



HLC Accreditation 2020-2021

Evidence Document

Academic Affairs

Dorothy and Bill Cohen Honors College

Honors College Annual Report 2019-2020

Additional information:



THE DOROTHY AND BILL COHEN
HONORS
COLLEGE

Annual Report
2019-20



WICHITA STATE
UNIVERSITY

By the Numbers

RECRUITMENT AND RETENTION

9 new Honors visits this year to all USD 259 high schools with the Office of Admissions—**3** new virtual recruitment events engaged prospective & admitted students in spring
\$531,210 total awarded in scholarships to approximately 400 students

74 graduates with a Cohen Honors College or department honors distinction—**4** Honors Baccalaureate degree graduates—**743** Honors students currently enrolled in Fall 2020

41 applications received for ten spots in the Summer Research Institute funding by a National Science Foundation KS-LSAMP sub-award and open to all incoming students with the aim to increase pathways to STEM majors and careers for underrepresented minority students—an increase from 15 applications received in 2019.

12 distinct majors represented in applications for Undergraduate Research and Creative Activity grants open to all students (not only honors students), an increase from 10 majors in 2018—2019.

1 new Assistant Teaching Professor, a joint position in Honors and the College of Applied Studies, teaches service-learning and leadership courses, designed and directs the new interdisciplinary “Lead for Tomorrow” Cohen Honors Leadership Academy.

ENGAGEMENT

403 students used printing services in the new Honors College space.

65 student group or individual reservations, **114** staff reservations, and **11** Honors courses in new seminar & meeting rooms



4 new Honors Houses were created by the WHEAT student organization to sort students into affinity groups.



A Message from the Dean

Kimberly Engber

“If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.”

Henry David Thoreau [Walden](#)

In 2013, current Emory Lindquist Honors program students and faculty engaged in envisioning a new form for Honors at Wichita State. They asked what impact an Honors College could and should have on our campus. Why create an Honors College? Why here? Why now?

Their deliberations led to multiple paths for students to earn a distinction on the transcript or diploma and to a new interdisciplinary Honors Baccalaureate degree. We imagined our students would rise to the challenge of building their own course of study closely mentored by faculty in selected fields. Whether in a 12-credit Honors track culminating in research or applied learning or in a 63-credit Honors major comprised of concentrations and culminating in a thesis, we want students to ask interesting questions and to use their degree to pursue answers. We want them to reach for greater depth, breadth, and complexity, and to challenge us to do the same.

The student leaders in the group of college founders wrote the words of a college charter that begins with “we”:

“We, the students and faculty who value the life of the mind, the execution of good work for its own sake, and the common threads uniting every discipline; who share a passion for rigor over ease, for creativity over uniformity, for debate over compliance, for inquiry over recitation, for knowledge over ignorance, for wisdom over conceit; and who aspire to enlivened minds, to connected understanding, to professional collegiality, to innovative collaboration, to inspired action, to distinguished service, to enriched lives, and to self-determination; do hereby establish an Honors College at Wichita State University.”

Each year, during an induction ceremony for new students, we read these words and challenge each other to reach higher individually and as a community.

In the past year, the college has grown in numbers yet again to reach 743 students enrolled in fall 2020. We have grown slightly in diversity of majors and backgrounds. Research pathway programs to STEM majors have increased, working toward the goal of offering students earlier and better access to all kinds of research experiences, to move them farther during their time at Wichita State and prepare them for competitive post-graduate opportunities.

In the coming year, we will be asking what values and outcomes unify the Honors experience and how to become a more diverse and inclusive community. I look forward to this work with the help of students, faculty, staff, and alumni.

I invite you to reach out to me at any time with your thoughts.

Kimberly Engber

The Dorothy and Bill Cohen Honors College is expanding in Shocker Hall and expected to open back up in fall 2019.

While its space is expanding, the college has been relocated to the lower level of Hubbard Hall. Andrew Martin, former chair of the Honors College Student Council and outgoing director of public relations for the Student Government Association, proposed the idea of having a “front door” as part of the discussions for the renovations of the college. Students adopted the term “front door” as a simple way to talk about the benefits of changes connected to having more space for the college. Honors College Dean Kimberly Engber took the lead on making these renovations possible after sitting in on council meetings and hearing what students wanted. She said it’s important that the Honors College find ways to be more connected in the university community. “Being more accessible in Honors, more visible, opening out to the academic campus and not being hidden in the back of the residence hall,” Engber cited as goals for her college. Current Honors College Student Council Chair Abby Jurgensmeier said students played a big role in deciding how the college should go about expanding. “There were a couple of sessions this summer where the Honors College invited students in and had them draw what they wanted to see in the new college, so there was a lot of planning that went into it with a lot of student input, which was really great,” Jurgensmeier said. Starting next semester, the college will institute a flat \$50 fee next semester to fund the renovations. The student council voted to establish the fee last November. Engber said that in five years, the college will submit a report showing how fees have been used and consulting the council on whether or not the fee should be continued. “The student council

also voted to establish a ‘hardship fund’ using up to \$1000 in discretionary foundation funds to cover the fee for a limited number of students each semester,” Engber said. On top of the expansion, Shocker Hall housing will give two multipurpose rooms to the office. “This is where we will meet with prospective students because we get quite a few campus visitors,” Engber said. “It gives us a space to meet with them and their parents. It’s not huge, but it’s substantial. They’ve already poured the concrete for the space.” The new space will also allow faculty from other departments to come sit and meet with students. “I’m really excited to see it, because the space we had in the lounge was about the size of a glorified walk-in closet, and once you have 10 people waiting to print in there, it got crowded,” Jurgensmeier said. “Now we’re going to have at least three times the space for students, and I’m excited for it.” The anticipated completion date for the office space is July 28.



