

WSUCOE name change focus group – Alumni and Advisory Board

Brandon Chapman: Person 01 good to see you. Person 02 A few of you I don't know. Person 03, I don't know you, but I've heard good things about you. Hey Person 04. Oh my goodness, Person 04, recent graduate. Kimber, almost recent graduate. Hey G. Todd, good to see you. I can say that because I'm C. Brandon, we're in a special club. All right, Thom, it's noon. I will kick it over to you.

Thom Allen: Thanks Brandon. And welcome everybody, I'm very glad that you're here today for the focus group. Well, good to meet you all. Before we get started here, I need to read off a few little blurbs. If it does sound like I'm reading, unfortunately, well, that's what I'm doing, I'm just reading it right off the script shamelessly. So we are glad that you're here for our focus group today. I'd like to thank you for taking the time out of your busy schedules to join us. My name is Thom Allen, I'm from the Social and Economic Sciences Research Center at Washington State University, here in Pullman. I'll be the focus group moderator, will be assisted by Lauren Scott, of the SESRC, who will be taking notes, and Brandon Chapman who will be managing the chat channel and any technical difficulties that we might encounter, but we probably won't. Right, Brandon? We've been asked by the College of Education to conduct this and other inquiries regarding a possible name change for the college.

Thom Allen: We've asked you to participate today because we're interested in hearing your perspectives on a possible name change. In this group, we're hearing from alumni and advisory board and various stakeholders. In a later group session, we'll be hearing from students, and we've already completed a focus group with College of Education, faculty and staff. My role here is to ask you questions about the Washington State University, College of Education name and to listen. I'll keep the conversation moving forward through the topics that we want to cover today, and I'll also try to get everyone involved in the discussion, so we get everybody's input. Your discussion will help us prepare questions for a much broader written survey to be administered later in the year. The college will use your thoughts, together with the survey results, to make a final determination regarding the College of Education name.

Thom Allen: In group interviews like this, it's really important that you express yourself openly. There are no right or wrong answers. We want to know what you think, we expect that you'll have a range of different experiences, opinions, and ideas. So please feel free to share your point of view, even if it differs from what others have said. And as a group, we're interested in the discussion that you will have of over the issues that we bring up. We're also recording this session for our reference purposes. We'll be on a first name basis during this discussion. Please know, however, that in later summaries of reports, all names will be taken out to keep your information confidential. This focus group is voluntary, you can skip any question you prefer not to answer. The discussion will last around an hour, so please feel free to get up and move around whenever you need to.

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Thom Allen: And before we get started, do you have any questions? Okay. Again, we're very pleased you're taking the time to share this experience, your experiences with us. So first, let's introduce ourselves. Let's just go around, we'll start with whose first on my list of Hollywood Squares, and that is **Person 03**.

Person 03: Well, thank you. As you mentioned, I'm **Person 03**. I graduated from WSU in the College of Education. I'm on the kinesiology department advisory board, and I'm an adjunct professor in the department. My full-time job, I'm director of therapy services at Whitman Hospital.

Thom Allen: Thanks **Person 03**. How about **Person 02**?

Person 02: Well, **Person 02** **Person 02** Graduate PhD from College of Education, a little bit later in life, graduated in 1986. And as you can tell, I'm a little bit older than that would appear, but serve on the College of Education advisory board.

Thom Allen: Thanks **Person 02** Lauren, do you want to add anything to your bio?

Lauren Scott: Oh, sure. I also work with Thom at the SESRC, and as he mentioned, I'm note taker, so that's what I'll be doing throughout. And if I think of something towards the end, I'll ask, but otherwise I'm just here for support.

Thom Allen: Lauren and I are both project managers at the center. And Walt.

Walt Gmelch: Walt Gmelch, I'm not a graduate, but I spent 18 wonderful years at WSU, actually was department chair of supervision and curriculum associate Dean, interim Dean last year. And I did serve as chair as kinesiology too. So I have a little other perspective on the sciences, as well as probably the traditional ed admin program. So I'm on the [inaudible 00:07:38] board and I'm pleased to serve wherever I can, so thank you.

Thom Allen: Great. Over to Kimber.

