Educate the leaders of tomorrow
Inspire them to get involved
Transform the future

Emerging Leaders Class VI 2012-2013 · Final Report · August 2013
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EXECUTIVE SUMMARY

The Emerging Leaders Academy, Class IV is committed to facilitating post-secondary students’ engagement in their communities, the public works profession and the American Public Works Association (APWA) as these students prepare to begin their careers.

An active student membership will bolster the future of public works by exposing the next generation to the field earlier in life and thus developing an understanding of how a sustainable, balanced local government functions. It is vital for post-secondary students to become involved in the public works field as a way to build a future base of professionals, supporters, and volunteers to strengthen the mission of APWA. Enhanced student interaction will provide guidance and support for a uniform student chapter program across the United States and Canada.

This report identifies opportunities to structure a sustainable student membership, and to provide a means for these future professionals to be acquainted with the public works industry and the American Public Works Association.
Emerging Leaders Academy Class VI identified a need for the American Public Works Association (APWA) to increase its presence in post-secondary institutions in the United States and Canada as a way of introducing students to the public works profession. Increasing the presence of APWA in colleges, universities and technical schools was determined to be the first stepping stone to develop a broader membership base and to build a foundation for the development of future international outreach efforts. Therefore, the Class developed the following mission statement as its framework for the yearlong project:

*It is the mission of ELA Class VI to promote the Public Works profession and APWA at post-secondary institutions through the development of student chapters.*

Increasing student involvement has significant implications to the APWA organization, as well as the public works field in general. Many young professionals in public works stumble into the field rather than seek it out. By establishing student organizations for the interdisciplinary public works field, students can identify meaningful careers to pursue post-graduation. APWA is the ideal organization to foster such development due largely to its active membership base and the interdisciplinary nature of the organization as a whole.

There are already successful formal APWA student chapters operating at post-secondary institutes as well as informal partnerships occurring between the local chapters and local schools. As a result of the advancement of increasing APWA presence at the post-secondary level, the APWA could see a larger young professional movement in its chapters, which is important with the mass exodus of the boomer generation expected throughout the next decade. Post-secondary students are emerging professionals with a limited knowledge of the many disciplines of public works or what is involved with becoming a public works professional. The goal then is to appeal to current students and promote the public works profession as the career field of choice.

APWA already has a well-developed K-12 education program. This program is focused on educating younger students on what public works is and its function within the community. The program is fun and uses the famous PW Paws mascot to deliver the message. This method is successful as the message is age appropriate with the objective to get families discussing public works as a function of daily life. It does not, however, focus on recruiting these students to become future public works professionals.

ELA Class VI sought to develop and build upon student engagement with the specific focus of building student chapters at local post-secondary institutions. The Class is focused on ensuring that the development of student chapters will be sustainable. It is for that reason that emphasis will be placed on grounding the student chapters with the APWA local chapters, creating a national committee, and making a marketing tool kit accessible to anyone who may be interested. A pilot project was implemented at the University of California, Irvine to engage with actual students and receive feedback from them.

Although the completion of the project is marked by the presentation at Congress, the long range goal is to educate the leaders of tomorrow on what public works is; inspire them to become involved in student chapters and the public works profession; and transform the future for themselves and their communities.
ENVIRONMENTAL REVIEW

To confirm the need and gauge the interest of support for student chapters, the following research methods were employed:

- Surveys
- Research and review of current practices
- Pilot Study

A total of three online surveys were sent out targeting different groups with the goal of obtaining feedback from each perspective. The first survey focused on students, while the second was directed towards the post-secondary faculty. These surveys sought to illicit feedback and measure the current awareness of the APWA organization at the post-secondary level. The third survey was sent to APWA chapter presidents. This survey was used to measure the chapters’ current interaction with students or student activities, and to better understand what the chapters need to meaningfully engage students and help to develop student chapters at local colleges and universities.

Research on current practices of successful student groups was conducted over the phone with seven professional organizations that are similar to APWA. This review was conducted for the purpose of developing best management practices (BMPs) for initiating and maintaining successful student chapters.

While the surveys and research were being conducted, a pilot study was initiated on the campus of the University of California at Irvine (UCI). A member from ELA VI, Dina Ochoa, who is on staff at the university, recruited interested students and went through the process of forming an APWA student chapter. This gave insight as to the needs and obstacles of starting such an organization on a post-secondary campus.

As with starting any new endeavor, getting the word out is critical. New marketing materials were created to supplement or replace existing materials. It was determined that the student outreach program needed its own brand, and therefore ELA VI worked with the APWA marketing staff to develop new materials and logos. These materials were then distributed to the pilot study students at UCI to solicit feedback.

The final aspect of the project dealt with implementation. The surveys sought to identify a need, determine a level of interest going forward, and understand the most effective way to execute implementation. The implementation phase aimed to build a plan to foster that forward movement and provided the necessary tools to facilitate the creation of a self-sufficient student group as quickly and easily as possible. To facilitate the implementation phase, APWA’s committee structures were investigated in order to develop the best possible oversight body for student outreach efforts. The idea was to create a group that can be a liaison to staff and a mentor for the chapters as they help to grow the student population within APWA.

A closer review of the survey results, research, pilot study and marketing strategy is provided in the next section. For more information on the survey results, pilot study, and tool kit items, see Appendices A, B, and C respectively.
SURVEY RESULTS

STUDENT & FACULTY SURVEY
In April 2013, two online surveys were created and sent to either faculty or students at post-secondary institutions in the United States and Canada. Each survey consisted of 9 questions which were targeted specifically to the student and faculty populations. The objective was to poll no less than ten (10) colleges or universities to determine what the criteria was to form a campus organization. The following post-secondary institutions were contacted:

- Ryerson University
- Sheridan College
- Eastern Iowa Community College
- The University of Iowa
- Kirkwood Community College
- University of Northern Iowa
- Missouri State University
- Kansas State University
- University of California-Irvine
- Linn State Technical College

Overall, the survey responses clearly indicate that APWA has a great opportunity to expand its reach to post-secondary institutions by raising awareness in students and faculty of the benefits of APWA and the possibilities of what student chapters have to offer. The majority of individuals who took part in the surveys have either never heard of the APWA or have heard of it but did not know what it was for.

Also, a majority of participants agreed that the APWA could help students in their search for employment and career development, while educating both faculty and staff of the various public works careers available. The survey indicates that there is a high interest level amongst faculty and staff to have a student chapter on campus and provide a venue to bring public works career opportunities to the forefront.

According to the survey results, a majority of campuses must have a faculty liaison to set up a Student Chapter. It is for that reason that APWA also focuses on the recruitment of faculty in public works related areas of study to support the creation of student chapters.

In conclusion, the survey indicated that there is an interest for APWA student chapters and that APWA must market themselves to the target audience (faculty and students) and promote the benefits of an APWA membership. In conjunction with the development of a tool kit and marketing material, there should be adequate resources available to roll out an outreach initiative to post-secondary institutions.
CHAPTER PRESIDENT SURVEY
The Chapter President’s Survey was developed to determine the level of interest that APWA local chapters have in being involved with student chapters. In January 2013, an online survey which was sent to all 63 APWA chapter presidents in the United States and Canada. The survey aimed to establish a baseline of current association between local chapters and existing APWA student chapters; determine the level of involvement local chapters would be willing to provide to new or existing APWA Student chapters; as well as outlining the structure of the relationship based on the level of interest that chapters have to support student chapters that will best promote APWA and add value to the student experience.

The survey consisted of ten questions, and of the 63 surveys requested, 35 responses were submitted (56%) to various questions; thirty (30) respondents completed the entire survey (48%).

The results revealed that currently many chapters are involved in some way with local universities / colleges / technical schools / trade schools even though most of these schools do not have an existing APWA student chapter. The most common forms of interaction include offering academic scholarships, inviting students to meetings and conferences, and providing students with information regarding career opportunities.

Almost all chapters surveyed are interested in building stronger relationships with post-secondary students. They strive to invite students to meetings and conferences and to provide information regarding career opportunities, scholarships, and networking opportunities. There is also interest in offering students assistance with competitions and mentoring.

Chapters see benefits to their members by increased involvement with students. The chapter presidents see a benefit in conveying the importance of public works as a career field and in mentoring future public works professionals while they are students, and also recognize the benefit of increased networking with students for potential future hires. Chapter president respondents believe that APWA student chapters should focus on students pursuing civil and environmental engineering, GIS, public administration, and sustainability career paths. They see these fields as the most in-demand professions needed in the public works industry.

These survey responses indicate that there is interest for APWA chapters to support local student chapters. If given promotional materials, most chapters would promote the formation of student chapters. They also recognize increased involvement with students would lead to benefits by both parties. Lastly, the chapter presidents surveyed suggested to focus on traditional disciplines regularly associated with the public works industry in order to ensure that the industry continues, and hopefully increases, its attraction as a career path for students.

Complete questionnaires for the three surveys can be found in Appendix A of this document.
EXISTING STUDENT ORGANIZATIONS

BEST MANAGEMENT PRACTICES
Existing organizations with developed student organizations were contacted as way to learn from what has already been a successful model in building student chapter affiliation. The professional organizations contacted were:

- American Society of Civil Engineers
- Engineers Without Borders
- Water Environment Federation
- International City/County Management Association
- American Water Works Association
- American Planning Association
- National Recreation and Parks Association

The goal for the discussions was to seek insight into the professional organizations’ student chapters to develop a series of best management practices (BMPs) for the APWA Student Chapter Program. The main topics during the discussions were:

- overall structure their student program
- national organizational involvement
- local chapter involvement
- benefits and opportunities available to the students

Through the discussions with the professional organizations’ student member representatives, the following Best Management Practices (BMPs) have been developed. These BMPs were developed by identifying where each organization excelled and where each organization saw improvement was needed. Below the BMP’s are categorized by the organization level responsible for the task. For more details on the conversations with each of these organizations, see the full report in Appendix B.

National Involvement

- **Quarterly or Bi-annual Focus Topics/Initiatives** --- Focus topics and initiatives are a valuable tool for passing on information to all the student chapters at once. Each student chapter may then work with their advisors and local chapters to create events and presentations centered around these topics. This will also provide a way to keep students up-to-date and involved in national programs and initiatives.

- **Financial Support to National Conferences** --- By developing means to help students attend national and regional events these organizations are able to keep students active in the organization. Increasing sponsorship opportunities, scholarships, and reducing expenses and fees are all ways to make events more available to students. This BMP is not meant to be financially constraining for APWA and could be limited to one or two scholarships per year based on budget and demand.

- **Maintain Student Section of the APWA Website** --- Today students turn to the internet for information and it is critical to maintain an updated website for the students. Every professional organization contacted maintained resources and tools for students on their website. Career
development resources, job listings, resume writing tools, articles, and publications are all among the resources available to students at any one of their websites.

- **Creation of a National Committee for the Student Chapter Program** --- Creation of a National Committee to support and administer the student chapter program will be vital to the success of the program. It is clear by the research done for this project that the organizations with the most successful student programs also have the most resources at the national level. The creation of a national committee will provide the resources needed to maintain a successful program. The committee can interact with the student chapters, provide support, and share information.

- **Student Chapter Annual Report** --- The Annual Report will act as a method for student chapters to provide updated contact information and report on the progress of their student chapters. This will be a great means for students to showcase the year’s events and possibly share successful innovative ideas. These ideas and events can then be passed on to other chapters.

- **Annual Meeting with Student Chapter** --- An annual meeting between the national committee and student chapters will provide an important follow-up to the annual report. In the meeting, the two parties discuss the past year’s events and share the successes and lessons learned. This meeting can be conducted through a phone or video conference and will play an important role in furthering the program. *Such an effort should be reevaluated after a period of three to five years as the catches on and becomes more self-sustaining at a local level.*

**APWA Local Chapter Involvement**

- **Creation of a Local Committee for the Student Chapter Program** --- This committee will be the primary point of contact for the student chapters within the local chapter region. By working with the student chapters, this committee can provide the feedback and resources needed to support the student members and their events.

- **Designate one Local Member to work with students** --- Each student chapter should have one primary point of contact with the local committee. This will help provide a consistent line of communication between both parties.

- **Create and/or participate in college career fairs** --- Participating in and/or creating career fairs is a great way for APWA local chapters and professional organizations to network with a wide range of students. The career fairs are a great way for professional organizations to find the next generation of employees.