Recruitment

Trish Gandu, Assistant Director, Scholarships and Outreach



CAMPUS VISITS

34 visits from July 2018—June 2019

12 visits from July 2019—March 2020

March 23 through June 26 no campus visits hosted due to COVID-19

Partnered with the Office of Admissions to send recruitment emails to prospective students and parents via the Recruit system. General Honors information, scholarship information, reminders, and current student & alumni profile communication was sent as a student progressed through the recruitment funnel. Communication included an email written from a current Honors student for the Office of Admissions first generation/underrepresented student communication plan.



Honors applications
received



Recruitment-related
events having Honors
representation



Prospective honors-eligible
students reached by 17-
targeted emails



Honors Student Profile

Selected Demographics

Dimensions:	Year of Fall Census						1 yr year chg 2020-2019		5 yr change 2020-2016	
	2015	2016	2017	2018	2019	2020	diff	% chg	diff	% chg
Headcount	506	561	631	601	682	743	61	8.9%	182	32.4%
% female	54.7%	56.3%	55.3%	54.1%	54.0%	53.8%				
% first generation	31.6%	29.1%	27.9%	28.5%	28.3%	27.5%				
% underserved*	40.7%	39.4%	38.2%	36.9%	37.2%	36.3%				
% military related	3.6%	3.4%	4.6%	4.2%	3.7%	3.6%				
Race/Ethnicity:										
% underrepresented minorities*	12.1%	12.3%	12.5%	10.6%	14.1%	14.4%				
Amer Ind & Alaskan Native	4	3	4	4	4	2	-2	-50.0%	-1	-33.3%
Asian non-Hispanic	46	51	52	36	40	50	10	25.0%	-1	-2.0%
Black non-Hispanic	14	19	20	15	16	14	-2	-12.5%	-5	-26.3%
Hawaiian	0	1	1	1	1	1	0	0.0%	0	0.0%
Hispanic	43	46	54	44	75	90	15	20.0%	44	95.7%
White non-Hispanic	348	383	435	450	491	536	45	9.2%	153	39.9%
multiple race non-Hispanic	33	39	43	31	33	28	-5	-15.2%	-11	-28.2%
missing	7	12	13	14	18	19	1	5.6%	7	58.3%
International	11	7	9	6	4	3	-1	-25.0%	-4	-57.1%
100%	100%	100%	100%	100%	100%	100%				
Amer Ind & Alaskan Native	0.8%	0.5%	0.6%	0.7%	0.6%	0.3%				
Asian non-Hispanic	9.1%	9.1%	8.2%	6.0%	6.0%	6.7%				
Black non-Hispanic	2.8%	3.4%	3.2%	2.5%	2.3%	1.9%				
Hawaiian	0.0%	0.2%	0.2%	0.2%	0.1%	0.1%				
Hispanic	8.5%	8.2%	8.6%	7.3%	11.1%	12.1%				
White non-Hispanic	68.6%	68.1%	68.8%	74.9%	71.7%	72.1%				
multiple race non-Hispanic	6.5%	7.1%	7.0%	5.3%	5.1%	3.8%				
missing	1.6%	2.1%	2.1%	2.2%	2.5%	2.6%				
International	2.2%	1.2%	1.4%	1.0%	0.6%	0.4%				
Family income quintiles (fafsa on file):										
% low income*	13.6%	14.0%	13.1%	9.9%	10.8%	10.4%				
top 20%	149	163	174	184	232	247	15	6.5%	84	51.5%
4th 20%	93	103	130	128	142	157	15	10.6%	54	52.4%
3rd 20%	70	66	70	73	91	98	7	7.7%	32	48.5%
2nd 20%	34	34	46	37	44	51	7	15.9%	17	50.0%
bottom 20%	23	34	38	23	28	26	-2	-7.1%	-8	-23.5%
100%	100%	100%	100%	100%	100%	100%				
top 20%	40.4%	40.8%	38.0%	42.2%	43.4%	42.7%				
4th 20%	25.2%	25.8%	28.4%	28.1%	27.2%	27.1%				
3rd 20%	19.0%	16.5%	15.3%	16.4%	15.9%	16.9%				
2nd 20%	9.2%	8.5%	10.0%	8.3%	8.1%	8.8%				
bottom 20%	6.2%	8.5%	8.3%	4.9%	5.4%	4.5%				
Residency status:										
resident	459	491	527	475	532	572	40	7.5%	81	16.5%
non-resident	37	63	95	120	146	168	22	15.1%	105	166.7%
international	10	7	9	6	4	3	-1	-25.0%	-4	-57.1%
100%	100%	100%	100%	100%	100%	100%				
resident	90.7%	87.5%	83.5%	79.0%	78.0%	77.0%				
non-resident	7.3%	11.2%	15.1%	20.0%	21.5%	22.6%				
international	2.0%	1.2%	1.4%	1.0%	0.6%	0.4%				

*underserved includes underrepresented minorities, first generation and low income; underrepresented minorities include American Indian, Alaskan Native, Black non-Hispanic, Hawaiian & Hispanic; low income are families whose income is 125% of or below poverty controlling for family size.