Kimber Behrends: Hi, I'm Kimber Behrends, and I graduated with the sport management department back in 2015, and I currently work at the Alzheimer's Association. So I'm surrounded by purple, which is why I have that massive flag hanging behind me in the office, and I get a lot of flack for it, but got to support, got to show the Crimson.

Thom Allen: Glad you clarified that, we were all wondering Kimber. **Person 01**

Person 01: Good morning, I'm **Person 01**. I graduated from the College of Education in 1984. I'm on the College of Education advisory board, and my day job is the vice president of college advancement here at Green River College.

Thom Allen: All right, terrific. David.

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David Paul: Hello, the name's David Paul, I'm a graduate of the Ohio State University, which is a little tough here last few years. I'm a professor and interim department chair of movement sciences over at U of I. And I guess I'm on the kinesiology advisory board with Person 03.

Thom Allen: Okay. G Todd.

Todd Vanek: Good morning. Todd Vanek. I graduated in 2001 from the ed psych program, Dean Trevisan was my advisor back then. I'm currently the director of the online masters in engineering and technology management program in the Boland College. So just down the hill from where I spent many years. So I look forward to participating.

Thom Allen: Terrific. Person 04.

Person 04: Hi everyone. So I just graduated just this past summer, from identifying information about Person 04 and I'm currently identifying information about Person 04 [inaudible 00:09:42].

Thom Allen: All right. Brandon, do you want to add anything?

Brandon Chapman: I'll just point out that while people are giving Kimber flack most days, she has the last laugh this weekend. So just point that out. I'm Brandon Chapman, you all know me, and I really appreciate everybody taking part in this.

Thom Allen: All right. And Bob Maxwell, who joined us just a moment ago. Welcome.

Bob Maxwell: Thank you. So yeah, sorry, a little late. Bob Maxwell, currently superintendent of Pullman public schools, also sit on the College of Education advisory board, sometime I'm an adjunct professor for WSU. And graduated in 2011 with my doctorate from WSU, in an administration leadership. So well versed as a Cougar, so happy to be here.

Thom Allen: Excellent. This is such an interesting mix of folks. I think this is going to be a really fun discussion, so I'm excited to hear where we end up going here with this. So let's start with the first question I've got. When you hear the name College of Education, what programs do you think of? Just throw them out, but don't everyone speak at once.

Walt Gmelch: Teacher education.

Thom Allen: Okay.

Walt Gmelch: Administration.

Kimber Behrends: I think of elementary education.

- Person 03** : Teaching and learning. I know some of my classmates took those, it was not in my curriculum, but the teaching and learning aspect, pedagogy.
- Thom Allen: Others?
- Walt Gmelch: Kinesiology.
- Thom Allen: Yep.
- Walt Gmelch: sport management. Sorry.
- Thom Allen: Yeah. Right. Okay.
- David Paul: Hopefully this went too far out there, but we went through the exact same thing here, we were College of Education, and we had an entire department that wasn't recognized in the name. So a few years ago we actually changed into education, health and human sciences, to reflect the fact that our department generally wasn't even thought of broadly, because we weren't represented in the name at all, so a similar issue, perhaps.
- Thom Allen: So just to confirm, David, you said you guys changed to College of Education Health, and Health Sciences?
- David Paul: Health and human sciences, education, health and human sciences.
- Thom Allen: Okay. Okay. Can you think of any programs within the WSU College of Education that we have not brought up yet? There's a lot of them. Let me go ahead and share a slide. Brandon, thanks for updating the slide for us. Let's take a look at this. All right. Can everyone see the screen?
- David Paul: Yes.
- Thom Allen: Okay. Terrific. Take a gander through, look at some of the additional programs, we've listed certifications. Are any of these to you? Now that you're looking at the list, does this make sense?
- Walt Gmelch: Just a quick question. When you say certification, why isn't teacher education on there?
- Thom Allen: Brandon can help me with that question.
- Walt Gmelch: I may know the answer, but say under certification, Brandon, why isn't teacher education on there, is that because it's certified by the state.
- Brandon Chapman: Yeah, because it's something that's just part of the whole process of their undergraduate for teacher education, whether elementary or secondary. So it's just built in and is not a stand-alone process.