- **Encourage Local Members to offer internship programs to students** --- Internship programs are a great opportunity for both the organization and students. Internships allow students to get their foot in the door and gain the work experience needed for future careers.

- **Provide Public Works Professionals to speak to Student Chapter** --- The APWA local chapters should work with their professional members to give presentations at the student chapter meetings. Recruiting both young and experienced presenters will allow the students can gain additional perspectives of the public works field.
• **Invite all Student Members to local conferences** --- It is important to keep students involved in the local chapters. Giving them the opportunity to attend local conferences will allow them to interact with the industry and professionals. Free or reduced registration for students will allow more students to attend these events and keep them involved in the public works field.

• **Hold Quarterly or Biannual Meetings with Student Chapters** --- Meeting with the student chapters two to four times a year will provide a great opportunity for the students and local committee to interact. The meetings will be a great time to organize the next events and speakers, discuss the student chapter program, and strengthen the relationship between the students and the local committee.

**Student Chapter Self-Involvement**

• **Organize the Student Chapter Events** --- Although it is critical to have the local chapters involved in the student events it is the student’s responsibility to initiate and take the lead in organizing the events.

• **Work with the Local Committee to Outreach for Events** --- The opportunities for unique and exciting events are out there in every community. Once the students have begun planning events they should work with the local committee to outreach to APWA members to find guest speakers or facilities and projects to tour.

• **Participate in National Competition (when established)** --- The National Competition being created by the Young Professionals Network will be a primary attribute to the APWA Student Chapters. Not only will this competition allow students to network with other students across the US and Canada but it will also allow them work with professionals in their community.

• **Fundraise money to cover Conferences and Competitive Events** --- The local and national conferences are an invaluable experience for the student members. However, not all students will be able to afford the travel expenses and fees to attend these events. By working as a group, student chapters can raise the money to assure as many people as possible has the opportunity to attend the events.

• **Organize Community Service Projects** --- Community service projects are a rewarding experience for all involved. Student Chapters can organize community service projects to better the community but they will also be able to use the experience to network with local public works agencies and professionals.

• **Designate Leaders for Key Positions within the Student Chapter** --- Selecting motivated student leaders for key positions within the student chapter will help assure the success of the program. Recommended key positions for student chapters are President, Vice President, Secretary, and Treasurer.

• **Maintain a designated Student Chapter email** --- Communication with the National and Local Committees will be essential for a successful chapter. APWA will require Student Chapters to maintain a single designated email address that can be passed onto the future chapter leaders.
By doing this the committees and local professionals will be able to contact the student chapters more efficiently.

- **Work with Faculty Advisors** --- Student Advisors and Faculty should provide students with resources and tools. They should also work with the student body to facilitate smooth transitions between new student leaders. To spread the chapter into other degree fields, the student members should contact professors and advisors in those fields to encourage a multi-discipline student chapter.

APWA can leverage what worked and did not work in already existing student organizations. The BMPs are meant to determine the best practices in order to position a newly formed APWA student chapter for the highest rate of success in becoming a mature and self-sustaining, rewarding experience for the participating students and the involved local chapter.
TOOL KIT DEVELOPMENT

MARKETING STRATEGY
Marketing is a broad field that often consists of advertising, distribution, market research, public relations, and community involvement. In this element of the project, the goal was to enhance the student membership brand. This marketing campaign will promote awareness of APWA to students and provide materials to local chapters to use when recruiting student members and/or start student chapters in their area.

Marketing material can take many forms and each of these items has its own importance. Each item could be used separately, but ELA IV recommends that be used as a whole in order to be most effective.

The tool kit also includes a step-by-step guide to starting a student chapter, editable forms and template, and a sample constitution. Many of the materials were developed based on feedback from surveys from the students, faculty, chapter presidents, and the other professional organizations. The tool kit materials are:

- **Student Chapter Logo** --- Creates a sense of belonging and contributes to the visibility, credibility, and memorability of APWA Student Chapters. Each chapter formed should feel part of APWA National yet thrive with their individual identity.

- **Email Signature Block** --- Email signatures provide a sense of professionalism to communications and allow each member to demonstrate their involvement in APWA.

- **Letterhead** --- Simple and professional, lending the image of an organized, well developed student chapter.

- **Informational Brochure** --- A tri-fold brochure summarizing APWA Student Chapters.

- **Facts & History Sheet** --- APWA facts and history including student chapter development and progression.

- **Benefits flyer (General)** --- A quick handout of all the reasons why APWA Student Chapters are important to get involved with. This should be used for professors and local chapters.

- **Benefits flyer for students to market to other students** --- A quick handout of the many benefits a Student Chapter has to offer.

- **Steps to Starting a Student Chapter** --- Easy-to-follow steps explaining the ease of starting up a Student Chapter.

- **Reaching out to the Local Chapter** --- Not sure what to do next or who to contact? This is a list of resources to continue to move forward with the student chapter development and making contact with the APWA local chapter.

- **Sample Constitution** --- Not all post-secondary institutions require a constitution. This one is a sample adapted from the first APWA student chapter, the University of Missouri, Kansas City. Students and faculty should check with school requirements.
• **Annual Report Template** --- This template will help student chapters record their yearly accomplishments and report back to their school, the local APWA chapter and APWA National.

• **Networking Ideas** --- The best of the best ideas on events and networking.

• **Flyers for meetings/tours/activities** --- Templates to give students ideas when developing their own meetings, tours, speakers, and campus activities.

• **Power Point Template** --- A unique background to keep presentations interesting. This may also be passed along to guest speakers to add their presentation to.

• **Updated Student Membership Brochure** --- This new cover for the membership application more clearly lists the benefits of membership in APWA and uses updated photos and graphics to appeal to wide range of students.

It was important to stay consistent with the design of the tool kit materials and also stand apart from other organizations. Branding is one of the best ways to develop interest, therefore developing the APWA student brand was given the highest priority. Name recognition and brand repetition causes an increase in awareness of APWA. Students are able to identify different marketing items through the similar color, text, and photos.

The APWA currently has some tool kit templates and marketing materials already available on the APWA website under members only. These materials were branded specifically for Minnesota and Kansas City Metro (KCM) chapters that have established student chapters. These materials were invaluable in identifying the kinds of pieces that should be developed further based on what has worked with these already established student chapters. Based on the surveys of the students and chapter presidents, what was being asked for was the development of a comprehensive pre-packaged tool kit that was accessible and could be easily adapted to assist chapters or interested local representatives to initiate contact with post-secondary schools or students to build student chapters.

At present, these materials will be uploaded on the APWA website in an easily accessible location with links from the homepage, YP Network page, and Member’s Only page. To be more consistent with how other professional organizations present their student information online, ELA VI recommends that these tool kit materials be available to a wider audience and placed in a more public area of the website.

The pilot study was an opportunity to test the effectiveness of the tool kit items and is discussed in the next section.
Implementation of a student chapter at a post-secondary school was critical to demonstrate that there was in fact an interest from students to become involved in an APWA student chapter. Furthermore, the pilot study was an opportunity to receive feedback on the effectiveness of the tool kit items that were created.

The University of California, Irvine (UCI) was chosen for the pilot study because the ELA VI Class had a member already employed at the University and working with a keen group of students. Class member, Dina Ochoa, currently works for Transportation and Distribution Services (T&DS) at the University. Part of Dina’s responsibilities includes the management and supervision of the Civil Design Team that is comprised of eight civil engineering students. Therefore, due to Dina’s direct connection with students, it was an unprecedented opportunity to implement the pilot study at UCI.

The students were instrumental in making this part of the project a reality. The University of California, Irvine’s Student Life and Leadership Office offers a well-rounded program that made it simple to create a student chapter. The students completed the following:

- Registration form
- Officers signed documents
- Payment of annual registration fee
- Attend a new organization orientation

As the group’s advisor, Dina gave the students guidance and helped them to identify who they needed to contact from the APWA Southern California Chapter to request support. Dina made the initial contact with Bonnie Teaford, PE, President the APWA Southern California Chapter. Ms. Teaford was very responsive and accommodating to the students’ request of support and was instrumental in helping the students acquire the funding for the annual registration fees. From there, Ms. Teaford referred Dina to Mark Vukojevic, the Chapter’s Director and Committee Chair for Young Professionals. Mr. Vukojevic has had a long standing goal to create student chapters at local Southern California colleges and universities and was excited to learn that the ELA VI class chose this as a project. After the initial contact, Dina suggested that the students to work directly with Mr. Vukojevic as they prepared for their first Chapter meeting.

At the first student chapter meeting, the administrative matters were underway quickly. The first order of business was for the students to select the officers of the Chapter. From there, the officers created their mission statement:

The student chapter of the American Public works Association at the University of California Irvine exists to support students and develop their connections with the people, agencies, and organizations that plan, build, maintain, and improve our communities. As a student chapter we will work with APWA to contribute to a higher and a sustainable quality of life.

Once the officers were in place and the registration of the chapter was completed with UCI, the students created a Facebook page: https://www.facebook.com/apwa.uci. This page helped them to communicate with current and potential members of chapter news and information regarding the upcoming inaugural meeting that included invited guests.
In preparation of the inaugural meeting, the officers worked on an agenda and a power point presentation for the meeting. In addition they contacted professionals in the industry to form a panel to answer questions from the student attendees. The Student Chapter President, Ashley Woods, reached out to Mark Vukojevic to invite him to be a panelist for the meeting. He graciously accepted the invitation as well as Shahn Ahmad of SA Associates. Invitations were also sent to and accepted by Andres Miramontez from Kiewit; UCI Alumni and former T&DS Civil Design Team employee, Karl Harris from Oxnard City Corps; as well as ELA VI’s very own Dina Ochoa. Students from Engineering Department and members of the UCI ASCE Student Chapter were also invited to attend; Dina remarked that “it was nice to see how the students of other field paths within UCI supported each other”.

After much work and anticipation, the students held their first chapter event on the UCI campus on May 16, 2013. At the event, panelists answered questions relating to why they had chosen public works as a career, what recommendations they would make to help students get started on their own career path in public works, and difficulties or challenges that they have encountered in school or workplace as they have pursued their careers. In total, there were 45 attendees to the inaugural meeting.

Due to the timing of the project and the creation of the chapter, the students were only able to hold one meeting before finals and graduation. During the summer, elections will be held for officer positions and meetings of the board will be conducted to plan meetings and events for the 2013-2014 school year. The chapter currently has 10 members and looks to work on a membership drive in October 2013.

The officers were also very involved with the ELA Class, offering feedback from a student’s perspective on different aspects of the project. They offered their input on the look of the logo, what types of questions to ask in the surveys and they reviewed the tool kit.

The Pilot Study at UCI has been positive and the students are committed to continuing the effort in the upcoming academic year. As experienced, the timing during the academic year can prove cumbersome for establishing a sustainable student chapter. In order to ensure ongoing success, creating a place for student chapters within APWA will be essential. The next section of the report evaluates where and how the student chapters may exist within APWA.
The Emerging Leaders Academy Class VI recognizes that student chapters will require ongoing support and maintenance, and that additional programs will be required to continue to generate interest in APWA at the student level. APWA already has the structure and resources in place to foster this kind of a relationship with their standing committees, technical committees, and project teams it needs to continue to identify the appropriate avenue to sustain student development and growth within APWA.

APWA maintains three types of committees, standing committees, technical committees and project team committees:

- **Standing Committees** --- formed to assist in the governance and internal affairs of the association. The chairs of these committees are appointed by the APWA National President, and members must apply for appointment to such committees.

- **Technical Committees** --- focus on specific areas of public works, such as Emergency Management, Engineering & Technology, or Water Resources Management, to name a few. These committees are comprised of volunteers and generally meet only a few times per year.

- **Project Team Committees** --- less formal committees that form to execute specific objectives. There are no position appointments with this committee, it is on a voluntary basis. These groups are specialized and task focused to achieve a common goal.

An established national program is fundamental to the successful development of a uniform student program. However, local interaction is essential to the sustainability of such a program. After careful review of the APWA committee structures and requirements, this group has identified a Project Team Committee, both at the national and local chapter levels, to be the most effective avenue to kindle a lasting student program.

