how the topic affects you? 0 - 1 _____
b. Did the presentation/display conclude with the idea that "you should remember X because it affects you by Y" or something similar? 0 - 1 _____
c. Did the interactive part of the display help make the topic more familiar/tangible? 0 - 3 _____

Interactivity Total **_____/10**

Originality and Imagination

12. How well display relates to theme of Open House: "Expand Your Possibilities"

a. Does the display title tie in to the theme? 0 - 2 _____
b. Does the connection to the theme appear elsewhere on the display? 0 - 2 _____
c. Did the presenter connect the theme to his/her presentation? 0 - 2 _____
d. Does the connection go beyond the words and incorporate the idea of the theme? 0 - 2 _____
e. Is the connection unique and original? 0 - 1 _____
f. Is there something special about the display to attract visitors? 0 - 1 _____

13. How well display illustrates current topics

a. Are references dated more recently than in 2007? 0 - 1 _____
b. Are references from a field related source? 0 - 2 _____
c. Does the display do more than rehash the conventional opinion of the field? 0 - 1 _____
d. Did you get the impression that the field is making progress in this area? 0 - 1 _____

Originality and Imagination Total **_____/15**

Overall Impression

14. Overall impression of display *0 - 5* _____

Overall Impression Total **_____/5**

Freshman/Sophomore Total _____/104

Open Class Display

2015 Open House: "Expand Your Possibilities"

Department: _____ Judge: _____

Quality of Verbal Explanation **(Poor – Excellent)**

1. *Ability to communicate material*
   a. Did the presenter explain the visual display adequately? 0 - 5 _____
   b. Did the presenter use adequate terminology and avoid using jargon/acronyms without defining them? 0 - 3 _____
   c. Did the presenter incorporate the display without using it as a crutch (i.e. reading off of display?) 0 - 3 _____
2. *Ability to answer questions*
   a. Did the presenter answer questions without getting off track? 0 - 2 _____
   b. Did the presenter provide more than a basic ("bare-bones") answer? 0 - 2 _____
   c. Did the presenter indicate where you could go if you wanted a more detailed answer? 0 - 2 _____
3. *Quality of presentation*
   a. Was the presenter friendly, audible, and enthusiastic? 0 - 2 _____
   b. Did the presenter enunciate well and not stumble? 0 - 2 _____
   c. Did the presenter use helpful hand gestures? 0 - 2 _____
   d. Did the presenter appear comfortable and at ease? 0 - 2 _____
   e. Did the presenter have good eye contact? 0 - 2 _____
4. *How well time limits are followed;* ***Choose:***
   a. 3 minutes +/- 0 seconds **3** _____
   b. 3 minutes +/- 30 seconds **2** _____
   c. 3 minutes +/- 60 seconds **1** _____
   d. 3 minutes +/- >60 seconds **0** _____

Verbal Explanation Total **_____/30**

Quality of Visual Presentation

5. *How well visual display communicates idea*
   a. Does the display stand by itself? 0 - 3 _____
   b. Does the design emphasize the information presented? 0 - 3 _____
   c. Do diagrams/graphs add to the written information without distracting or overwhelming? 0 - 3 _____
   d. Is there a good summary for visitors who just want a quick overview? 0 - 3 _____
6. *Aesthetic appeal of display*
   a. Does the display appear to be professionally done (neat)? 0 - 3 _____
   b. Can you follow the order of the display easily (without verbal cues)? 0 - 3 _____
   c. Is there enough information for the space used (i.e. not empty or crowded)? 0 - 3 _____
   d. Can you read the text (including graphs) easily from about three feet away? 0 - 3 _____

Visual Presentation Total **_____/24**

Public Awareness

7. *How well display educates people of all ages and backgrounds*
   a. Does the display represent some general knowledge, as well as a few specifics? 0 - 5 _____
   b. Would you have learned something from this display as a child/student/adult/engineering student? 0 - 5 _____
8. *How well display represents specific field of engineering*
   a. How does the display represent its department? 0 - 2 _____
   b. Does the display define a specific engineering focus? 0 - 1 _____
   c. Did the display increase your knowledge of what engineers in that field do? 0 - 1 _____
   d. Did the display inform you of how the field is important to society? 0 - 1 _____