Thom Allen: So I'd like to, the next question relates very closely to the comment that Dave just made, and that is, how important is it that the college name represents the breadth of its programs?

Kimber Behrends: Personally, I think it's important, just because I know as a sport management graduate, when I say I was in the College of Education, everyone gets extremely confused and people sometimes don't always take sport management as serious because they don't see it as business in sport. They see it more as like, oh you wanted to be a PE teacher or something, and it didn't go that way. And so it's just a little confusing, I guess, depending on what ... that and kinesiology, I know are very different aspects of education.

Person 03 : Well, two of my kids happen to be seniors in high school and it's been an interesting process trying to look ... they're both interested in exercise science and it's been challenging to figure out what do I look up, where do I look that up when I'm looking at these different universities, because they have different names, they're under different colleges. So looking at it from that perspective, I think it's important that the college can be inclusive, so this is, I know I need to look here, versus, well maybe they don't have that program and then I move on to something else. So we certainly discounted some universities simply because we couldn't find the program.

Person 01 Yeah. That was something I had jotted down as well as that whatever name would need to be student and student recruiting friendly so the folks can find you. And the other, I think we already heard the comment, building a common sense of belonging, that we're part of something special, could start with a name and being more inclusive, I think, has utility both for attracting students so they can find you, and also creating a common sense of we're all in this together and in this large department doing amazing things.

Todd Vanek: And to add on that, I think just the university structure itself, recognizing what do other colleges and departments and all those people think about the College of Education, do they have that narrow thought of, oh, they're just preparing teachers, that's it? So I think from the university standpoint and even the state, the state recognizes the College of Education and what it does, it could be beneficial to have it a more encompassing name.

David Paul: I guess in terms of, I echo those things in terms of student recruitment, that's an important goal. The other part of it is kinesiology programs are often housed in colleges outside of education, in health sciences or in other areas. And so I do think it can be confusing for people to try and find something that potentially is marketed as a health sciences career path, under education. So I do think it's problematic to do that for a lot of reasons.

Walt Gmelch: I also think it's problematic too, the difficulty is how do you represent all these dozen disciplines without creating an acronym that means nothing to people. And that's been my issue. I mean, we had a Dean's group that was called AXL

Sludge because we had no other way to put, had all these letters together. And so we also went through a name change at Iowa State, and the key was how do you get two or three key words that represent the group like health sciences, education, whatever it might be, so people could talk, and not give us a short name and no one knows what the name means. I guess that's a trade off all the way. Just a comment.

Thom Allen: Any other thoughts on this?

Person 02

Looking at the at list that's on the screen and of the programs within the college as it exists now, these are programs, how many different departments are there? I mean, some of these programs are linked within a particular department or are there actually 15 departments within the College of Education?

Brandon Chapman: Yeah. And Bob, currently what we have is we have a Department of Educational Leadership and Sport Management, a Department of Kinesiology and Educational Psychology, and then a Department of Teaching and Learning. So we have three currently. I'll put those in the chat box too.

Thom Allen: That's a really good question, it's a good comment. And yeah, Brandon, maybe we should even include those on the slide for the next group. So good. Just before we move on, is there anybody that wants to take the, whether you agree or not, is there arguments for keeping the name more simplistic?

Todd Vanek: I think one of the things that I was just thinking about is education is a system, but there is so much that goes behind it. The learning sciences is fundamental in every one of these programs and I'm not sure how to capture that or whatever, but not forgetting what all the fundamental pieces are that underlie a lot of these programs. They don't fit in a department, they don't fit in a program, but they're underlying.

Thom Allen: Mm-hmm (affirmative). Yeah. Well-

Walt Gmelch: And I guess ...

Thom Allen: Go ahead Walt.

Walt Gmelch: Sorry, Thom. I guess the other thing I think we had some difficulty with when I was at WSU too, is getting the Faculty Senate to approve the name because the faculty was saying, no, no, no, we do health sciences, not you. No, no, we do leadership, not you. So we tried to get a leadership minor in the College of Education and it was blocked for a while. So I guess I didn't, when you listed who are the clients that are going to review this, I didn't see the faculty Senate on there or someone that we can check it against to say, is this acceptable if we use health sciences, because actually there's a health sciences college up in

Spokane, and what does that mean? So another conundrum, I guess, in terms of picking a name.