The Project Team Committee, or the Student Outreach Network (SON), as it has been named for the purpose of this project, should be formed first at a national level. After, chapters can then start their own SON committee locally to work alongside the national committee. It is recommended that a project team is created within the Young Professionals (YP) Network. The reasoning behind this proposal is because APWA’s YP Network is currently established with passionate individuals from across the country; young professionals can generally relate to students better; and young professionals may currently have relationships with post-secondary students or faculty that could easily facilitate the implementation of student chapters at universities.

If the Student Outreach Network is not embedded within the YP Network, it should be used as a guide and resource since this group currently has a team who is organized and motivated enough to be a proper catalyst for the student movement. After a period of time, not less than three to five years, the project team committee structure should be re-evaluated with consideration to create a standing committee. This will give students the opportunity to hold a nationally appointed position and to set their own agendas and guide their own progress moving forward.

To more thoroughly illustrate the responsibilities of the national and local SON committees, the following have been developed:
NATIONAL PROJECT TEAM COMMITTEE

An active, involved national project team will be vital to the success of student chapter development. As student chapters become more accessible and sustainable, this group will be required to be fluid and transition with the development of student programming. The responsibilities suggested of this group are:

1. **Guide the local chapter project team committees in their involvement with the student organizations** --- While the national committee may disseminate information and foster BMPs for student interaction, it will be up to the local chapters to add value and purpose to the student chapters. The national chapter will need to give the local chapters direction and share successes of other chapters. A close relationship will be necessary for success and proper communication. The national committee will be responsible for providing step-by-step guidance, if needed, to the local chapter to help develop a sustainable student chapter.

2. **Create and maintain a student portion on the APWA website** --- Work with APWA staff to enhance the student portion of APWA’s website. Highlight specific student chapters and events, develop materials to boost student chapter meetings, such as a topics section, or relevant articles, or project highlight.

3. **Provide direction and mentoring opportunities for both the local chapters and student chapters** --- At the chapter level, this can be a one-on-one coaching session, or webinars/conference calls devoted to engaging students, or even panels at Congress or local meetings/conferences. Similarly, such avenues can be taken to coach and council new student chapters. However, local interaction with students should be stressed wherever practical.

4. **Maintain and revise the student chapter handbook/tool kit and BMP’s as needed** --- As part of this project, ELA VI is creating and updating materials to facilitate the creation of a student chapter, and the subsequent materials for local chapters to be involved. The national committee should maintain and update this material and ensure its relevance going forward. A standard handbook/tool kit should be available for each local chapter’s use but should provide flexibility for each chapter to personalize based on the culture and what is appropriate for their area or region.

5. **Facilitate the growth of the APWA with the introduction of the next generation of young professionals** --- Provide articles and meeting topics to share with the local chapters. Use such information as a tool to enhance both the local and students chapters, but also to encourage their involvement and interaction with one another.

6. **Ensure that student members are not excluded from APWA events due to cost** --- Fulltime students are typically not gainfully employed and steps should be taken to ensure that attendance at professional development events is not cost prohibitive for them. This may be developing BMPs for sponsorship events, establishing professional development scholarships, working with APWA or local chapters to provide reduced/no cost access to events in exchange for volunteer time at such events, or other such means to allow students the opportunity to attend.

7. **Provide a national forum for information** --- The national committee should establish student specific information dissemination through email and the APWA website. Such communication
could include internship opportunities, student chapter BMPs, news or academic articles of interest or general public works promotional information.

LOCAL PROJECT TEAM COMMITTEE
Local project teams are vital to the success of a sustainable student chapter. This can be the executive board or an entirely separate committee of within a local chapter. Regardless, it needs to be a group of people who cares about the sustained success of the local student chapters. The local project teams will provide a greater accessibility to the students by providing local mentoring and one-on-one support.

1. **Create or participate in college career fairs** --- Creation of a student chapter is mutually advantageous to students as well as professionals as their relationship could blossom into that of employee/employer. Participating in a career fair is a great way to develop these relationships and reach out to a broad audience. Career fairs held by a local chapter should include participation from the general public, all local universities and technical schools.

2. **Assist student chapters with finding speakers for monthly/quarterly meetings** --- Keeping students interested is going to be a key challenge to sustaining student chapters at various universities. Value and legitimacy will be added when dynamic speakers are available to address the group of students. This may also help to draw in more students who are considering the public works field as their profession.

3. **Provide a local internship program** --- Local APWA chapters are the perfect clearinghouse for internship opportunities. The pairing of local students with local agencies is a natural progression. Further, for those students who attend college/university out of the region, their local APWA chapter will be a valuable resource for finding work during breaks from school. A student who is active in APWA at school is more likely to make his/her local chapter their first resource for finding internships when returning home for breaks.

4. **Invite students to local conferences and provide free/reduced rate registration** --- Local conferences are likely going to be the students’ first real opportunity to get to know the field as well as interact with area professionals. A student focused chapter will recognize the value of young interest in their field and offer reduced rate or even free registration to students who would like to participate in their events. This could be in exchange for volunteer time, such as conference registration, or simply as a perk of being involved in a student chapter of APWA.

5. **Designate a local member to be the main contact for student chapters** --- It is important to have a single point of contact between local and student chapters. From a communication standpoint, a single liaison will convey a clear message. From a personal perspective, a single contact will be able to develop relationships and connect with the students on a more intimate level. This person can mentor the student group along and help to steer their development. Any faculty at the local organizations that are current members of the local chapter would be the ideal contact for that student chapter.

6. **Provide quarterly or bi-annual joint meetings with the student chapter** --- Giving students access to regular meetings will be a great benefit to the students, but may also bolster involvement in the local chapter post-graduation. This advances the effort to develop the students, but also adds new perspective to meetings and meeting topics that may otherwise be
overlooked. Students or their academic advisors may be likely candidates to present at meetings based on course content and research done in the classroom.

7. **Mentor/Advise the chapter and help manage finances and records** — Starting a new chapter from scratch will most likely be challenging. Local chapters should use their experience in meeting planning, accounting, and record keeping as ways of helping develop the students as they take on new roles. Reaching out to other local chapters that have successfully started a student branch will increase the success of setting up a sustainable system.

8. **Encourage interaction between other student chapters within the same region** — Post-secondary institutions outnumber local APWA chapters throughout the US and Canada. The local chapters should logically and logistically be central ground for students from various universities in the same region. They could host student specific events to encourage intercollegiate interaction, or help to establish regional initiatives to add value to the student experience. For example, students from different colleges or universities could collaborate on a single community service project that is established or organized by their local chapter.

9. **Report student memberships to national committee** — While the students will have interaction with the national committee, the local chapters are going to have the outside perspective to provide information to the national committee, and to develop and funnel ideas and information to the students.

After new student chapters have been established, the project team should review the progress and efficiency of the committee. This review should be three to five years after initiation and will evaluate whether a transition to a standing committee or technical committee would be beneficial to the overall goal. The project team committee, SON, will complete a new proposal or report of responsibility to be considered by APWA national. The main focus of the committee should be to act as a resource for local chapters, assist in their involvement with student chapters, and update the Best Management Practices (BMPs) and tool kit for starting a new student chapter.

The transition to a Standing Committee should only occur after sufficient progress has been made in creating new student chapters at universities throughout the US and Canada. Until that time, the SON Project Team Committee should focus on the set of specific responsibilities to foster such student and local chapter development.

Student chapters, especially in the first three to five years, will require support from APWA on the national and local level through the formation of project teams. Embedding the Student Outreach Network within the existing YP Network, will generate enthusiasm and energy as the soon-to-be public works professionals and the young, already-public works professionals join forces and create sustainable student chapters.
CONCLUSIONS

Student chapters will be as successful as the students make them, but local chapters and the national APWA organization can foster their development and success by creating effective support mechanisms. The overall findings demonstrate that there is a need for APWA to reach out to students at post-secondary institution in order to develop student chapters. Further, there is a desire by the local chapters to be part of this movement to generate young members and foster their professional development and participation in APWA. The final step is to respond to those needs by providing the marketing and outreach tools and an oversight committee necessary to make them successful. A two-pronged approach is recommended to engage students.

First, to successfully develop a sustainable student chapter there has to be an inherent value to the organization in the students’ eyes. The best way to uniformly achieve this is to have a clear vision at a national level, but also to convey and execute that vision at the local level. Local chapters and committees are the presence that will add value to student organizations and entice new students to choose a career in public works. A common theme emerged from survey of the other professional organization was that local chapter involvement played a direct role in the success of the student chapter. Local branches of these organizations that have young professional or student outreach committees that are involved with students add value to the student organization and help generate student interest. The students have to create the opportunity, but the added value that the local chapters can bring to those students is important, especially as the student section first gains traction.

The local chapter should be the main point of contact for the students. These local members can serve as guest speakers for seminars and provide networking opportunities for the students. The local chapters should invite their regional student member counterparts to local conferences and meetings. In order to encourage student participation, all registration fees to these meetings should also be waived or reduced to only the minimal cost incurred. A common theme between every professional organization was that the success of the student chapter was directly correlated to the local chapter involvement; this philosophy should be echoed in APWA. Local involvement will require support from APWA national to increase the student chapter success rate.

The APWA national organization is necessary to ensure a uniform approach for student chapter support. Also, APWA should oversee the student chapters by tracking progress and providing the students with technical resources. This can be facilitated through the creation of a national committee to oversee the student outreach campaign, as well as to disseminate best practices and even challenges that various chapters may experience. This group will be responsible for maintaining and updating the marketing materials as well as developing programs and opportunities to keep the chapters engaged with the students and continue to add value to the student experience.

The project team committee, given the working title of Student Outreach Network (SON), should be formed. The Young Professionals Network should be a guide and resource since the group currently has a team who is organized to be an appropriate partnership for the student movement. After a period of time, not less than three to five years, the project team committee structure should be re-evaluated with consideration to make a standing committee. This communication will provide insight into what each chapter is doing and identify their successes and opportunities for improvement. This will also afford APWA the opportunity to maintain contact with students as they transition into the professional world.
Furthermore, survey results indicate that post-secondary faculty recognizes a need to introduce students to professional organizations for networking and career development opportunities. Specifically, there is a desire throughout the surveyed faculty to introduce a public works affiliated student chapter on their campus; however, many of the respondents are not familiar with APWA. Public works is usually not a specific course of study offered at post-secondary institutions, chapter president respondents believe that APWA student chapters should focus on students pursuing civil and environmental engineering, GIS, public administration, and sustainability career paths. They see these fields as the most in-demand professions needed in the public works industry. While these are the courses of study likely to host a student organization and generate a faculty liaison, which is necessary, the diversity of the field should not be overlooked and students of all disciplines should be equally encouraged and engaged.

As essential as all these support systems are for the success of the student chapter, the bottom line is that the vitality and sustainability of the student chapter is truly dependent on its student members. The students need to initiate all the events and follow through with those plans. They need to work with the college and faculty advisors to maintain activity on campus and outreach to other students. Student members can also consider contacting professors and advisors in other degree fields to encourage a multi-discipline student chapter. In order to engage students at that level, APWA needs to communicate the many benefits of APWA membership using modern media and messaging. The students should keep a singular email address and pass the address onto the new student body to maintain contact with the local chapter and APWA national. In addition, leveraging existing Facebook and Twitter accounts, as well as the APWA website and Young Professionals Network will help in appealing to the post-secondary student. All of these strategies will add value and are intended to realize the rewarding experience of creating an APWA student chapter.

Second, as indicated by the survey results, it is recommended that APWA provide its chapters with a complete marketing tool kit to generate interest in the organization. Such materials do exist, but they are difficult to find on APWA’s website, and they are not formatted to be editable by each new user.

The ELA VI class updated the tool kit, giving it a fresh look that will appeal to students as well as recommending it be made more accessible to local chapters. This marketing campaign can be tailored to each campus as it is flexible and easily adapted. The materials are in an editable format and were developed to be able to appeal to the specific student audience. To ensure success of the outreach program nationally, APWA staff needs to be available as a resource to enhance these materials in ways that may be beyond the capabilities of the local chapters. The website will be essential for the exchange of information between the students and the national organization. The students should eventually have their own portion of the website and it should be prominent on the APWA homepage.