Open Class Display
2015 Open House: "Expand Your Possibilities"

9. How well display promotes engineering in general

a. Does the display illustrate how engineering is beneficial? 0 - 3 _____
b. If you were not an engineer, would you be able to grasp why the display was important? 0 - 2 _____

Public Awareness Total **_____/20**

Interactivity

10. How well public can interact with display

a. Could you *verbally* interact with the display (i.e. audience participation)? 0 - 1 _____
b. Could you *physically* interact with the display? 0 - 1 _____
c. Was the interaction comfortable (not-embarrassing)? 0 - 1 _____
d. Did you want to interact because the interaction appeared interesting? 0 - 1 _____
e. Did you learn something from the interaction itself? 0 - 1 _____

11. How well public can relate to the topic

a. Did the presenter explicitly state how the topic affects you? 0 - 1 _____
b. Did the presentation/display conclude with the idea that "you should remember X because it affects you by Y" or something similar? 0 - 1 _____
c. Did the interactive part of the display help make the topic more familiar/tangible? 0 - 3 _____

Interactivity Total **_____/10**

Originality and Imagination

12. How well display relates to theme of Open House:

"Expand Your Possibilities"

a. Does the display title tie in to the theme? 0 - 2 _____
b. Does the connection to the theme appear elsewhere on the display? 0 - 2 _____
c. Did the presenter connect the theme to his/her presentation? 0 - 2 _____
d. Does the connection go beyond the words and incorporate the idea of the theme? 0 - 2 _____
e. Is the connection unique and original? 0 - 1 _____
f. Is there something special about the display to attract visitors? 0 - 1 _____

13. How well display illustrates current topics

a. Are references dated more recently than in 2007? 0 - 1 _____
b. Are references from a field related source? 0 - 2 _____
c. Does the display do more than rehash the conventional opinion of the field? 0 - 1 _____
d. Did you get the impression that the field is making progress in this area? 0 - 1 _____

Originality and Imagination Total **_____/15**

Overall Impression

14. Overall impression of display *0 - 5* _____

Overall Impression Total **_____/5**

Open Class Total _____/104

Graduate Student Display
2015 Open House: "Expand Your Possibilities"

Department: _____ Judge: _____

Quality of Verbal Explanation **(Poor – Excellent)**

1. *Ability to communicate material*
   a. Did the presenter explain the visual display adequately? 0 - 5 _____
   b. Did the presenter use adequate terminology and avoid using jargon/acronyms without defining them? 0 - 3 _____
   c. Did the presenter incorporate the display without using it as a crutch (i.e. reading off of display?) 0 - 3 _____
2. *Ability to answer questions*
   a. Did the presenter answer questions without getting off track? 0 - 2 _____
   b. Did the presenter provide more than a basic ("bare-bones") answer? 0 - 2 _____
   c. Did the presenter indicate where you could go if you wanted a more detailed answer? 0 - 2 _____
3. *Quality of presentation*
   a. Was the presenter friendly, audible, and enthusiastic? 0 - 2 _____
   b. Did the presenter enunciate well and not stumble? 0 - 2 _____
   c. Did the presenter use helpful hand gestures? 0 - 2 _____
   d. Did the presenter appear comfortable and at ease? 0 - 2 _____
   e. Did the presenter have good eye contact? 0 - 2 _____
4. *How well time limits are followed;* ***Choose:***
   a. 3 minutes +/- 0 seconds **3** _____
   b. 3 minutes +/- 30 seconds **2** _____
   c. 3 minutes +/- 60 seconds **1** _____
   d. 3 minutes +/- >60 seconds **0** _____