Selected Academics

Dimensions:	Year of Fall Census						1 yr year chg		5 yr change	
	2015	2016	2017	2018	2019	2020	2020-2019		2020-2016	
							diff	% chg	diff	% chg
College of Major:	506	561	631	601	682	743	61	8.9%	182	32.4%
Business	76	98	89	76	70	74	4	5.7%	-24	-24.5%
Applied Studies	40	38	47	49	62	48	-14	-22.6%	10	26.3%
Engineering	149	170	219	234	279	286	7	2.5%	116	68.2%
Fine Arts	18	24	30	38	46	67	21	45.7%	43	179.2%
Health Professions	52	59	74	58	58	73	15	25.9%	14	23.7%
LAS Humanities	19	21	20	16	18	20	2	11.1%	-1	-4.8%
LAS Nat Sci and Math	64	62	51	43	49	60	11	22.4%	-2	-3.2%
LAS Social Sciences	63	67	80	67	82	93	11	13.4%	26	38.8%
LAS Other*	24	20	19	15	15	17	2	13.3%	-3	-15.0%
Other College Units	1	2	2	5	3	5	2	66.7%	3	150.0%
	100%	100%	100%	100%	100%	100%				
Business	15.0%	17.5%	14.1%	12.6%	10.2%	10.0%				
Applied Studies	7.9%	6.8%	7.4%	8.2%	9.1%	6.5%				
Engineering	29.4%	30.3%	34.7%	38.9%	40.9%	38.5%				
Fine Arts	3.6%	4.3%	4.8%	6.3%	6.9%	9.0%				
Health Professions	10.3%	10.5%	11.7%	9.7%	8.5%	9.8%				
LAS Humanities	3.8%	3.6%	3.2%	2.7%	2.6%	2.7%				
LAS Nat Sci and Math	12.6%	11.1%	8.1%	7.2%	7.2%	8.1%				
LAS Social Sciences	12.5%	11.9%	12.7%	11.1%	12.1%	12.5%				
LAS Other*	4.7%	3.7%	3.0%	2.5%	2.2%	2.3%				
Other College Units	0.2%	0.4%	0.3%	0.8%	0.4%	0.7%				

Academic status and performance

enroll hours (mean)	14.1	14.6	14.5	14.8	14.9	14.7
% full time	94.7%	97.3%	95.6%	97.0%	98.0%	96.2%
cumulative gpa	3.56	3.57	3.60	3.69	3.69	3.69
WSU intuitional gpa	3.47	3.47	3.52	3.62	3.62	3.62
% on current probation	0.4%	1.6%	0.3%	0.0%	0.4%	0.4%
% w probation history	3.4%	3.6%	3.2%	2.5%	1.0%	2.0%

Degree Outcomes (either honors majors or honor students in other college majors)

	Academic Year (fall-spring-summer sequence)							
	2012	2013	2014	2015	2016	2017	2018	2019
Bachelor Degrees	24	18	19	23	28	48	98	82

Graduation Rates **	Cohort Starting Year (Fall Census) as Junior					
	2012	2013	2014	2015	2016	2017
2 Year Junior Rate (4 year proxy)						
University	22.1%	21.4%	21.8%	24.1%	27.4%	29.0%
Honors related	50.0%	22.2%	25.8%	29.0%	43.6%	27.1%
4 Year Junior Rates (6 year proxy)						
University	59.8%	60.4%	61.1%	63.3%	n/a	n/a
Honors related	94.4%	77.8%	80.6%	87.1%	n/a	n/a

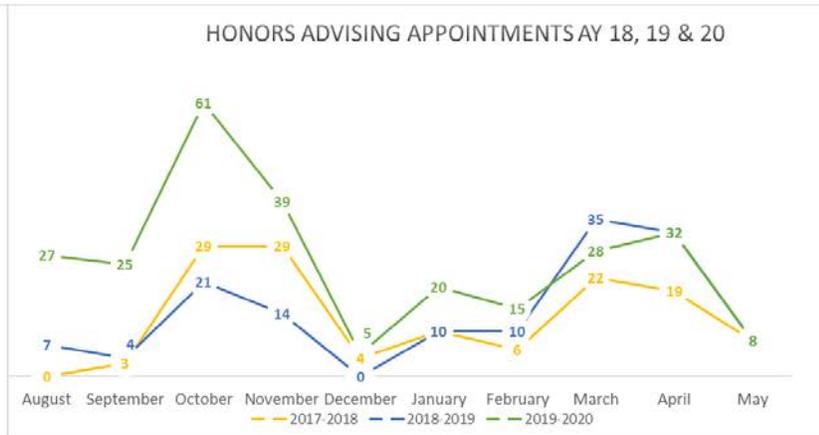
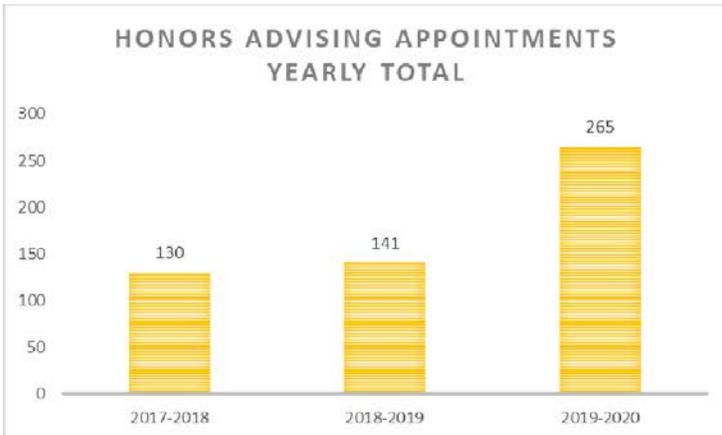
** proxy graduation rates: given that traditional First-Time-In-College students are not numerous enough to allow program-level graduation rates, that many programs do not have starting freshmen or sophomores, and that major migration normally occurs in the first two years, juniors are used as a starting cohort to create 2 & 4 year outcomes (serves as proxies for 4 & 6 year graduation rates) to evaluate program level outcomes.

Academic Advising

Jessica Raburn, Assistant Director and Academic Advisor

Honors offers “dual advising” to students pursuing honors distinction on the transcript or diploma. An 87% increase in advising appointments over the last year can be attributed to increased outreach and services:

- ◆ Advisor visits to the Honors First Year seminars and Honors Living–Learning Community in Shocker Hall, first-year and college advisors across campus recommending Honors advising. The strong increase in appointments in October indicates these factors.
- ◆ New Honors Applied Learning Graduate Assistant outreach targeted students interested in internships and led to some referrals to general honors advising.
- ◆ New Zoom appointment scheduling resulted in an unexpected increase in appointments during March and April when students and staff had moved off campus due to Covid-19. Students were proactive reaching out for guidance and utilization was higher than expected given the fact that other advising offices reported decreases in spring.