APWA has a great opportunity to encourage and enhance student membership. There are already several successful student chapters in APWA, but not nearly enough to truly represent what APWA has to offer to the post-secondary student population. By initiating these steps and providing the support these students need, the creation of addition student chapters will be a success and meet the long term goal to educate the leaders of tomorrow on what public works is; inspire them to become involved in student chapters and the public works profession; and transform the future for themselves and their communities.
APPENDIX A: SURVEY QUESTIONNAIRES

STUDENT SURVEY RESPONSES (37 Responses)

Question 1

Prior to this survey, did you know what the American Public Works Association (APWA)/Canadian Public Works Association (CPWA) was?

Results:

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was very informed of about the APWA/CPWA</td>
<td>5.41%</td>
</tr>
<tr>
<td>I was somewhat knowledgeable of the CPWA/APWA</td>
<td>16.22%</td>
</tr>
<tr>
<td>I heard of it, but did not know what it was for</td>
<td>35.14%</td>
</tr>
<tr>
<td>I have not heard of the APWA/CPWA before</td>
<td>43.24%</td>
</tr>
</tbody>
</table>

Question 2

In your opinion, do you think the APWA/CPWA can benefit college/university students looking for employment?

Results:

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78.38%</td>
</tr>
<tr>
<td>No</td>
<td>21.62%</td>
</tr>
<tr>
<td>I am unaware</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Question 3**

Are you aware of the various career opportunities available in the Public Works field?

**Results:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>37.84%</td>
<td>62.16%</td>
</tr>
</tbody>
</table>

**Question 4**

Are you aware that APWA/CPWA Student Chapters can be set up on campuses?

**Results:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>16.22%</td>
<td>83.78%</td>
</tr>
</tbody>
</table>
Question 5
Who is eligible to start up a student organization?

Results:

![Graph showing eligibility for starting a student organization]

Question 6
Do you currently have an APWA/CPWA Student Chapter at our university/college/trade school?

Results:

![Graph showing current status of APWA/CPWA Student Chapter]

Yes: 91.89%
No: 8.11%
Question 7
Do you believe there would be interest to have an APWA/CPWA student chapter on campus?

Results:

Question 8
What is the best way to share information with your student body?

Results:

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering staff</td>
<td>2</td>
</tr>
<tr>
<td>E-mail</td>
<td>18</td>
</tr>
<tr>
<td>Presentations/Seminars</td>
<td>7</td>
</tr>
<tr>
<td>Social Media</td>
<td>4</td>
</tr>
<tr>
<td>Posters/Flyers</td>
<td>3</td>
</tr>
<tr>
<td>Promote in P/W related courses/departments</td>
<td>3</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
</tr>
</tbody>
</table>
**Question 9:**

Do you currently participate in any student organizations, and if so, which ones?

**Results:**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWWA</td>
<td>1</td>
</tr>
<tr>
<td>Construction Club</td>
<td>1</td>
</tr>
<tr>
<td>American Association of Geologists</td>
<td>3</td>
</tr>
<tr>
<td>Greek Life</td>
<td>1</td>
</tr>
<tr>
<td>Steel Bridges</td>
<td>2</td>
</tr>
<tr>
<td>ASCE</td>
<td>12</td>
</tr>
<tr>
<td>Engineers Without Borders</td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>9</td>
</tr>
</tbody>
</table>
FACULTY SURVEY RESPONSES (9 Responses)

**Question 1**

Prior to this survey, did you know what the American Public Works Association (APWA)/ Canadian Public works Association (CPWA) was?

*Results:*

- I am very informed about the APWA/CPWA: 22.22%
- I am somewhat knowledgeable: 11.11%
- I have heard of it, but did not know what it was for: 33.33%
- I have not heard of the APWA/CPWA before: 33.33%

**Question 2**

In your opinion, do you think the APWA/CPWA can benefit college/university students looking for employment?

*Results:*

- Yes: 55.56%
- No: 11.11%
- I am unaware: 33.33%
Question 3
Do you think students are aware of the various Public works careers that are available?

Results:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11.11%</td>
</tr>
<tr>
<td>No</td>
<td>77.78%</td>
</tr>
<tr>
<td>I am unaware</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

Question 4
If there was interest to start an APWA/CPWA Student Chapter on campus, can the chapter be set up by an external person? If not, who can set up a chapter?

Results:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, a Student Chapter can be set up by anyone associated with the college/university</td>
<td>33.33%</td>
</tr>
<tr>
<td>No, a Student Chapter can only be set up by a student</td>
<td>33.33%</td>
</tr>
<tr>
<td>No, a Student Chapter can only be set up by a faculty member</td>
<td>22.22%</td>
</tr>
<tr>
<td>Yes, a Student Chapter can be set up by an external person</td>
<td>11.11%</td>
</tr>
</tbody>
</table>
Question 5

Is it a requirement that an APWA/CPWA Student Chapter have a faculty liason?

Results:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>77.78%</td>
<td>22.22%</td>
</tr>
</tbody>
</table>

Question 6

Does the college/university require any fees to set up Student Chapters?

Results:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>77.78%</td>
<td>22.22%</td>
</tr>
</tbody>
</table>
**Question 7**

If so, do students have access to funding through the college/university to set up Student Chapters?

**Results:**

![Bar chart showing 66.67% Yes and 33.33% No responses.]

**Question 8**

What is the best way to share information with the student body?

**Results:**

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texting</td>
<td>2</td>
</tr>
<tr>
<td>E-mail</td>
<td>4</td>
</tr>
<tr>
<td>Direct co-operation between Industry and Faculty in those specific disciplines</td>
<td>1</td>
</tr>
<tr>
<td>Social Media</td>
<td>2</td>
</tr>
<tr>
<td>Contact with Student Leadership Organizations (ASCE)</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 9

What organizations are successful on your campus? What do you think is key to their success?

Results:

APWA
ASCE
Construction Club
Engineers Without Borders

Success factors:
Clear purpose/benefit of involvement is stated
Career connections offered
Conferences/competitions
# CHAPTER PRESIDENT SURVEY RESULTS

**Question 1**

Please enter the contact information for your APWA Chapter. Please state your name under Name and your chapter’s name for Company.

Responses:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Chapter</th>
<th>State</th>
<th>City</th>
<th>Zip Code</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tom deLorimier</td>
<td>Delaware State Chapter</td>
<td>DE</td>
<td>19713</td>
<td>65802</td>
<td>USA</td>
</tr>
<tr>
<td>2.</td>
<td>Paul D. Wnek</td>
<td>New Jersey Chapter</td>
<td>NJ</td>
<td>08753</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>3.</td>
<td>Steve Glammeyer</td>
<td>Colorado Chapter</td>
<td>CO</td>
<td>81416</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>4.</td>
<td>Shonna Sommer</td>
<td>Ventura Chapter</td>
<td>CA</td>
<td>91360</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>5.</td>
<td>Peter Capell</td>
<td>Washington State Chapter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Timothy M. Tumulty, PE</td>
<td>Texas Chapter</td>
<td>TX</td>
<td>75149</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>7.</td>
<td>Bob Miller</td>
<td>Kansas City Metro Chapter</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Bonnie Teaford</td>
<td>Southern California Chapter</td>
<td>CA</td>
<td>91502</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>9.</td>
<td>Andrew Stevenson</td>
<td>Saskatchewan Chapter</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>Jonathan Gano</td>
<td>Missouri Chapter</td>
<td>MO</td>
<td>65802</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>11.</td>
<td>Paul Q. Woodard</td>
<td>Wisconsin Chapter</td>
<td>WI</td>
<td>53711</td>
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</tr>
<tr>
<td>12.</td>
<td>Cheryl Creson</td>
<td>Sacramento Chapter</td>
<td>CA</td>
<td>95833</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>13.</td>
<td>Pat Miller</td>
<td>Iowa Chapter</td>
<td>IA</td>
<td>51501</td>
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<tr>
<td>14.</td>
<td>Mitchell Hoeft</td>
<td>Minnesota Chapter</td>
<td>MN</td>
<td>55427</td>
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<tr>
<td>15.</td>
<td>Robert W. Drewry</td>
<td>Georgia Chapter</td>
<td>GA</td>
<td>31406</td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>Michael Smith</td>
<td>Indiana Chapter</td>
<td>IN</td>
<td>46225</td>
<td></td>
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<tr>
<td>17.</td>
<td>Dennis Pay</td>
<td>Utah Chapter</td>
<td>UT</td>
<td>84115</td>
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<tr>
<td>18.</td>
<td>Chris Evers</td>
<td>Florida Chapter</td>
<td>FL</td>
<td>33704</td>
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<tr>
<td>19.</td>
<td>Richard Benevento</td>
<td>New England Chapter</td>
<td>MA</td>
<td>01801</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>20.</td>
<td>David Sparanese</td>
<td>British Columbia Chapter</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>21.</td>
<td>Arnie Morrison</td>
<td>Illinois Chapter</td>
<td>IL</td>
<td>61820</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>22.</td>
<td>Cheryl Creson</td>
<td>Sacramento Chapter</td>
<td>CA</td>
<td>95833</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>23.</td>
<td>James</td>
<td>Southern California Chapter</td>
<td>CA</td>
<td>92124</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>24.</td>
<td>Lawrence Hummel</td>
<td>Michigan Chapter</td>
<td>MI</td>
<td>49064</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>25.</td>
<td>Bob Burns</td>
<td>Maine Chapter</td>
<td>ME</td>
<td>04038</td>
<td></td>
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<tr>
<td>26.</td>
<td>Bob Burns</td>
<td>Maine Chapter</td>
<td>ME</td>
<td>04038</td>
<td></td>
<td>USA</td>
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<tr>
<td>27.</td>
<td>Burton Mikolayenko</td>
<td>Manitoba Chapter</td>
<td></td>
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</tr>
<tr>
<td>28.</td>
<td>James Burati</td>
<td>South Carolina Chapter</td>
<td>SC</td>
<td>29634</td>
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</tr>
<tr>
<td>29.</td>
<td>Bill Yearwood</td>
<td>Tennessee Chapter</td>
<td>TN</td>
<td>38135</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>30.</td>
<td>Patty Podobozny</td>
<td>Alberta Chapter</td>
<td></td>
<td></td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>31.</td>
<td>Vaughn L. Melcher</td>
<td>Central California Chapter</td>
<td>CA</td>
<td>93291</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>32.</td>
<td>Eli Mowbray</td>
<td>Monterey Bay Chapter</td>
<td>CA</td>
<td>95062</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>33.</td>
<td>Nathan Junius</td>
<td>Louisiana Chapter</td>
<td>LA</td>
<td>70002</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>34.</td>
<td>Allison Strode</td>
<td>Western Pennsylvania Chapter</td>
<td>PA</td>
<td>15215</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>35.</td>
<td>Ryan Salisbury</td>
<td>Rocky Mountain Chapter</td>
<td>MT</td>
<td>59802</td>
<td></td>
<td>USA</td>
</tr>
</tbody>
</table>
**Question 2**

Please list all existing APWA Student Chapters at Universities/Colleges/Technical Schools/Trade Schools in your Chapter geographic area. (Leave blank if none or unknown.)

Responses:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State</td>
<td>Gonzaga</td>
</tr>
<tr>
<td>Kansas City Metro</td>
<td>University of Missouri – Kansas City</td>
</tr>
<tr>
<td>Missouri</td>
<td>Linn State Technical College</td>
</tr>
<tr>
<td>Minnesota</td>
<td>University of Minnesota</td>
</tr>
<tr>
<td>Michigan</td>
<td>Western Michigan University</td>
</tr>
</tbody>
</table>

**Question 3**

Please list all existing APWA Student Chapters at Universities/Colleges/Technical Schools/Trade Schools at which your Chapter currently has ongoing involvement and participation. (Leave blank if none or unknown.)