Verbal Explanation Total **_____/30**

Quality of Visual Presentation

5. *How well visual display communicates idea*
   a. Does the display stand by itself? 0 - 3 _____
   b. Does the design emphasize the information presented? 0 - 3 _____
   c. Do diagrams/graphs add to the written information without distracting or overwhelming? 0 - 3 _____
   d. Is there a good summary for visitors who just want a quick overview? 0 - 3 _____
6. *Aesthetic appeal of display*
   a. Does the display appear to be professionally done (neat)? 0 - 3 _____
   b. Can you follow the order of the display easily (without verbal cues)? 0 - 3 _____
   c. Is there enough information for the space used (i.e. not empty or crowded)? 0 - 3 _____
   d. Can you read the text (including graphs) easily from about three feet away? 0 - 3 _____

Visual Presentation Total **_____/24**

Public Awareness

7. *How well display educates people of all ages and backgrounds*
   a. Does the display represent some general knowledge, as well as a few specifics? 0 - 5 _____
   b. Would you have learned something from this display as a child/student/adult/engineering student? 0 - 5 _____
8. *How well display represents specific field of engineering*
   a. How does the display represent its department? 0 - 2 _____
   b. Does the display define a specific engineering focus? 0 - 1 _____
   c. Did the display increase your knowledge of what engineers in that field do? 0 - 1 _____
   d. Did the display inform you of how the field is important to society? 0 - 1 _____

Graduate Student Display
2015 Open House: "Expand Your Possibilities"

9. How well display promotes engineering in general

a. Does the display illustrate how engineering is beneficial? 0 - 3 _____
b. If you were not an engineer, would you be able to grasp why the display was important? 0 - 2 _____

Public Awareness Total **_____/20**

Interactivity

10. How well public can interact with display

a. Could you *verbally* interact with the display (i.e. audience participation)? 0 - 1 _____
b. Could you *physically* interact with the display? 0 - 1 _____
c. Was the interaction comfortable (not-embarrassing)? 0 - 1 _____
d. Did you want to interact because the interaction appeared interesting? 0 - 1 _____
e. Did you learn something from the interaction itself? 0 - 1 _____

11. How well public can relate to the topic

a. Did the presenter explicitly state how the topic affects you? 0 - 1 _____
b. Did the presentation/display conclude with the idea that "you should remember X because it affects you by Y" or something similar? 0 - 1 _____
c. Did the interactive part of the display help make the topic more familiar/tangible? 0 - 3 _____

Interactivity Total **_____/10**

Originality and Imagination

12. How well display relates to theme of Open House:

"Expand Your Possibilities"

a. Does the display title tie in to the theme? 0 - 2 _____
b. Does the connection to the theme appear elsewhere on the display? 0 - 2 _____
c. Did the presenter connect the theme to his/her presentation? 0 - 2 _____
d. Does the connection go beyond the words and incorporate the idea of the theme? 0 - 2 _____
e. Is the connection unique and original? 0 - 1 _____
f. Is there something special about the display to attract visitors? 0 - 1 _____

13. How well display illustrates current topics

a. Are references dated more recently than in 2007? 0 - 1 _____
b. Are references from a field related source? 0 - 2 _____
c. Does the display do more than rehash the conventional opinion of the field? 0 - 1 _____
d. Did you get the impression that the field is making progress in this area? 0 - 1 _____

Originality and Imagination Total **_____/15**

Overall Impression

14. Overall impression of display *0 - 5* _____

Overall Impression Total **_____/5**

Graduate Student Total **_____/104**

Technical Abstract Judging
2015 Open House: "Expand Your Possibilities"

Department: _____ **Judge: _____**

Technical Display Background

The Best Technical Presentation Award will be given to the best display of a technical engineering concept presented by undergraduate and/or graduate student. Any display entered in the Open Class or Limited Class competition may also be entered in this category. Entries may be class, individual, senior, graduate, or any other projects that exclude faculty involvement (except as an advisor). College of Engineering faculty members will judge these displays. Each department is allowed to submit two technical displays to be judged, but may (and is encouraged to) have as many non-judged technical displays as desired. Technical displays should be in problem-and-solution format.