Thom Allen: Absolutely. Right. I know Brandon's working with the Dean on the final process, on how that's going to shape up. Right, Brandon?

Brandon Chapman: Yeah. So coming out of this, obviously following this will be a survey that's sent out. That will help inform that survey tool. And then the results of the survey, with an analysis, will go to the Leadership Team and the Dean Mike Trevisan who will ultimately propose something on behalf of the college, to the provost, who is already aware of us undergoing this process. The Faculty Senate approval will be, or should be a fast-tracked one, which I can talk more about if it's necessary, and then at that point, it'll go to the Regents for approval. But all of that is contingent upon an actual change. Mike has taken the right approach to acknowledge that any number of results may come out of it, including no change. And most of you folks know that you won't get a more even-keeled, steady hand than Mike. He's not going to change just for change. He is exploring this because of all the reasons that have been brought up and will continue to be brought up. But he's not so emotionally invested that he's diving into the process with both feet. He's letting it breath and knowing Mike, I have every confidence he will support the data that come out of it and the direction our faculty and staff want to go, as well as the direction and counsel given by the Leadership Team. But, not to go too far down a rabbit hole, I actually think Thom has questions about words like health and sciences and things like that coming up.

Thom Allen: Absolutely. Yep. In fact, that is our next question. What does the word sport represent to you?

Walt Gmelch: Athletics.

Thom Allen: Mm-hmm [affirmative]. Others?

Person 01 Yeah, I think athletics and recreation, are the first thing that come to mind.

Thom Allen: Okay. All right. Well then to what extent is it acceptable to use sport in the name to represent programs such as kinesiology or athletic training?

David Paul: I think that just depends on what the focus of the program really is. I mean, if you fall under the umbrella of kinesiology, exercise science, whatever you want to call it, you can focus on medical careers, you can focus on people who want to go into coaching, you can focus in on fitness industry. There's a lot of different things that you could do. If you focus a lot on medical careers, you don't really have people that are that interested in sport. So it goes back to what the department that houses kinesiology values.

Thom Allen: Yeah. What about folks in kinesiology? What do you other folks here think?
Person 03?

Person 03: Well, in the class I teach, the majority of my students are all pre therapy students, so that's a huge component and it's not necessarily sport. And that's one of the things I have to explain to them, is your patient's sport may be whatever their activity that they're doing is, not necessarily an athletic endeavor. So that's definitely, what I teach is more, we look at it more broadly as far as injury prevention and management, and so a lot of it applies to sport, but a lot of it doesn't, so it wouldn't necessarily apply there.

Thom Allen: Yeah.

Todd Vanek: And something like movement management, would that be too health oriented? That's starting to get into the healthcare. Because I think sport management, I'm assuming includes recreation, those kinds of pieces, day to day activities. If we're talking therapy, then is something like movement management even broader than specifically sport?

Person 01: It would be interesting if we could get some data, particularly as you're testing words, that are related to keywords searches and SEO rank. Let's face it, in a digital world, that really is an important aspect of anything we do. And if students are using different keywords to find us, then it shows up in our website and/or in our name, then we're placing ourselves that at SEO rank disadvantage right off the gate. And I think for myself alone, is that looking for graduate and undergraduate student friendly names, is job number one, because that's what ... this has utility for them to find us. And then we can do the job of telling folks more of what it is we do once they get here. But I definitely have a marketing bent as I look at this, and that students, both graduate and undergraduate, should be driving the bus as far as things that work for them in finding us.

Walt Gmelch: And I think it's a great point, Person 01 because I think what happened, give you an example at Iowa State, is they took education out of the name, even though it was the biggest department, and so it's called human sciences. Now, no one can find education to go to the webpage. Matter of fact, when they recruited a new Dean, they couldn't find a Dean from education to be the Dean. So what happened was they had such a problem, they created a school of education within a College of Education, which confounded the issue, politically speaking for the state. You want to stand up to the Huskies and challenge the state as an education, teaching ed, ed admin, teaching and learning. So I think that's the key for me, is that education stays somewhere in there, so people can find education, beyond that, lots of hybrid possibilities, just one thought.