Responses:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State</td>
<td>Gonzaga; Central Washington University</td>
</tr>
<tr>
<td>Kansas City Metro</td>
<td>University of Missouri – Kansas City</td>
</tr>
<tr>
<td>Missouri</td>
<td>Linn State Technical College</td>
</tr>
<tr>
<td>Kansas</td>
<td>Kansas State University; Kansas University</td>
</tr>
<tr>
<td>Alberta</td>
<td>Northern Alberta Institute of Technology; Southern Alberta Institute of Technology</td>
</tr>
</tbody>
</table>
**Question 4**

How does your Chapter currently participate with students or existing APWA Student Chapters? (Check all that apply)

Responses:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our professional chapter members provide &quot;job shadowing&quot; opportunities</td>
<td>6%</td>
</tr>
<tr>
<td>Our professional chapter provides student chapter members with career</td>
<td>27%</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
</tr>
<tr>
<td>Our professional chapter offers student member academic scholarships</td>
<td>58%</td>
</tr>
<tr>
<td>Our professional members assist in APWA student competitions</td>
<td>6%</td>
</tr>
<tr>
<td>We invite student members to attend professional networking events</td>
<td>27%</td>
</tr>
<tr>
<td>Student members invite our professional members to attend student</td>
<td>9%</td>
</tr>
<tr>
<td>networking events</td>
<td></td>
</tr>
<tr>
<td>We provide professional mentoring to student members</td>
<td>9%</td>
</tr>
<tr>
<td>We invite student members to attend and/or present at our professional</td>
<td>42%</td>
</tr>
<tr>
<td>meetings and/or...</td>
<td></td>
</tr>
<tr>
<td>Students chapters invite our professional members to attend and/or present at student...</td>
<td>15%</td>
</tr>
<tr>
<td>Our Professional Chapter is not currently involved with Student Chapters or students</td>
<td>33%</td>
</tr>
<tr>
<td>Chapter</td>
<td>Comment</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Delaware</td>
<td>We have gone out to Schools and done programs pertaining to Public Works.</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>We provide scholarships to member children and non-member. We also invite students (under 12) to our annual conference tradeshow.</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>We provide 6 annual $1,000 scholarships to students attending a Wisconsin university pursuing a degree that could lead to a career in Public Works.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>We do not have a &quot;formal&quot; student chapter, but we are currently working on methods to enhance the exposure of student membership and provide students with opportunities to attend our annual conferences at a special student rate. We have a student scholarship program and have participated in career fairs.</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Our chapter offers an annual bursary to two University of Manitoba Engineering Students in civil engineering.</td>
</tr>
<tr>
<td>Tennessee</td>
<td>We have begun an endeavor of this type with a university in eastern TN.</td>
</tr>
<tr>
<td>Central California</td>
<td>One of the goals of the Central California Chapter of APWA for 2013 is to form a student chapter at Calif. State Univ. at Fresno. Once formed, another one is planned at Calif. State Univ. at Bakersfield.</td>
</tr>
<tr>
<td>Monterey Bay</td>
<td>To my knowledge there are no student chapters of APWA in the 3 counties which comprise the Monterey Bay Chapter of APWA. The only student members I am aware of are those we sign up in conjunction with a scholarship: our chapter gives away 3 - 4 scholarships a year to local students and includes a student membership along with $1500. Some of our members have involvement with various students and student groups - including career fair participation, job shadowing, etc. But there is nothing formal. We are working to implement an internship program that the chapter intends to partially fund; so far we have not placed any students.</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Our Chapter has done scholarships for students in the APWA arena.</td>
</tr>
<tr>
<td>Rocky Mountain</td>
<td>We have not had much luck getting students to our conferences. We need to put more effort into it, but our large geographic region and the conference changes between Idaho, Montana, and Wyoming each year so it isn't very easy for students to attend.</td>
</tr>
</tbody>
</table>
**Question 5**

Would your APWA Chapter be interested in building stronger relationships with APWA Student Chapters at Universities/Colleges/Technical Schools/Trade Schools in your Chapter geographic area?

Responses:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern California</td>
<td>Our Younger Member Committee and School Outreach Committee are working toward establishing a student chapter at UC Irvine in 2013.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>We are exploring the opportunity to partner with the student membership drive of the Applied Science Technologist and Technicians of British Columbia (ASTTBC) and tag along with them to promote APWA Student Memberships</td>
</tr>
<tr>
<td>Southern California</td>
<td>We are currently working with SDSU and USCD to build joint student chapters with ASCE and APWA.</td>
</tr>
<tr>
<td>Central California</td>
<td>One of the goals of the Central California Chapter of APWA for 2013 is to form a student chapter at Calif. State Univ. at Fresno. Once formed, another one is planned at Calif. State Univ. at Bakersfield.</td>
</tr>
<tr>
<td>Monterey Bay</td>
<td>We would be interested in building stronger relationships and also in helping to establish student chapters most likely.</td>
</tr>
</tbody>
</table>
Question 6

How would your Chapter be willing to participate with existing or new APWA Student Chapters in your geographic area? (Check all that apply)

Responses:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our professional chapter members would provide “job shadowing” opportunities to student members</td>
<td>52%</td>
</tr>
<tr>
<td>Our professional chapter would provide student chapter members with career opportunities information</td>
<td>77%</td>
</tr>
<tr>
<td>Our professional chapter would offer student member academic scholarships</td>
<td>77%</td>
</tr>
<tr>
<td>Our professional members would assist in APWA student competitions</td>
<td>61%</td>
</tr>
<tr>
<td>We would invite student members to attend professional networking events</td>
<td>68%</td>
</tr>
<tr>
<td>Student chapters would invite our professional members to attend student networking events</td>
<td>58%</td>
</tr>
<tr>
<td>We would provide professional mentoring to students</td>
<td>58%</td>
</tr>
<tr>
<td>We would invite student members to attend and/or present at our professional meetings and/or conferences</td>
<td>74%</td>
</tr>
<tr>
<td>Students would invite our professional members to attend and/or present at student chapter meetings and/or...</td>
<td>0%</td>
</tr>
<tr>
<td>Our Professional Chapter would not be involved with Student Chapters</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas City Metro</td>
<td>Location of an additional school may hinder this relationship.</td>
</tr>
<tr>
<td>Central California</td>
<td>All good stuff!</td>
</tr>
<tr>
<td>Monterey Bay</td>
<td>I could see our chapter being involved with all of the above activities.</td>
</tr>
</tbody>
</table>
Question 7

If APWA provided your Chapter with resources such as brochures and presentations, would your Chapter be willing to promote the formation of APWA Student Chapters at Universities/Colleges/Technical Schools/Trade Schools in your geographic area?

Responses:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ventura County Chapter</td>
<td>Difficulty arises with time… we are all busy and working on certain initiatives with APWA.</td>
</tr>
<tr>
<td>Southern California</td>
<td>Please, YES! We need brochures and presentations materials, but since we already pay dues, we should not have to PURCHASE them from National.</td>
</tr>
<tr>
<td>Alberta</td>
<td>At this time our chapter is stretched pretty thin for volunteers with present initiatives. I would like to put it on the table for future initiatives.</td>
</tr>
<tr>
<td>Central California</td>
<td>Most likely, though we would need to review the specifics of any proposal with our Board of Directors and general membership. I believe there is a good chance that we would like to get involved if we can identify appropriate schools and there is student interest as well.</td>
</tr>
</tbody>
</table>
Question 8

What benefits would your Chapter members most like to receive by working with APWA Student Chapters? (Please rank as 1=Most Important, 6=Least Important)

Responses:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveying to student members the importance of public works as a career field</td>
<td>53.3%</td>
<td>26.7%</td>
<td>13.3%</td>
<td>0%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>1.83</td>
</tr>
<tr>
<td>Mentoring future public works professionals</td>
<td>36.7%</td>
<td>30.0%</td>
<td>10.0%</td>
<td>13.3%</td>
<td>6.7%</td>
<td>3.3%</td>
<td>2.33</td>
</tr>
<tr>
<td>Networking opportunities to meet potential future hires</td>
<td>6.7%</td>
<td>7.1%</td>
<td>40.0%</td>
<td>13.3%</td>
<td>16.7%</td>
<td>6.7%</td>
<td>3.37</td>
</tr>
<tr>
<td>Giving back to the community</td>
<td>6.7%</td>
<td>7.1%</td>
<td>40.0%</td>
<td>13.3%</td>
<td>16.7%</td>
<td>6.7%</td>
<td>4.80</td>
</tr>
<tr>
<td>Maintaining connections with schools and/or academic staff</td>
<td>6.7%</td>
<td>7.1%</td>
<td>40.0%</td>
<td>13.3%</td>
<td>16.7%</td>
<td>6.7%</td>
<td>4.40</td>
</tr>
<tr>
<td>Sharing of information</td>
<td>6.7%</td>
<td>7.1%</td>
<td>40.0%</td>
<td>13.3%</td>
<td>16.7%</td>
<td>6.7%</td>
<td>4.80</td>
</tr>
</tbody>
</table>

Overall Score

<table>
<thead>
<tr>
<th>Rank</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conveying to student members the importance of public works as a career field</td>
</tr>
<tr>
<td>2</td>
<td>Mentoring future public works professionals</td>
</tr>
<tr>
<td>3</td>
<td>Networking opportunities to meet potential future hires</td>
</tr>
<tr>
<td>4</td>
<td>Sharing of information</td>
</tr>
<tr>
<td>5</td>
<td>Maintaining connections with schools and/or academic staff</td>
</tr>
<tr>
<td>6</td>
<td>Giving back to the community</td>
</tr>
</tbody>
</table>
Question 9

What benefits do you think APWA Student Chapter Members would most likely receive by working with Chapters? (Please rank 1=Most Important, 7=Least Important)

Responses:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Rank</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring by current public works professionals</td>
<td></td>
<td>30.0%</td>
<td>26.7%</td>
<td>6.7%</td>
<td>16.7%</td>
<td>10.0%</td>
<td>6.7%</td>
<td>3.3%</td>
<td>2.83</td>
</tr>
<tr>
<td>Sharing of information</td>
<td></td>
<td>3.3%</td>
<td>6.7%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>26.7%</td>
<td>36.7%</td>
<td>10.0%</td>
<td>5.07</td>
</tr>
<tr>
<td>Networking opportunities to learn of potential career opportunities</td>
<td></td>
<td>33.3%</td>
<td>39.0%</td>
<td>26.7%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.13</td>
</tr>
<tr>
<td>Learning more about the community</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.3%</td>
<td>13.3%</td>
<td>10.0%</td>
<td>20.0%</td>
<td>53.3%</td>
<td>6.07</td>
</tr>
<tr>
<td>Networking opportunities to build future professional network</td>
<td></td>
<td>6.7%</td>
<td>20.0%</td>
<td>43.3%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>3.27</td>
</tr>
<tr>
<td>Leadership experience within an organization</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>6.7%</td>
<td>23.3%</td>
<td>33.3%</td>
<td>16.7%</td>
<td>20.0%</td>
<td>5.20</td>
</tr>
<tr>
<td>Scholarship opportunities</td>
<td></td>
<td>26.7%</td>
<td>16.7%</td>
<td>13.3%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>13.3%</td>
<td>3.43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Networking opportunities to learn of potential career opportunities</td>
</tr>
<tr>
<td>2</td>
<td>Mentoring by current public works professionals</td>
</tr>
<tr>
<td>3</td>
<td>Networking opportunities to build future professional network</td>
</tr>
<tr>
<td>4</td>
<td>Scholarship opportunities</td>
</tr>
<tr>
<td>5</td>
<td>Sharing of information</td>
</tr>
<tr>
<td>6</td>
<td>Leadership experience within an organization</td>
</tr>
<tr>
<td>7</td>
<td>Learning more about the community</td>
</tr>
</tbody>
</table>
**Question 10**

Based on your experience with public works and the APWA organization, what career paths should APWA focus on to recruit student members at Universities/Colleges/Technical Schools/Trade Schools? In other words, what career paths does the field of public works most need?