An abstract must be turned in by March 8, 2012. Make sure there is a name, title and department at the top of the page, no title page is needed. This abstract must also be available at the display. Without an abstract, the display will be disqualified. It should be no more than 2 pages in length with 1" margins on all sides, written in 10 point font or larger and should include the following sections:

Background and Purpose
Results
Conclusion
Recommendations for Future Work.

A plaque will be given for first place. Certificates will be presented to the display chairperson for first, second, and third places.

Quality of Abstract	**(Poor – Excellent)**
1. *Editing and reader-friendliness**	*0 - 5* _____
*Exceeding page limit (2 pages) leads to loss of points	*0* _____
2. *Background and Purpose*	*0 - 4* _____
3. *Results*	*0 - 4* _____
4. *Conclusion*	*0 - 4* _____
5. *Recommendation for Future Work*	*0 - 3* _____

Technical Abstract Total **_____/20**

Technical Display

2015 Open House: "Expand Your Possibilities"

Department: _____ Judge: _____

Quality of Verbal Explanation **(Poor – Excellent)**

1. *Ability to communicate material*
   a. Did the presenter explain the visual display adequately? 0 - 5 _____
   b. Did the presenter use adequate terminology and avoid using jargon/acronyms without defining them? 0 - 3 _____
   c. Did the presenter incorporate the display without using it as a crutch (i.e. reading off of display?) 0 - 3 _____
2. *Ability to answer questions*
   a. Did the presenter answer questions without getting off track? 0 - 2 _____
   b. Did the presenter provide more than a basic ("bare-bones") answer? 0 - 2 _____
   c. Did the presenter indicate where you could go if you wanted a more detailed answer? 0 - 2 _____
3. *Quality of presentation*
   a. Was the presenter friendly, audible, and enthusiastic? 0 - 2 _____
   b. Did the presenter enunciate well and not stumble? 0 - 2 _____
   c. Did the presenter use helpful hand gestures? 0 - 2 _____
   d. Did the presenter appear comfortable and at ease? 0 - 2 _____
   e. Did the presenter have good eye contact? 0 - 2 _____
4. *How well time limits are followed;* ***Choose:***
   a. 3 minutes +/- 0 seconds **3** _____
   b. 3 minutes +/- 30 seconds **2** _____
   c. 3 minutes +/- 60 seconds **1** _____
   d. 3 minutes +/- >60 seconds **0** _____

Verbal Explanation Total **_____/30**

Quality of Visual Presentation

5. *How well visual display communicates idea*
   a. Does the display stand by itself? 0 - 3 _____
   b. Does the design emphasize the information presented? 0 - 3 _____
   c. Do diagrams/graphs add to the written information without distracting or overwhelming? 0 - 3 _____
   d. Is there a good summary for visitors who just want a quick overview? 0 - 3 _____
6. *Aesthetic appeal of display*
   a. Does the display appear to be professionally done (neat)? 0 - 3 _____
   b. Can you follow the order of the display easily (without verbal cues)? 0 - 3 _____
   c. Is there enough information for the space used (i.e. not empty or crowded)? 0 - 3 _____
   d. Can you read the text (including graphs) easily from about three feet away? 0 - 3 _____

Visual Presentation Total **_____/24**

Public Awareness

7. *How well display educates people of all ages and backgrounds*
   a. Does the display represent some general knowledge, as well as a few specifics? 0 - 5 _____
   b. Would you have learned something from this display as a child/student/adult/engineering student? 0 - 5 _____
8. *How well display represents specific field of engineering*
   a. How does the display represent its department? 0 - 2 _____
   b. Does the display define a specific engineering focus? 0 - 1 _____
   c. Did the display increase your knowledge of what engineers in that field do? 0 - 1 _____
   d. Did the display inform you of how the field is important to society? 0 - 1 _____

9. How well display promotes engineering in general

a. Does the display illustrate how engineering is beneficial? 0 - 3 _____
b. If you were not an engineer, would you be able to grasp why the display was important? 0 - 2 _____