NEW INITIATIVE

Applied Learning

The Applied Honors Graduate Assistant was added to the Honors team in Spring 2020. The intent of this position is to guide Honors students in searching and obtaining applied learning experiences such as internships and network with the business and non-profit sectors to increase awareness of opportunities for both. The Graduate Assistant also reviewed tools for managing internships via syllabi review and assessing an experimental e-portfolio system.

- ◆ Proposed updated applied learning syllabus
- ◆ Developed Zero Credit Hour applied learning syllabus
- ◆ Researched how Honors outcomes could be met/ built into applied learning experiences
- ◆ Developed applied learning Leadership e-portfolio on Pebble Pad
- ◆ Developed Zero Credit Hour e-portfolio on Pebble Pad
- ◆ Developing a registration system on Handshake
- ◆ Met with Students and recruiters

Student Research Programs

Erin LeBegue, Administrative Specialist and URCA Grants Program Coordinator

Undergraduate Research and Creative Activity Grants Program

The Undergraduate Research and Creative Activity grants program is funded by the Office of Academic Affairs and managed by the Cohen Honors College. URCA grants of up to \$1000 are awarded to up to 20 students each year for engagement in faculty-mentored research or travel to present research at conferences. Students may be from any major and are not required to be honors students. Student research proposals are reviewed by a committee comprised of five faculty and staff members representing at least four academic colleges.

Goals

The URCA grants program and committee seek to ensure that every undergraduate student has a research or creative activity experience by:

- ◆ Empowering students to engage in original research and creative activities in collaboration with faculty in or out of their field;
- ◆ Promoting research learning across campus;
- ◆ Communicating availability of undergraduate research grant funding widely and frequently;
- ◆ Allocating grant resources with integrity;
- ◆ Encouraging multi-disciplinary collaboration;
- ◆ Facilitating faculty mentorship (through workshops, awards, etc.);
- ◆ Creating resource connections (e.g. library workshops and online archives for student research);
- ◆ Assessing grant outcomes.

Awards By the Numbers

\$10,589 total awarded to 12 students

10 research project awards

2 conference travel awards

2 Aerospace Engineering

1 Biology

2 English

2 Exercise Science

4 Mechanical Engineering

2 Psychology

One of the major goals for the program in 2019-2020 and moving forward is to increase grant applications and award to students in the arts and humanities.



Summer Research Institute

Heidi VanRavenhorst Bell, Faculty Director & Associate Professor of Human Performance Studies

SRI

Funded by a National Science Foundation Kansas Louis Stokes Alliance for Minority Participation in STEM sub-award

The Summer Research Institute (SRI) in First Year Research Experience (FYRE) hosted by the Dorothy and Bill Cohen Honors College offered its second cohort an immersive team-based STEM-related research experience from August 9-14, 2020. SRI participants learn and apply collaborative research practices, expand scientific communication skills, explore the features of art in science, experience Wichita State housing, and engage in campus social events. Participants are not required to be honors students.

In order to accommodate recommended sanitizing and social distancing practices, individual research kits were purchased for each SRI participant this year. Increased virtual mentorship and smaller group activities took the place of the Escape Room team-building activity from past years.

Goals

The overall goal of the KS-LSAMP project is to double the number of underrepresented minorities graduating with STEM degrees from Kansas State University (KSU) and Wichita State University within the five years of the proposed project (2018-2023).



- ◆ To build a successful STEM pathway to the baccalaureate degree through the partnership of KSU with four Kansas Minority Serving Institutions with 2-year transferable programs;
- ◆ To work together to develop innovative and culturally appropriate recruitment materials and activities for high schools and college STEM programs;
- ◆ To develop and evaluate systematic approaches to assuring successful transfer to KSU or other Kansas 4-year institutions with high quality science and engineering programs;
- ◆ To develop or improve academic, curricular and co-curricular activities that impact persistence and retention of URM students at 2- and 4-year partner institutions and at KSU, including special focus on critical pathway junctures (e.g., advising, financial assistance, campus integration); and
- ◆ To provide formative evaluation to assure continuous project improvement and to conduct summative evaluation to describe the results and impact of the project on students and institutions, including development of a longitudinal tracking system to monitor progress, especially at critical junctures in the pathway.

EVENTS & OUTCOMES

Year 1 Summer Research Institute students met together with SRI faculty and advisors at the beginning of the fall 2019 semester for pizza and conversation. They were reminded about research opportunities across campus and encouraged to apply for the spring 2020 First-Year Research Experience in STEM program.



- ◆ Two of the five granted-funded Year 1 SRI students had not applied for the Honors College before the summer program. These two students applied and were accepted into the Honors College.
- ◆ 100% of the Year 1 SRI students met with the Honors academic advisor in fall 2020.
- ◆ 100% of all SRI participants applied to and were accepted to the spring FYRE in STEM program. FYRE in STEM participants are not required to be members of the Honors College, and SRI participation was not considered in FYRE in STEM application review. 100% of SRI participants in FYRE fulfilled program requirements and successfully presented their faculty-mentored FYRE research project.
- ◆ 100% of SRI in FYRE participants were retained from fall 2019 to spring 2020. The students averaged a 3.58 GPA in the fall and 3.71 GPA in the spring.



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First-Year Research Engagement

Moriah Beck, Faculty Director and Associate Professor of Chemistry

FYRE in STEM Program

Supported by funding from the Helen Clay Frick Foundation



The First Year Research Experience in STEM aims to build a community of STEM students, faculty and professionals to support STEM majors or potential majors as they form identities as members of the scientific community.