Responses:
### Question 10 Responses Continued:

<table>
<thead>
<tr>
<th>Career Path</th>
<th>Not Needed</th>
<th>Somewhat Needed</th>
<th>Very Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>56.7% (17)</td>
<td>40.0% (12)</td>
<td>3.3% (1)</td>
</tr>
<tr>
<td>Actuarial Science</td>
<td>60.0% (18)</td>
<td>40.0% (12)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Management &amp; Human Resources</td>
<td>13.3% (4)</td>
<td>63.3% (19)</td>
<td>23.3% (7)</td>
</tr>
<tr>
<td>Heavy Equipment Operation</td>
<td>6.7% (2)</td>
<td>50.0% (15)</td>
<td>43.3% (13)</td>
</tr>
<tr>
<td>Real Estate</td>
<td>46.7% (14)</td>
<td>50.0% (15)</td>
<td>3.3% (1)</td>
</tr>
<tr>
<td>Information Systems/Technology</td>
<td>3.3% (1)</td>
<td>60.0% (18)</td>
<td>36.7% (11)</td>
</tr>
<tr>
<td>Ecology</td>
<td>20.0% (6)</td>
<td>73.3% (22)</td>
<td>6.7% (2)</td>
</tr>
<tr>
<td>Land Surveying</td>
<td>10.0% (3)</td>
<td>63.3% (19)</td>
<td>26.7% (8)</td>
</tr>
<tr>
<td>Business</td>
<td>13.3% (4)</td>
<td>73.3% (22)</td>
<td>13.3% (4)</td>
</tr>
<tr>
<td>Soil Science</td>
<td>23.3% (7)</td>
<td>66.7% (20)</td>
<td>10.0% (3)</td>
</tr>
<tr>
<td>Urban Forestry</td>
<td>13.3% (4)</td>
<td>76.7% (23)</td>
<td>10.0% (3)</td>
</tr>
<tr>
<td>Asset Management</td>
<td>6.7% (2)</td>
<td>56.7% (17)</td>
<td>36.7% (11)</td>
</tr>
<tr>
<td>Accounting</td>
<td>33.3% (10)</td>
<td>50.0% (15)</td>
<td>16.7% (5)</td>
</tr>
<tr>
<td>Geography</td>
<td>30.0% (9)</td>
<td>66.7% (20)</td>
<td>3.3% (1)</td>
</tr>
<tr>
<td>Geographic Info. Systems (GIS)</td>
<td>0.0% (0)</td>
<td>33.3% (10)</td>
<td>66.7% (20)</td>
</tr>
<tr>
<td>Renewable Energy</td>
<td>23.3% (7)</td>
<td>53.3% (16)</td>
<td>23.3% (7)</td>
</tr>
<tr>
<td>Public Relations</td>
<td>13.3% (4)</td>
<td>63.3% (19)</td>
<td>23.3% (7)</td>
</tr>
<tr>
<td>Sustainability</td>
<td>6.7% (2)</td>
<td>40.0% (12)</td>
<td>53.3% (16)</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>0.0% (0)</td>
<td>10.0% (3)</td>
<td>90.0% (27)</td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>0.0% (0)</td>
<td>70.0% (21)</td>
<td>30.0% (9)</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>10.0% (3)</td>
<td>63.3% (19)</td>
<td>26.7% (8)</td>
</tr>
<tr>
<td>Public Administration</td>
<td>3.3% (1)</td>
<td>36.7% (11)</td>
<td>60.0% (18)</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>36.7% (11)</td>
<td>60.0% (18)</td>
<td>3.3% (1)</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>6.7% (2)</td>
<td>40.0% (12)</td>
<td>53.3% (16)</td>
</tr>
</tbody>
</table>
**Question 10 Responses Continued:**

<table>
<thead>
<tr>
<th>Top Five Most Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civil Engineering</td>
</tr>
<tr>
<td>2. GIS</td>
</tr>
<tr>
<td>3. Public Administration</td>
</tr>
<tr>
<td>4. Environmental Engineering</td>
</tr>
<tr>
<td>4. Sustainability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top Five Somewhat Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Urban Forestry</td>
</tr>
<tr>
<td>T2. Business</td>
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<tr>
<td>T2. Ecology</td>
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<td>4. Urban and Regional Planning</td>
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<td>T5. Soil Science</td>
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<td>T5. Geography</td>
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<th>Top Five Not Needed</th>
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<tbody>
<tr>
<td>1. Actuarial Science</td>
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<td>2. Political Science</td>
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<td>3. Real Estate</td>
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<td>4. Landscape Arch.</td>
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<td>5. Accounting</td>
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</table>
Summary of Discussions
Discussions were had with Student Member representatives from all seven organizations listed above. The student member representatives that participated demonstrated an interest in this project and were very helpful and open with the information they shared. Below is a summary of each of the discussions held with the professional organizations’ student member representatives.

American Society of Civil Engineers (ASCE)
ASCE is one of the premier professional organizations in the country and was invariably brought up as a reference in many conversations on this topic. Anyone working or studying in the engineering side of the public works profession has heard of this organization. In addition to their professional organization, they are also widely known for their successful student chapter program. In total, ASCE has 296 recognized Students Chapters with their numbers still growing. To encourage student membership ASCE provides free membership to all students with no restriction on services. The annual fee for a student chapter is $25.

To start a student chapter ASCE has a standardized application form. After the chapter has been approved they must operate for one year before they formally accepted as an ASCE Student Chapter. A 9 member student committee oversees the existing student chapters and approves the new chapters. This committee also gives out several annual awards to exceptional student chapters. One such example, the Ridgeline award, is given to student chapters for displaying superior community service.

The ASCE National Organization puts together 18 Student Conferences each year including those held specifically for student competitions. ASCE believes the student competitions are one of the keys to the success of their program. However, all national conferences also contain educational seminars and guest speakers as well. The ASCE website offers several benefits to students as well including résumé tips, job listings, career development resources, and a mentoring program.

The State Chapters have a varied level of interaction with student chapters. However, each State Chapter invites students to their regional conferences and seminars. Many State Chapters also have members that volunteer to speak to the student members and participate in their events. These are often the Student Chapters with the best success rate.

Engineers Without Borders (EWB)
The national organization (National) is split into 7 regions with each region managed by a separate “Chapter Relations Manager”. The Chapter Relations Manager works with the Student Chapters providing resources and overseeing the chapter’s EWB project. This requires a greater level of effort by National to relate and interact with the students. However, this extra effort is greatly attributed to the success of the program. National also holds regional training exercises and conferences for the chapters. These regional conferences are typically attended by 70%-80% students.

Funds for the conference fees, chapter fees, and EWB project costs must be raised by the students and professional organizations. Each EWB membership is free to students and $100 for professional members. The University Chapter fees are $500 for institutions of 10,000 students or below and $1000 for institutions of 10,001 students or more. Each student chapter must commit at least 5 years to the program.

The chapters are not established by geographic boundaries like states but rather by professional organizations. Typically large cities have one or more chapter. EWB has 300 chapters, 200 of which are
student chapters with at least one chapter overseeing them. EWB Chapter Relation Managers have noted a direct correlation between the level of involvement from the chapter to the level of student participation.

EWB offers several benefits to their student members including educational conferences and seminars, resume building workshops, and career assistance. On their website, EWB also provides other student and technical resources.

During the discussion, EWB stressed that it is critical to maintain participation and involvement from professional members and faculty members alike. This helps to maintain the program as the students graduate and cycle through the university. Having their support in the program also allows for the students to branch out and become more involved in the program as well.

An example of such involvement is demonstrated in one of the Florida Student Chapters who are putting together a unique event: an annual camping trip in which the members practice water sampling and testing techniques. This trip is also a great way for the students to work together and interact outside of the school setting.

**Water Environment Federation (WEF)**

WEF National has a significant involvement with the student chapters. To spread awareness and knowledge, WEF sends a quarterly focus topic to the student advisor. The advisor in turn prepares material and discusses the topic with their students. Student Chapters can also compete in a national competition, which began in 2002 and has two events. The students can compete in the Student Design Competition with a project related to wastewater design or environment design, or in The Paper Competition where students present on their research and technical reports. In total WEF has 110 student chapters, of which about 30 were described as truly active and involved on campus and in the professional community. To help resolve this, WEF is planning to initiate a dedicated chapter email address that doesn’t change with each student president. This email can be created on one of the many free web based email services or the university email service. This will allow WEF to maintain a single contact location with the student chapters. The student chapters are also encouraged to turn in an annual report to showcase what their chapter has achieved throughout the year.

WEF National holds an Annual Conference for all members. The registration fee for the conference is waived for students and one full day of events is provided for students. At the Annual Conference WEF has a Career fair and Industry Leaders provide presentations.

On the national website, WEF provides webinars and technical resources for students in addition to a job bank, details for scholarship programs, and career resources.

The WEF State Chapters and Member Associations, have various degrees of interaction with students. Students are invited to the state chapter meetings and conferences. The State Chapters also provide professionals that volunteer to present to the student chapter.

**International City/County Management Association (ICMA)**

The Student Chapter program with ICMA is only 2 years old (including their one year pilot program) and as a whole they focus primarily on graduate students. This year ICMA had 20 student chapters within the organization. Due to the newness of the program, ICMA tries to have an annual meeting with the student chapters to discuss their progress; however they have not been 100% successful in organizing this with the students. Nevertheless, the students are encouraged to fill out an annual report and submit to the national liaison. In addition, ICMA requires students to host at least three chapter
meetings per semester to maintain student involvement. The student membership fee is $25 and the student chapter fee is $400.

The ICMA National Conference has several events for student members, including the following:

- ICMA organizes a Model City competition between student chapters and has the students present at the conference.
- A panel event with experts for Q&A with students.
- A Networking mixer where students can play games with mentors and coaches.
- The annual conference registration fees waived to students.

ICMA has webinars and career tools available for students and young professionals. They are also provided a subscription to the ICMA magazine.

Currently the State Associations are separate organizations than the National Organization. This makes it difficult to maintain consistent interaction between all associations and student chapters. They are working to resolve this as it makes it hard for the National Organization to organize a consistent student program throughout states.

The State Associations do not participate in the model city competition held at the national conference; however they do have their own conferences and seminars that students are invited to. All the regional conference registration fees are waived to students. Overall, the amount or involvement between the students and the state associations varies drastically between regions.

**American Water Works Association (AWWA)**

AWWA has a successful student chapter program with about 50 active student chapters in the US, Canada, and Mexico. The majority of the AWWA Organization’s involvement with students takes part at technical and general conferences held throughout the year. At the national conference AWWA has a career fair for students and young professionals. Graduate Students present their theses at many of these conferences.

The AWWA Website has webinars and technical reference material for all members. Also on the website are details on scholarships, resume writing, and other career aids.

Student Chapters are directly aligned with Section Chapters (Local Chapters). The Section Chapters bring in presenters to the students; however all the student events are organized and planned by students themselves. Some of the Section Chapters will create career days for the local students and some also provide grant money and internship programs with professional organizations. All student members are invited to the local conferences and meetings.

AWWA is similar to APWA in that it is trying to reach out to students of multiple disciplines, however they have had little success in branching out beyond the engineering colleges. In an attempt to diversify their student membership, they are recommending student chapters begin networking with the university’s career center to make students of all appropriate disciplines aware of their organization.

**National Recreation and Parks Association (NRPA)**

Unfortunately we were unable to organize a time to speak with NRPA for this project. NRPA does not appear to have formal student chapter program but they do provide several benefits to students. These benefits include several online resources including a career center, publications, job postings, can other technical resources.
American Planning Association (APA)

APA is another example of a professional organization with a successful student program. APA works with existing planning student groups to create a Planning Student Organization (PSO) that is certified by APA and recognized by the local chapters. The PSO must have a minimum of 10 APA student members and is then structured and acts similar to a traditional student chapter. Each student membership is $45 for National Dues and between $5 and $25 for local dues. However, the student membership is free for students in their first year of a graduate program.

Each individual PSO then works with the Student Representatives Council (SRC) to coordinate with the national organization. The SRC is made up of student leaders from across the nation who work together to make sure APA meets the student’s needs and act as the main channel of communication between the PSOs and the national organization.

The local chapters also interact with the PSOs. They invite the student members to their regional meetings and conferences. They also take part in the college career fairs among other networking events. APA also encourages young members to present to the PSOs during their meetings.

APA offers several student member benefits. These include career development resources, job fairs, and educational tools online. They also encourage students to attend the annual national conference. In 2013 they had 6,000 people attend the conference of which 1,200 were students. Some of the events provided to students were resume sessions, networking events, and a career fair. One networking event that received the best reviews is Speed Dating for Planners. In this event 10 to 12 students sit down with a planning professional to network and ask questions.

Existing APWA Partnerships

Young Professional’s Network Competition

In an effort to grow its involvement from student members and chapters across the United States and Canada, the APWA Young Professionals Network is developing a student competition. This competition will give students an opportunity to interact with working professionals and compete with other students across the nation on behalf of their University. This event will encourage the involvement of students and provide opportunities for them to connect with local chapters and professionals in public works.

The Student Competition Program will start with students identifying an issue or project that impacts their campus. The students will then develop a process to resolve the issue or implement improvements. Since campuses are similar small cities, these projects could cover a variety of public works elements including, but not limited to: public administration, finance, engineering, community relations, environmental protection, emergency and safety management, and maintenance.