Public Awareness Total **_____/20**

Interactivity

10. How well public can interact with display

a. Could you *verbally* interact with the display (i.e. audience participation)? 0 - 1 _____
b. Could you *physically* interact with the display? 0 - 1 _____
c. Was the interaction comfortable (not-embarrassing)? 0 - 1 _____
d. Did you want to interact because the interaction appeared interesting? 0 - 1 _____
e. Did you learn something from the interaction itself? 0 - 1 _____

11. How well public can relate to the topic

a. Did the presenter explicitly state how the topic affects you? 0 - 1 _____
b. Did the presentation/display conclude with the idea that "you should remember X because it affects you by Y" or something similar? 0 - 1 _____
c. Did the interactive part of the display help make the topic more familiar/tangible? 0 - 3 _____

Interactivity Total **_____/10**

Originality and Imagination

12. How well display relates to theme of Open House:

"Expand Your Possibilities"

a. Does the display title tie in to the theme? 0 - 2 _____
b. Does the connection to the theme appear elsewhere on the display? 0 - 2 _____
c. Did the presenter connect the theme to his/her presentation? 0 - 2 _____
d. Does the connection go beyond the words and incorporate the idea of the theme? 0 - 2 _____
e. Is the connection unique and original? 0 - 1 _____
f. Is there something special about the display to attract visitors? 0 - 1 _____

13. How well display illustrates current topics

a. Are references dated more recently than in 2007? 0 - 1 _____
b. Are references from a field related source? 0 - 2 _____
c. Does the display do more than rehash the conventional opinion of the field? 0 - 1 _____
d. Did you get the impression that the field is making progress in this area? 0 - 1 _____

Originality and Imagination Total **_____/15**

Engineering Method (All categories should be presented visually within the display)

14. Define the problem *0 - 3* _____
15. Identify the need for solution of the problem *0 - 4* _____
16. Search for facts *0 - 3* _____
17. Criteria and constraints identified *0 - 3* _____
18. Alternative solutions identified *0 - 3* _____
19. Adequate analysis of the problem *0 -3* _____
20. Determination of optimum solution *0 - 4* _____
21. Specifications of solution *0 - 3* _____

22. Evaluation of solution *0 - 4* _____

Engineering Method Total **_____/30**

Overall Impression

23. Overall impression of display *0 - 5* _____

Overall Impression Total **_____/5**

Technical Display Total **_____/134**

Steel Ring Officers 2014-2015

Name	Chair	Email
Jared Rogers	President	jroge@ksu.edu
Austin Bosch	Vice President	ambosch@ksu.edu
Logan Pyle	Treasurer	lcpyle@ksu.edu
Robert Berglund	Secretary	berg2454@ksu.edu
Will Duren	PR/Marketing	wld@ksu.edu
Adam Robl	Non-Department	ajrobl@ksu.edu
Kris Larson	Alumni	knlarson@ksu.edu
Melissa McGuire	Social Media	mrmcguir@ksu.edu
Don Power	Inventory/Historian	dlpowers@ksu.edu
Sean Meier	Webmaster/Liaison	sean1@ksu.edu
Hannah Tritschler	Friday Night	hannaht@ksu.edu
Alex Pint	Judging	apint@ksu.edu
Charlie Fu	Brochure	charlief@ksu.edu
Krista Kubik	Rules	kubik@ksu.edu
Tyler Henley	Signage	tchenley@ksu.edu
Claudia Gonzalez	Banquet	claudi1@ksu.edu
Patrick Hawn	Routing/Safety	pehawn@ksu.edu
Lacie Falk	Awards/Themes	lfalk92@ksu.edu
Kayla Wehkamp	Scholarship/Advisor	kwehkamp@ksu.edu
Casey Stallbaumer	Membership	caseyst@ksu.edu
Ryan Whelchel	Knights/Saints	rtwhelch@ksu.edu
Craig Wanklyn	Advisor	cwanklyn@ksu.edu