A second year of the FYRE program yielded 30 student applications and 16 students accepted into labs across campus to begin research in Spring 2020, an increase from 15 applications and 12 students accepted in 2018—2019.

Majors

- ◆ 1 Biological Sciences
- ◆ 2 Human Performance Studies
- ◆ 4 Chemistry (3 Biochemistry)
- ◆ 1 Computer Engineering
- ◆ 1 Mechanical Engineering
- ◆ 3 Biomedical Engineering
- ◆ 4 Aerospace Engineering

Student Population

- ◆ 50% First-Generation
- ◆ 50% underrepresented minority (Hispanic, African American, and/or American Indian)
- ◆ 9 identify as female

Two accepted students ultimately decided to decline to participate in FYRE due to increased work responsibilities.





Final FYRE Poster Presentations—May 2020

Career Talks

Outside speakers were invited to provide FYRE students with a variety of career options. Careers in scientific writing, science public policy, and entrepreneurship in engineering were highlighted in 2019. BioKansas Director of Talent Development and STEM Education, Alex Erwin, talked about stages of vaccine development and highlighted the role of biotech in Kansas during coronavirus response. Esther Alao, a WSU alumnus of the BME program, talked about her transition in career goals from pre-med to industry and recent decision to pursue her PhD. All of these presentations and Q&A sessions have been recorded for a future YouTube channel.

HONORS & AWARDS



- ◆ Two 2020 FYRE students (Aaron Fater and Caesar Cedillo-Silva) received K-INBRE summer research awards. David Nevarez-Saenz and Clarissa Rincon were both selected to continue their research in the NASA/WSU Jump Start Program (JSP).
- ◆ Shamir Khan, a 2019 FYRE participant, was also selected for the K-INBRE STAR fellowship and received a travel grant to present his research at the international Biophysical Society Conference in San Diego, CA in February of 2020.



Recommendations

Provide financial support for some students to able to accept additional time commitment associated with FYRE program.

Provide lab funding for FYRE projects to incentivize additional faculty mentor applications in the future.

Incorporate specific modules to encourage FYRE students to submit applications for undergraduate research funding (URCA, K-INBRE, McNair Scholars, JSP, etc.) in future FYRE course design.

ASSESSMENT

Analysis of the Undergraduate Research Student Self-Assessment (URSSA) which includes multiple choice and open-ended items that focus on students' gains from undergraduate research indicate that the FYRE 2019 researcher gains were significant in the following areas:

- ◆ Skills such as lab work and communication
- ◆ Conceptual knowledge and linkages in their field
- ◆ Deeper understanding of the intellectual and practical work of science
- ◆ Growth in confidence and adoption of the identity of scientist
- ◆ Preparation for a career or graduate school in science
- ◆ Greater clarity in understanding what career or educational path student might wish to pursue

PARTICIPANT QUOTES

? **How did your research experience influence your thinking about future career and graduate school plans?**

“I was able to interact with many people in similar fields and see what their experiences were like (professors, grad students, undergrad seniors), and then see if I could see myself in the same position. Talking to professors who specialize in different types of chemistry also helped me to narrow down what I find interesting.”

“My research experience did not change my future career plans, it only reinforced my decision.

“By working and collaborating with a multitude of people across disciplines, I'd say my research has influenced me in a way that makes me more aware of the different paths after/during my undergraduate studies. I definitely want to pursue research more.”

“It really didn't, since my career path and graduate school plans have mostly remained the same. Although, it did shift my research goals a little when I found out that Mechanobiology basically lays the ground works for tissue engineering, which is what I want to pursue.”



April 01, 2020

WSU students present research at annual Undergraduate Research Day in Topeka

By Erin LeBegue, Cohen Honors College

Note: The below events happened prior to the social distancing mandates instituted in response to COVID-19.

In early March, approximately 40 undergraduate students from Kansas universities participated in the annual Undergraduate Research Day at the Capitol, including five from Wichita State. Selected students traveled to Topeka to present their research and creative activity posters inside the Capitol building.

Student presenters were selected through a competitive abstract submission process. The projects were chosen based first on the quality of research, then with attention to the range of fields represented overall and relevance to current law makers.

Kimberly Engber, dean of the Dorothy and Bill Cohen Honors College, and Erin LeBegue, WSU campus coordinator, traveled with the students to Topeka.

“We know that students engaged in faculty-mentored research and creative activity are better prepared for professional success,” said Engber. “We are grateful for the opportunity to showcase the high quality of

undergraduate work across Kansas to state legislators and other guests visiting Undergraduate Research Day at the Capitol.”

Congratulations to the WSU students selected to present this year:

- Morgan Bretches, a junior in biological sciences, presented “Peripheral Nerve-derived Pluripotent Stem Cells as Potential Cell Sources to Treat Segmental Bone Defect.” Their faculty mentor was Dr. Shang-You Yang, associate professor of biological sciences.
- Wyel Halimeh, a senior in chemistry, presented “Dependence of Proline Isomerization on the Kinetics of Folding of Anthrax Lethal Factor.” Their faculty mentor was Dr. James Bann, associate professor of chemistry.
- Kayla Schmidt, a senior in biomedical engineering, presented “Effect of Blood Flow Restriction on Physical Fitness in Individuals over Fifty-Five.” Their faculty mentor was Dr. Nils Hakansson, associate professor of biomedical engineering.
- Ashley Stroh, a senior in biomedical engineering, presented “Evaluating Astronauts’ Cognitive Performance in Space using Hybrid Brain-Computer Interface System.” Their faculty mentor was Dr. Jaydip Desai, assistant professor of biomedical engineering.
- Inneké Vargas, a senior in public health sciences, presented “Women’s Health Network: An Evaluation of a Community Program.” Their faculty mentor was Amy Chesser, associate professor of public health sciences.