An award program will further instill a competitive drive between higher education institutions and student chapters. These projects will gain recognition through an award program similar to “Projects of the Year” Award. In doing so, it is suggested that the students will need to develop and deliver a presentation detailing their experience.

One of the initial goals was to work with APWA’s Young Professionals Network (YP) to incorporate their student completion into this project. Unfortunately the two projects’ timeframes will not coincide to support this deliverable. The student competition is currently in the research and planning stage. At the start of the next school year the University of Minnesota Student Chapter will sponsor the pilot competition. From there the competition will grow and the student chapters will be encouraged to participate in the competition.
APPENDIX C: TOOL KIT

APWA STUDENT CHAPTER LOGO
This logo can be used as the standardized Educate. Inspire. Transform as seen in Option 1. Or it can be customized for each student chapter using their school logo like the University of California, Irvine logo shown in Option 2.

Option 1

![APWA Logo](image1)

Option 2

![Customized Logo](image2)

APWA STUDENT CHAPTER EMAIL SIGNATURE

John A. Smith

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Student Chapter President
University of APWA
T: 666-777-8888
F: 666-777-8888
www.apwa.net

“Educate. Inspire. Transform.”
FACTS AND HISTORY SHEET

APWA Facts & History

Solutions Since the 30’s

The American Public Works Association (APWA) is an international educational and professional association of public agencies, private sector companies, and individuals dedicated to providing high quality public works goods and services. Originally chartered in 1937, APWA is the largest and oldest organization of its kind in the world, with headquarters in Kansas City, Missouri, and office in Washington, D.C., and 64 chapters throughout North America.

Exploring the real side of Public Works.

APWA’s more than 28,500 members design, build, operate, manage, administer and maintain the transportation, water supply, sewage and refuse disposal systems, public buildings, and other structures and facilities essential to our nation’s economy and way of life.

APWA provides a forum in which public works professionals can exchange ideas, improve professional competency, increase the performance of their agencies and companies, and bring important public works-related topics to public attention in local, state and federal arenas. APWA is a highly participatory organization, with hundreds of opportunities for leadership and service at the local and national level.

APWA is always looking for ways to recruit and engage young members. It is important for the future of APWA to bring in as many bright, diverse and competent young public works professionals as possible.

It is especially important to inform the public works leaders of tomorrow, because it is estimated that 30% of public works professions will be retiring in the next few years due to retirement.

In 2004, the Kansas City Metro Chapter and the University of Missouri-Kansas City formed the first APWA Student Chapter. Originally the Chapter targeted the Civil Engineering Department, Department of Architecture, Urban Planning and Design, but in more recent years have branched out to include Public Administration and Geosciences Departments.

APWA Student Chapters provide opportunities to:
- Network with professionals in your area
- Find internship & Career Opportunities
- Stay informed in key public works issues
- Reduced registration fees for events and educational materials
- Technical tours on local projects
- Resume booster
- Learn career-building strategies
- Find mentors locally and nationally
- Participate in public works events
- Earn Scholarships
- Compete in the annual “Campus Works” Competition

For more information on existing Student Chapters or to start your own, please visit: www2.apwa.net/ MembersOnly/MembersInfo/studenttoolkit.asp
How Can an APWA Student Chapter help YOU?

Student Benefits:
By becoming a member of your school’s student chapter, you can:
- Find internships and career opportunities
- Earn scholarships
- Network with public works professionals in your area and nationwide
- Stay informed on key public works issues
- Tour local projects
- Find mentors locally and nationally
- Participate in public works events
- Compete in the annual “Campus Works” Competition
- Learn career-building strategies

Local Chapter Benefits
By supporting student chapters affiliated with your local chapter, you can:
- Begin training the next generation of public works professionals
- Network with local university staff and professional organization members
- Show students the opportunities available for them in Public Works
- Find interns and new graduates with an existing interest in Public Works
- Strengthen relationships with post-secondary institutions in your area
- Get students involved early with your local chapter to develop relationships
- Young professionals can have the opportunity to serve as a board member on the Student Chapter National Committee

Faculty Benefits
By supporting students involved in your school’s student chapter, you can:
- Help your students earn competitive scholarships
- Network with area and national public works professionals
- Gain access to the latest information regarding public works
- Help Students learn about the career opportunities available in the Public Works field
- Augment your educational program to produce competitive students with real-world, hands-on experience.
Student Membership Benefits

- Connect to our network of over 28,500 members to help you transition from college to professional life.
- Receive the same benefits offered to professional members at a 42% discount.
- Use APWA’s diverse resources to put you ahead of the game, in preparation for graduation.
- Find your true passion and help make a difference in:
  - Planning
  - Engineering
  - Emergency Management
  - Public Administration
  - Construction
  - Accounting
  - Marketing
  - Roadway Maintenance

Add value to your resume while gaining experience

Whether you are a freshman or senior, there is a perfect spot for you. Become a board member and develop your knowledge of public works, planning, and public speaking — while adding invaluable experience to your resume. Make a difference in your community and become a part of something great.

Connect with professionals and participate in events

Network with professionals and connect locally with one of the 64 current chapters in North America. Use the APWA network to take technical tours on projects, meet potential employers, gain a mentor, and participate in local events. Take advantage of the member savings to practical resources, publications, and events.

Engage early to align yourself for later

Learn career building strategies now to prepare for scholarships, internships, and career opportunities. Once a student member, it is an easy transition to the Young Professionals Network after college to continue your professional development.

Educate. Inspire. Transform.

Kansas City Missouri Office
2315 Grand Blvd, Suite 700
Kansas City, MO 64108
Phone: (816) 472-1610

Washington DC Office
1275 K Street, NW, Suite 750
Washington, DC 20005
Phone: (202) 408-9541

WWW.APWA.NET
 STEPS TO STARTING A STUDENT CHAPTER

Steps to Creating an APWA Student Chapter

Step 1: Initial Discussions and Research
- Review Student Chapter Tool Kit and other resources provided by APWA.
  - The website offers great resources to help you through the process. And remember the Student Chapter Liaison Committees are there to help as well!
- Talk with your advisors and professors
  - See what their experience has been with APWA and the Public Works Field
  - Discuss the procedure and requirements to start a student chapter at your University
  - Gain support through your advisors and professors. Ask them to spread the word!
- Outreach to other students
  - Spread the word to your peers and let them know what you’re planning!
  - Start thinking about who will serve as officers in the chapter.

Step 2: Contact APWA National Student Chapter Committee
- Discuss the APWA Student Chapter Program
  - Ask about the benefits to creating a student chapter.
  - See how APWA has benefitted students in the past.
  - Ask about the Student “Campus Works” Competition!
- Get into the details of creating your own Student Chapter
  - Discuss the startup requirements and forms
  - Create an action plan to start your chapter
    § Develop a list of items that need to be accomplished
    § Talk about your time frame and schedule. How does this align with your University’s schedule?
- Find out who’s in your Student Chapter Liaison Committee
  - Your Student Chapter Liaison Committee is comprised APWA members in your area that are enthusiastic about the APWA Student Chapter Program. They are there to help and will be a great resource for you in establishing your student chapter.

Step 3: Contact the APWA Student Chapter Liaison Committee
- Discuss your action plan to start a Student Chapter
  - Go over information provided.
  - Review the requirements and forms.
  - Work through the details. Your local contact will be able to help you address all of the details of the program.
- Gain student participation
  - A successful Student Chapter has meetings, events, and seminars that keep students active in the program and brings more in. See what events you and your local committee can put together to spread the word and get more students involved in the program.
- What can your Local Chapter do for you
  - Your Student Chapter Liaison Committee will be your main point of contact with the Local Chapter; they may have events identified for students to participate in.
  - Ask what benefits your local chapters have for students.
Steps to Creating an APWA Student Chapter

Step 4: Develop your Student Chapter

- Identify a Faculty Advisor
  - Your Faculty Advisor will be able to help you organize events and work with your University as well as serving as an additional resource to spread the word about APWA.
  - Your Faculty Advisor will also be able to help you apply and receive University recognition.
- Designate Officers for your Student Chapter
  - Who’s going to help run the chapter? Identify key people for each role. Contact your Liaison Committee for examples and ideas.
- Create your Student Chapter Constitution
  - Every great chapter needs a great constitution! Your Liaison Committee is there to help develop your constitution. Examples are available.
- Create Chapter Email and Contact Information
  - You will need to create a designated email address for the chapter. This email needs to be one that can be handed off to the next student president.
  - Organize all your contact information. Remember local chapter APWA members and committees may want to contact you regarding opportunities and ideas.

Step 5: APWA Student Chapter Application and Approval

- Work with the Liaison Committee and your Faculty Advisor to complete application
  - Go over all the details and verify all the required information is provided.
- Submit your athletic logo using the logo request form to create your school’s student chapter logo. http://www2.apwa.net/member/brand/request.asp
- Submit your Final Application for Approval!

Step 6: Get University Approval

- Work with your Faculty Advisor to gain University Recognition.
  - Once you have approval from APWA all you need to do is receive approval from your University and become recognized with them.

Now you can enjoy your New Student Chapter! The first stage of your Student Chapter is over but there’s still a lot to do. Work with your Local Project Team Committee to organize new and fun events. Keep the students active and see what APWA has to offer!
Local APWA Chapter Involvement

APWA Local Chapters are eager to further the awareness of the Public Works profession in their communities. Currently, there are 63 local professional chapters across Canada and the United States made up mostly of volunteers in the field of Public Works.

The APWA website has an abundance of information that can get you in touch with members in your area. Many local chapters have their own websites and display contact information in order to contact the chapter’s president. Visit APWA at http://www.apwa.net/chapters/websites to find out who to contact in your area.

The National Chapter can also be of assistance to answer your questions regarding student organizations. The APWA Chapter Relations Department consists of the following people and includes brief descriptions of each individual’s roles as well as email addresses. APWA staff can be reached toll free at 800.848.2792 or at 816.472.6100.

Brad Patterson, Chapter Membership Manager
Email: bpatterson@apwa.net
- Assist chapters and branches with membership recruitment and retention planning and implementation
- Bridges newsletter (an online publication for Chapter Leaders)

Laurence Rhodes, Chapter Finance & Resource Manager
Email: lrhodes@apwa.net
- Assist chapters with financial management and reporting
- Staff contact on submittal of chapter contracts for review by national headquarters
- Staff contact for inquiries regarding the Chapter Website Template

Brian Van Norman, Director of Chapter Relations
bvanorman@apwa.net
- Assist with chapter support and planning - including strategic planning, leadership training, bylaws review
- Staff Liaison for the House of Delegates

Rhonda White, Chapter Coordinator
- Assist with general chapter inquiries and support
- APWA national awards program
SAMPLE CONSTITUTION

CONSTITUTION OF THE NAME OF INSTITUTION
STUDENT CHAPTER OF THE AMERICAN PUBLIC WORKS ASSOCIATION (APWA)

DATE CREATED: ______________________

DATE MODIFIED: ______________________

Article I - Preamble

Section 1.01
We, the members of this organization, do ordain this constitution of the American Public Works Association (APWA) Student Chapter, of the NAME OF INSTITUTION, CITY, STATE/PROVINCE as the Constitution for the member of the American Public Works Association (APWA) Student Chapter in accordance with the rules and regulations of the NAME OF INSTITUTION, the laws of the State/Province of NAME OF STATE/PROVINCE, and the laws of the UNITED STATES/CANADA.

Article II - Objectives

Section 2.01
This student group will operate as a non-profit organization. The objectives of the Chapter is to stimulate continued interest in and understanding of the dimensions of public works, and to guide students in the steps required to become a successful professional within the field of public works while promoting the better good for the society. This organization will also promote a spirit of unity by providing an opportunity for students to become acquainted with each other and practice working together effectively. This document shall act as a fundamental Chapter Constitution and as active by-laws to govern Chapter business.

Article III - Membership

Section 3.01 Eligibility
Eligible members of this Chapter shall be students enrolled in at least # OF CREDITS credit hours per semester at the NAME OF INSTITUTE and be a student of the NAME ALL QUALIFYING AREAS OF STUDY, IF ANY.