Thom Allen: Person 04 or Kimber, anyone have any additional comments on this before we move on?

Person 02

I'll just add that when we had talked about this, I guess pre pandemic maybe, I think keeping it as simple and to the point, it's going to help with the marketing and recruitment. And I know there was a lot of discussion about the term health science and treading in other areas and whether that would be appropriate in a name or not. But I also see the word management and I don't know, but just thinking about health management or something similar to that. But I do agree, I think education needs to stay in there or you're going to lose a lot of folks when you're going out to recruit and market.

Thom Allen: Bob, you make the perfect segue to our next question, which is when you hear the word science and health, to what extent are they representative of all the programs in the college?

Kimber Behrends: I have to hop off in a minute here, for another meeting. But for that question, I don't know if those terms pertain to sport management at all, because that's more business or communications of sport and not necessarily at all, anything to do with the health or science aspect of sport. So those terms, I don't think, as far as sport management goes, pertain at all, but maybe for the others, it does.

Thom Allen: Any other thoughts or comments on science and health as terms or the representative of these programs?

Person 03

I think it would fit more into the kinesiology athletic training realm for those.

Thom Allen: Mm-hmm (affirmative). Yeah. I think Walt brought this up, how confusing then would it be to use words like science or health, given that these words appear in the names of other programs on the Pullman campus and across the WSU system? I'm going to show you another slide here that includes just a, this isn't exhaustive, this is just a list of ones that we could find pretty quickly, which includes some of those terms. So do you think that if the word science and health were included in the name, a new name for the College of Education, would it be confusing?

Todd Vanek: I mean, I'm really trying to think as a student, if I'm out there, I've got Google open and I'm going to type something in there because I want to get a bachelor's degree. What am I typing in there? I can't answer that because I'm too old to answer that question. But to me, that's really the key and the name of the college is not what they're searching for. In fact, the name of the department is not what they're searching for. The name of the program is probably what they should be searching for. But what phrases, what terms, what keywords? I think it was brought up earlier about SEO, I mean, that's key and what are the phrases and the words that they're using? And I'm thinking, I'm an ed psych major and I can't remember exactly what I searched. I think I was searching for assessment, assessment and evaluation and stumbled on ed psych. I hadn't heard it called ed psych before. But yeah, what would students be using?

Thom Allen: Brandon by any chance, has anybody done this exercise?

Brandon Chapman: Yes, we pull metrics from our website, where people are coming from, how they got to our site, be it from another site or a search, what that organic search looks like and so on. I could get into that more, but I wouldn't necessarily want to inappropriately frame anybody's thought or ideas at this point in this focus group, but yes we do get those, and so we have a pretty good idea that... well, these are good points being made, and I'm taking note, and I'll leave it at that.

Thom Allen: Yeah. Good. Okay. Yeah.

Todd Vanek: Absolutely, it's one data point of hopefully many that define.

Thom Allen: Mm-hmm (affirmative).

Person 02 Along that line, for clarification, I noticed on the previous that Kinesiology was what, formally Sport Science?

Brandon Chapman: That's correct. That was changed in just the last year and approved through the Faculty Senate. As an academic program, it had to be approved through faculty Senate but since it wasn't actually a degree change, my understanding is that it didn't have to go through all the committee work. I have spoken to the current chair of the Faculty Senate and it's his interpretation that if it's just a name change of a unit, or even college, there is a fast-track option.

Person 02 Okay. And what is the reasoning that spurred that change?

Brandon Chapman: So, Bob, at that time, our kinesiology faculty, most of whom are still here, felt that Sport Science actually was a little too narrow, and generally across the country, most programs that were doing things similar to theirs were already Kinesiology. I guess to be fair to the points that have been made about what students are looking for when doing web searches, a lot of them were looking for Kinesiology. And they might not have known that this was Kinesiology because Sport Science was the name. They also wanted to really look at this as a number of possibilities it can lead to, so yes, you can get your degree, but it also works really well as, like, pre-med or those kind of degrees, and Kinesiology aligned better with those observations they had.