Lead for Tomorrow—Cohen Leadership Academy

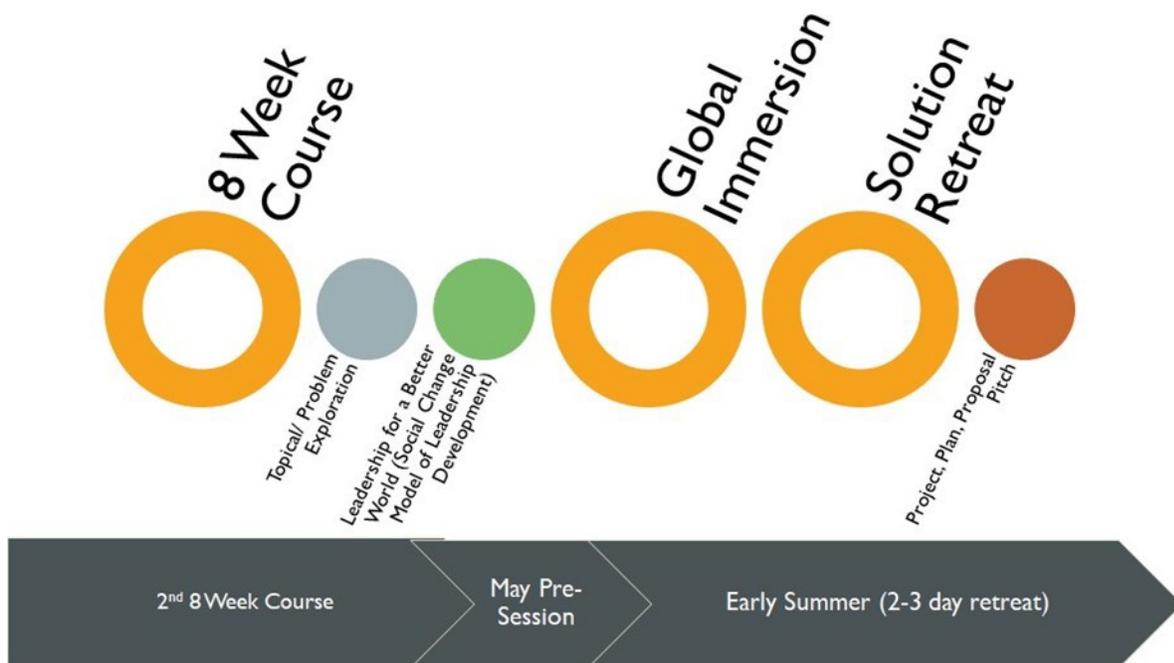
Chelsea Redger-Marquardt, Faculty Director & Assistant Teaching Professor of Applied Learning

NEW INITIATIVE

The Cohen Leadership Academy, funded by part of the original gift from Dorothy and Bill Cohen, will be offered for the first time in spring 2021. Designed by a collective of faculty from across disciplines led by the new faculty director, the academy is envisioned to be a transformative leadership experience that engages students in contemporary research and scholarship based on an annual theme, questions, or issue.

FIRST STEPS

Many models and logistics were considered in building the Lead for Tomorrow Leadership Academy. Student input and feedback was solicited through the Honors Student Council, the First-Year Advisory Board, and leadership courses in the college. The Honors Faculty Council also provided input.



Place As Text

Place as Text is a National Collegiate Honors Council best practice that incorporates travel into curricular learning. Below are major components of the practice.



REGARD THE WORLD AS A BOOK



ORGANIZER NEEDS TO ASSIGN PRE-READINGS/ PREPARE FOR IMMERSION



WALKABOUTS EMERGE FROM A COMBINATION OF SITE-SPECIFIC ELEMENTS (GEOGRAPHY, CULTURE, ECONOMICS)



THEME TO GUIDE THE EXPLORATION



LARGER GROUPS NEED TO BE DIVIDED INTO WORKING TEAMS



TEAMS MUST SET OUT ON A JOURNEY-UNCHARTERED TERRITORY

Meet our faculty thought leaders. A dedicated team committed to collaborative teaching, building intellectual community, and engaging with students in more meaningful ways.



Bobby Berry

Assistant Professor and Coordinator, Workforce Leadership and Applied Learning. Bobby brings interdisciplinary expertise to the team and also serves as the Director of the Fuse.



Samantha Gregus, PhD

Dr. Gregus serves as an Assistant Professor of Psychology in the Clinical Community Psychology Program. She teaches General Psychology–Honors and Psychology and Problems of Society.



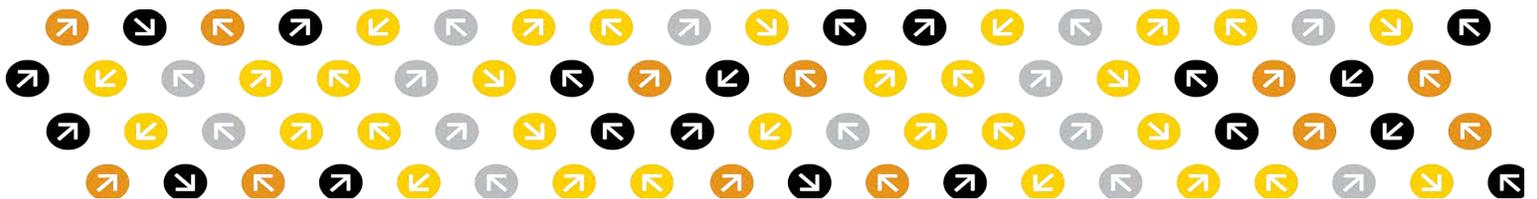
Cindi Mason, PhD

Dr. Mason is an Assistant Teaching Professor and Undergraduate Coordinator of Industrial Systems and Manufacturing Engineering. She teaches courses in Engineering probability and Statistics and Senior Design



Doug Stucky

Serving as a Design Thinking faculty in the Institute of Innovation. Doug is a key member of the Innovation Team at Wichita State University.