Section 3.02 Active Membership
a. Active membership is established upon payment of Chapter dues.
b. Active membership is maintained by attending 50% of the General Chapter Meetings.
c. Active membership can be reinstated during a semester by attending one or more General Meetings specified by the Chapter Officers as necessary.
d. Active membership shall be reviewed following every semester.

e. Section 3.03 Active Member Privileges
f. Active members will receive invitations to all Chapter sponsored events.
g. Active members are included on all available e-mail lists.
h. Active members will receive National APWA membership through the Chapter.
Article IV - Chapter Dues

Section 4.01
The Chapter dues of APWA shall be $25.00 USD per year. Membership is for one year and will begin upon receipt of dues payment.

Section 4.02
Payment entitles members to all active membership privileges for one semester, and must be paid on or before a date designated by the Chapter Officers.

Article V. Chapter Meetings

Section 5.01
Regular Chapter Meetings shall be held on any day and at least once monthly. Meetings are open to all attending students, faculty, alumni, or guests. At every Chapter meeting, it is the responsibility of each Officer to update the Chapter on current affairs concerning the respective position. Officer Meetings shall be held at least one day before the Chapter Meeting, at least once monthly, and must include a majority of the Officers.

Article VI. Chapter Officers

Section 6.01
The Officers of this Chapter shall be: President, Vice-President, Co-Chair, Secretary, Treasurer, and Advisor. All officers must hold a 2.0 or higher GPA.

Section 6.02
President
a. Shall preside at all meetings of the Chapter and shall perform other duties that are incumbent in such an office. These duties shall include, but are not limited to:
   b. Shall announce the time and location of all General Meetings
   c. Prepare a meeting agenda in coordination with other Officers
   d. Promptly bring the meeting to order
   e. Maintain charge and order of meeting
   f. Politely acknowledge input from all members
   g. Shall act as Chapter representative to the NAME OF INSTITUTION administration and Student Government. Fulfilling functions such as attending Student Government meetings.
   h. Shall act as Student Chapter Representative to the APWA LOCAL CHAPTER NAME Chapter and attend the Chapter Annual Meeting
   i. Shall organize and preside over regular "Officers' Meetings" to plan activities, meetings, and all general functions of the Chapter
   j. Shall remain accessible to all members regarding the organization and administration of the Chapter.
   k. Shall act as a neutral moderator of Officer election proceedings. If the President is running for office, an Officer not running for office shall moderate elections
   l. Shall keep an updated list of activities of the Chapter as delegated to the Vice President and be responsible that they are completed
   m. Shall delegate Officers or members to assist in performing above listed tasks
Section 6.03 - Vice-President
a. Shall act as Chapter representative in all activities and shall perform other duties that are incumbent in such an office. These duties shall include, but are not limited to:
b. Shall attend all General Meetings
c. Shall provide a short update at regular Chapter meetings.
d. Shall provide regular information updates to members about upcoming activities or deadlines.
e. Shall organize and coordinate all plans for the Local Chapter Annual Meeting.
f. Shall act as Chapter Representative and organize Chapter participation in activities.
g. Shall organize Chapter Fundraising efforts.
h. Shall organize Chapter participation in Community Service projects.
i. Shall organize Chapter Field Trips or Chapter participation in Field Trips conducted in conjunction with classes or other organizations.
j. Shall contact and organize Speakers for occasional General Meetings.
k. Shall delegate Officers or members to assist in performing above listed tasks.

Section 6.04 - Co-Chair
a. Shall perform duties that are incumbent in such an office. These duties shall include, but are not limited to:
b. Shall attend all General Meetings.
c. Shall prepare and submit the Annual Report of the Chapter every February to the National APWA with assistance of the Secretary.
d. Shall delegate Officers or members to assist in performing above listed tasks.

Section 6.05 - Secretary
a. Shall keep a record of all transactions of the Chapter and shall perform other duties that are incumbent in such an office. These duties shall include, but are not limited to: attending all Chapter and Officer meetings; keeping chapter archives of all members, meetings, and activities.
b. Shall document proceedings at all Chapter meetings and present accurate Minutes to all active members through e-mail
c. Shall update the Chapter website on a regular basis and archive all Minutes.
d. Shall organize membership and manage content on the e-mail list.
e. Shall review the membership and determine active member status at the end of each semester or at any time when warranted
f. Shall notify any member that does not maintain active membership and may become inactive
g. Shall delegate Officers or members to assist in performing above listed tasks.
Section 6.06 - Treasurer
a. Shall take charge of all funds belonging to the Chapter and shall perform other duties that are incumbent in such an office. These duties shall include, but are not limited to:
b. Attending all Chapter and Officer meetings; collecting Chapter dues; organizing the proper disbursement of Chapter funds; preparing and maintaining a Chapter budget, and presenting an accurate balance of all accounts at each meeting.
c. Shall be familiar with the policies of the Student Union and Activities Office and annually prepare proposals for the Chapter to receive funding.
d. Shall organize the collection of all payments from members for participation in trips or conferences.
e. Shall provide a central location where reimbursements to active members can be collected and documented to these funding accounts.
f. Shall organize all funding from external sources, documenting all donations to the Chapter, and working with the Vice President to coordinate Fundraising documentation.
g. Shall delegate Officers or members to assist in performing above listed tasks.

Section 6.07 - Advisor
a. Shall advise and assist the students in running the chapter. These duties shall include, but are not limited to:
b. Shall attend all General Meeting.
c. Shall act as official point of contact for the Chapter.
d. Shall ensure Chapter continuity by overseeing transitioning and training of new Officers.
e. Shall maintain Chapter history and records from year to year.
f. Shall screen and sign off on student membership applications.
g. Shall ensure the Chapter has at least eight national student members by March 31 each year.
h. Shall coordinate annual excellence award nominations.
i. Report immediately to the Director of Student Unions and Activities any activities that may or will violate school policies.
j. Review and adhere to the policies in the Student Group Official Handbook.
k. Shall delegate Officers or members to assist in performing above listed tasks.

Article VII. Officer Elections

Section 7.01
Officers are elected by volunteering and then majority vote by members.

Section 7.02
Nominations for Officer positions may be made by any active member during a meeting at which Officer nominations has been designated. The nominee must accept the nomination in order to be considered a candidate. Election of new Chapter Officers shall be held on an annual basis early in the spring semester (February or March) to allow time to successfully train the following year's Officers.

Section 7.03
Terms of office are limited to one year, but officers may run for additional terms.
Section 7.04
Following nominations, the Officer positions shall be elected by secret ballot.

Section 7.05
Ballots shall be distributed to and collected from the active members. The candidates receiving the highest number of votes for each respective office shall be elected office for the following academic year.

Section 7.06
If an officer is scheduled to graduate after a fall semester (winter graduation), then active members can volunteer for the vacant position and be appointed by a consensus of active members in attendance.

Section 7.07
Officers shall hold office until their successors are duly elected and qualified, approximately coinciding with the academic year.

Article VIII. Removal from Office

Section 8.01
If any Officer does not perform his/her duties as outlined in the Chapter Constitution or in a manner that does not merit respect from the other Officers or the Chapter membership, they can be removed from office. A majority vote by the Officers or the active members is required to remove an Officer. The Officer’s removal vote can be appealed by a majority vote of active members. A majority vote of the active members cannot be appealed.

Section 8.02
If any Officer cannot fulfill such duties as attending General or Officer Meetings or activities specified in their duties, they shall notify and appoint another Officer or member to serve in their place.

Section 8.03
Executive Officers must resign from his/her position if her/she is submitted to academic probation.

Section 8.04
In the result of an impeachment or removal from office of an executive officer at the next scheduled meeting, both nominations and installation of a new midterm officer will take place per Section 7.06.

Section 8.05
Faculty Advisor
a. A faculty advisor shall be appointed in accordance with National APWA policies and approved by the
b. College of Engineering and the Student Activities Office.
c. The faculty advisor shall be included in at least half of Officer Meetings and shall vote in all Officer matters
d. Shall act as a mediator and tiebreaker in all votes.
Article IX – Financial Matters

Section 9.01
The club shall not provide monetary gain, incidentally or otherwise to its directors or membership. This does not restrict the payment of wages, salaries, or incentives by the club for services rendered.

Section 9.02
Unless otherwise specified by the membership at the time of dissolution of the organization, residual assets shall be distributed to other organizations according to the proportions below:
1. NAME OF ORGANIZATION/STUDENT GROUP (NUMBER)%
2. NAME OF ORGANIZATION/STUDENT GROUP (NUMBER)%
3. ETC

Article X – Amendments

Section 10.01
An amendment to this constitution maybe proposed by presenting the Chapter secretary a petition stating the desired amendment and containing the signatures of thirty percent of the active members of the Chapter. This petition shall be read at the next regular meeting. A sixty percent majority vote of the active membership of the Chapter will be required for adoption.
APWA STUDENT CHAPTER
ANNUAL REPORT

School Year – May 2013 through May 2014

Student Chapter Name: ________________________________

Report Completed By: __________________________________

Faculty Advisor: ______________________________________

Local Project Team Committee: ___________________________

Chapter Email: _________________________________________

Chapter Mailing Address: __________________________________

_____________________________________________________

Chapter web page address: _______________________________

Number of students members at this Chapter: _________________

Current Officer Information:

<table>
<thead>
<tr>
<th>Position</th>
<th>Current Officer</th>
<th>Email</th>
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<tbody>
<tr>
<td>President</td>
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<tr>
<td>Vice President</td>
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<tr>
<td>Secretary</td>
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<tr>
<td>Treasurer</td>
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Incoming Officer information:

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<tr>
<th>Position</th>
<th>Incoming Officer</th>
<th>Email</th>
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<tr>
<td>President</td>
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<td>Treasurer</td>
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Academic Schedule:  □ Semester  □ Quarter  □ Other
The first day of fall term: ___________________ Last day of the spring term: ___________________

List the degrees your members are currently majoring in:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
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List Meetings, Conferences, Seminars, and other Events held or attended by the Student Chapter
(Include a brief Summary of the Event including Guest Speaker, Sponsored By, Topic, etc.)

<table>
<thead>
<tr>
<th># of Participants</th>
<th>Event Summary</th>
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Finances:
Do you charge fees for your Chapter?  □ Yes  □ No  Amount: ___________________

Incoming Finances:  Local Chapter = _______________  Fund Raisers = _______________
Sponsors = _______________
Other = _______________
List Other Sources: __________________________________________________________________
Total Incoming Finances = _______________

Expenditures:  Events = _______________  Competition = _______________
University Dues = ____________  Other = ____________

List Other Expenses: ________________________________________________________________

Total Expenditures = _______________________________________________________________
Networking Ideas for Student Chapters

- Happy Hour Meet and Greet Events
- Future vs. Current Public Works Employee Softball and Kickball Games
- Public Works Building Tours led by Employees in all Career Fields
- Technical Tours with Students (bridges, water plants, sewer project, etc.)
- Lunch and Learn Events
- Golf and Bowling Tournaments
- Stipends for APWA Conferences
- Mentorship Opportunities with Public Work Staff
MEETING: KICK-OFF MEETING
Tuesday, August 6
Join us for our first meeting to get our APWA Student Chapter kicked off. All students are welcome and pizza will be served.

SPEAKER: MEET AND GREET
Thursday, August 27
Come listen and network with a Local Chapter Public Works Professional. He will talk about current job opportunities.

LECTURE: THE GREEN SIDE OF PW
Tuesday, September 10
Come listen to APWA’s Sustainability Expert speak about the current technologies and processes implemented through AP-

All events will be held @ 5:00pm in Room 351, McPherson Building

Come to learn, network, and boost your résumé!
Check out what Public Works is all about.

Have you ever wondered what it would be like to make key decisions for your city, to be part of the emergency management team, or to be the one who makes a difference in your community?

Join us on [October 12, 2013] @ [11:00am] in [Room 351, McPherson Building]
Imagine
the places you’ll go with
the support of APWA...

- Find INTERNSHIPS, and career opportunities
- EARN scholarships
- NETWORK with public works professionals in your area and nationwide
- STAY INFORMED on key public works issues
- TOUR local projects
- Find MENTORS locally and nationally
- PARTICIPATE in public works events
- COMPETE in the annual “Campus Works” Competition

Who Can Join?

- Students studying public works fields:
  - Engineering
  - Planning
  - Environmental Science / Sustainability
  - Public Administration
  - Communications
  - Construction
  - Utilities
  - Accounting
  - Maintenance
  - Emergency Management
  - And many more!

- Students must be:
  - Enrolled in 9+ credit hours
  - Enrolled at an accredited college, university, community college, or technical college