Organizations

Honors Ambassadors

Advisor: Trish Gandu, Assistant Director, Scholarships and Outreach

Represent Honors at events and activities organized by the Office of Admissions and the Honors College throughout the year including recruitment and advisory board events, information tables, and other campus information sessions. Ambassadors meet monthly for team-building and professional development. They hear from faculty and staff across campus about areas such as residence life and living learning communities, undergraduate research, honors curriculum, and honors admission. 34 ambassadors began the year and 28 finished the year, with withdrawals due to class and work schedules and life circumstances.

22 events/activities

6 ambassadors returned to their high schools to present information about Honors and their university experience

99 shifts completed

155 hours volunteered

90% of ambassadors indicated they enjoyed their experience as an Honors Ambassador on the end-of-year survey

WHEAT

Wichita State Honors Events and Activities Team

Advisor: Jessi Raburn, Assistant Director, Academic Advisor

WHEAT, Honors RSO (Registered Student Organization), hosts social events and organizes volunteer work in the community throughout the year. 4-5 students serve in officer roles each year.

New Initiative: Honors Houses

This year's core group initiated the concept of "Honors Houses" based on four Honors values—to be intellectual, professional, innovative, and transformative—each represented by an endangered animal.

T-shirts for fundraising and buttons for awareness are in process as they wait for two Honors student artists to finalize icons.

The goal is to create a sense of community built around Honors values and increase student connection to Honors and to each other.



LLC

Honors Living Learning Community (LLC) in Shocker Hall

Coordinator: Trish Gandu, Assistant Director, Scholarships and Outreach

38 residents

Activities and New Initiatives

Various events were hosted by the Resident Assistant throughout the year including getting to know Honors resources, community service at Tanganyika and bowling at Shockers Grill and Lanes with Honors faculty and staff. The RA was also responsible for having regular intentional conversations with the resident assistant.

- ◆ Created a document with each resident's name, photo and major as well as compiled a list of classes that multiple residents had in common. Emailed these to the residents at the beginning of the semester to help them better connect with and get to know one another.
- ◆ Hosted monthly meetups during the fall semester and invited an Honors staff or faculty member to engage with the LLC members.
- ◆ Implemented a monthly newsletter highlighting upcoming activities and featuring a faculty and staff member.
- ◆ Assisted RA in researching and creating a proposal for a trip to Italy, which was approved and partially funded by Housing. 11 residents went on the trip.

Outcomes

A majority of the Honors LLC respondents to the survey conducted by Housing and Residence Life indicated they

NSE

National Student Exchange

Coordinator: Trish Gandu, Assistant Director, Scholarships and Outreach

Along with more than 170 other colleges and universities, WSU participates in a program that allows students to study a semester or a year at another participating university. Students can live in a different area and experience an entirely new campus environment while continuing to pay WSU tuition and working towards a WSU degree.

5 students went on National Student Exchange during the fall 2019 and spring 2020 semesters. Locations included: University of South Carolina-Columbia; Bishop's University (Canada); Northern Arizona University; University of Oregon; Stony Brook University (New York)

6 students placed for the fall 2020 and spring 2021 semesters

"Besides the academic knowledge I received, I gained so much from the program. I met such a diverse group of people that I became friends with. There were so many different viewpoints and experiences that I never had. I'll never experience growing up in New York City, nor they small-town Kansas, but I've gained some insight into the city that I otherwise wouldn't have." – *Greg Bird, Stony Brook University, spring 2020*

"Going on exchange was the best decision I've ever made. I was given an opportunity to work The Masters tournament, got to experience college football at a high level, and met friends that will last a lifetime." – *Austin Bryant, University of South Carolina-Columbia, fall 2019 & spring 2020*

Student Council

Mission

To develop a strong sense of community and common identity among Honors students by providing opportunities and serving as a refuge to all students of the Cohen Honors College. The Council uses innovative approaches to identify and address the challenges and needs of all Honors students and serves as the voice of students through communication with the staff, faculty and Dean of the Cohen Honors College.



Honors Hour Civic Engagement Seminar with guest Mayor Brandon Whipple, February 2020

Officers

Abby Jurgensmeier, Chair
Noor Farhoud, Vice Chair for Student Retention
Lucy Cook, Director of Outreach
Saylis Sengvilay, Director of Diversity Initiatives
Elizabeth Nguyen, Co-Director of Marketing & Events
Jeremiah Taylor, Co-Director of Marketing & Events
Analisa Bridge, Director of Records
Siubhan Mora-Bruce, Treasurer
Abigail Sheahan, Director of Recruitment
Tabatha Polk, President of WHEAT
Lucas Webb, SGA Honors Senator
Jacob Tubach, SGA Honors Senator
Tyler Stice, First-Year Honors Representative
Cameron Holsten, Honors Living-Learning Community Representative

Faculty and student participation in university and college governance is vital to the proper functioning and success of the university.

The [College ByLaws](#) establish the University Honors College Council comprised of the student council and faculty council and outline college policies and governance structure.

Honors alumni and friends are engaged with college decision making through the Advisory Board.

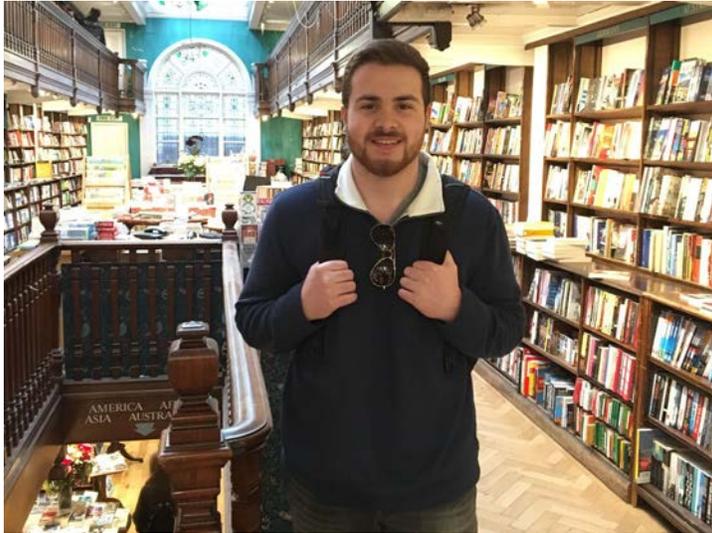
Faculty Council

Elaine Bernstorf—Fine Arts
Patrick Bondy—LAS Humanities
Kimberly Engber, Dean, ex officio nonvoting
Nathan Filbert—University Libraries, Chair
Samantha Gregus—LAS Social Sciences
Holger Meyer—LAS Math/Natural Sciences
Roy Myose—Engineering
Douglas Parham—Health Professions
Jeremy Patterson—Applied Studies, Innovation Design
Jessica Raburn—Honors Advisor, ex officio nonvoting
Atul Rai—Business

Advisory Board

James Blakemore
Dorothy Cohen, Honorary
Sharon Iorio
Michael Jones
Christopher McHugh
Eric Melgren
Rebecca Morgan
William Pate
Joy Van-Hamilton
Joan Wagner, Chair
Christopher Wettig





April 20, 2020

Wichita State grad primed to start new job at Amazon

By Sara Ornelas, Marketing Content Strategist

Amazon is in its prime right about now. Pun intended.

With Americans seeking safety in their homes during the COVID-19 pandemic, many are depending heavily on the online giant's reputation for speedy delivery and a convenient one-click shopping experience.

Aidan Jude will soon be an integral part of Amazon's team.

Jude – a spring 2020 Wichita State University graduate in electrical engineering, computer engineering and mathematics – will be embarking on a full-time career as a software engineer for Amazon web services in July.

"I got the job just before (the COVID-19 pandemic) happened, so I was very grateful to get a full-time job," Jude said. "It felt like the culmination of everything I worked for four years."

Dr. Kimberly Engber, dean of the Cohen Honors College, describes Aidan as somewhat of a renaissance man.

"Aidan approaches the world as an American scholar," Engber said. "He is both a deep thinker

and a doer, a problem-solver whether in engineering or literature. He embraced the honors spirit of inquiry in all areas. He was recruited as a Koch Scholar to study engineering but sought out literary study in Honors, and each time I ran into him in the honors office, he was reading something new or considering another poet to add to his list of future reading. He talked about the opportunity to pursue college on a global scale when he reflected on his experience studying abroad in London. This flexible thinking combined with top technical skills and intellectual curiosity make it no surprise that Amazon recognized Aidan as a great asset."

Jude came to Wichita State from Minnesota because he was impressed with the university's connections to the community and major industries.

"Being a school that's in a bigger city, WSU has close ties with businesses. And because of those business ties, there are lots of ways of getting experience," Jude said. "That's what WSU does so well: Once you have that first

"[Aidan's] flexible thinking combined with top technical skills and intellectual curiosity make it no surprise that Amazon recognized Aidan as a great asset."

– Kimberly Engber
Dean, Cohen Honors College

internship, it's so easy to get that next one."

Through the university's close connections with the business community, Jude was able to secure internships each year he attended WSU. For his freshman year, Jude interned at Kiewit in Kansas City. That internship was followed by Koch Industries his sophomore year, John Deere his junior year, and he currently works at NetApp during his senior year.

And beyond internships, Jude had no problem staying busy on campus. Outside of classes, Jude was a member of the Student Ambassador Society, part of the Cohen Honors College and a Koch Industries Scholar.

"WSU does a good job of providing real-world opportunities to students. That's ultimately what gets you

Advancing a college culture that values diversity and builds intellectual and professional community

Increase diversity of Honors applicants

- ◆ Develop qualitative Honors admissions criteria
- ◆ Update application messaging, marketing, and website to reflect Honors values/brand
- ◆ Develop student and faculty experience videos for marketing and recruitment
- ◆ Support new Diversity Recruitment and Marketing Graduate Assistant

Increase challenging inquiry-based learning by strengthening Honors student research pathways and transition to college curricula

- ◆ Increase applications for Summer Research Institute and First-Year Research Engagement by developing additional recruitment materials and outreach
- ◆ Continue development of first-year programs and pathway programs including First-Year Seminars and Law 3+3 programs in collaboration with Fairmount College of Liberal Arts and Sciences
- ◆ Expand ePortfolio pilot
- ◆ Implement new Honors science labs and interdisciplinary science track in partnership with Fairmount College of Liberal Arts and Sciences
- ◆ Implement new Lead for Tomorrow leadership academy

Increase and improve alumni and donor engagement and community outreach

- ◆ Increase alumni engagement
- ◆ Provide funding to faculty participating in the first-year research experience program
- ◆ Increase scholarship funding for Honors students with financial need
- ◆ Increase engagement with innovation community and contribute to innovation ecosystem
- ◆ Increase engagement in regional and national Honors community
- ◆ Support new Applied Learning Graduate Assistant

**Thank you for supporting the Dorothy and Bill Cohen Honors College
Wichita State University**

Contact Us

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*In celebration of
the life and legacy of
William C. "Bill" Cohen, Jr.
April 1, 1937—September 5, 2020
Joining knowledge and
innovation to grow
visionaries at
Wichita State University*



Honors College Naming
April 15, 2015



Honors Alumni Gathering
April 28, 2017



(Re)opening Honors Space
September 12, 2019