Person 02 Okay. Thank you.

Walt Gmelch: If I could just add one comment. I think many departments and even colleges, put science in their name, because it raises the credibility that we're a science, not a soft discipline, but a hard discipline. And I look at the science communication as a department, why is it communication of science? Political science, I'm a politic science major, was it a science, I don't know. But I think that's what happens sometimes, and that's why I think, for example, previously they moved human sciences away from words like consumer studies or well,

look at a home economics, that changed a long, long time ago, to give a greater credibility. So I think that's where the word science comes in a lot, we are, because frankly education colleges are ranked low, most colleges and universities, and the sciences are ranked higher, it's a harder science and more grants, those kinds of communication issues. So I think that's the only reason I think science might be an interesting discussion. I'm not sure I'm for that, but I think it's the reason why science is important at a university, research university, especially.

Thom Allen: That's a really interesting point. And anyone else have any other thoughts on the use of science as a word in the name?

Todd Vanek: Earth and space science teaching, that's an interesting one.

Thom Allen: Yeah. What about health? What about the word health? I got another one, to what extent does the word performance represent programs in the college or is that too catchall?

Person 01: I can't tell you why, but it's the one that resonates with me the most at this point.

Thom Allen: Is performance, is that right **Person 01**

Person 01: Yeah.

Thom Allen: Yeah. Anyone else, thoughts on that?

Person 04: I do prefer performance over science and health. I think performance is a broader term and can capture more of the program. So for example, when I think of performance, I think sports or athletics or kinesiology, performing, getting your patient to perform at a certain level. I also think performance in the context of education, how are students performing in the classrooms and stuff like that. So I see how it is more relevant to capture some of the programs within the college.

Thom Allen: Excellent. Other thoughts on that?

David Paul: Well again, I keep harping on this point, but within the kinesiology program, how do they define it? Are they interested in athletic performance? They may or may not be, depending on what research interests and where they see their students going. So I think in a sense, I almost feel like you have to kick this back to what are the kinesiology program values and what they're interested in.

Person 03: I think it's really interesting points because actually my first lecture of this semester is to divide it. You could go health sciences, or you could go performance path, and those are two different paths within kinesiology. So it's a

component of it, but I help to differentiate which path are you going and which professions fit under which side of that umbrella.

Walt Gmelch: First comes to my mind is performing arts, which is really a college of arts. So performance doesn't resonate, but I'm an old guy too, so you be careful, performance doesn't resonate with me in terms of teachers and administrators and counselors and sports folks.

Thom Allen: Do you think that the word human perform would work for programs like kinesiology, athletic training and sports management? And I think Person 04, you also pointed out that perhaps it could be something that you could attribute it to teaching and learning programs, student performance.

Todd Vanek: The ed psych program is focused on program evaluation, which be argued as performance, assessments are about performance.

Thom Allen: Any other thoughts on human performance? It sounds like there's at least some of you that at least the word performance maybe is resonating a little bit more than some of the other words. Is that true, maybe not others?

Walt Gmelch: Since I brought up my, not objection, but question about performing arts, human performance makes sense to me. So I would not, for example, object to that, it's just performance as a word itself, without something else modifying it, I wasn't sure about.

Thom Allen: Yeah. Well then what other words might capture the breadth of the programs in this college? What other words come to mind that we haven't talked about?

Bob Maxwell: Well, one I was thinking was discipline or two, discipline in learning, but performance sounds a lot better than discipline.

Todd Vanek: And we talk about education, is it really education systems? I'm trying to distinguish between learning and education and think about the education as I saw it, going through an ed psych program, was we're talking about education systems and we're going to evaluate those. And I know systems is a hot topic, at least in the engineering world, systems management is a hot topic right now and it's growing pretty quickly.

Thom Allen: That's an interesting phrase there. Yeah. Anyone else, other words? Okay. Well then think about this, which is it, which is more important, that the college name be broad and all encompassing, or that it be very specific and enumerate all of the programs within it?

Person 03: I think if you enumerated everything that's within it, it's going to be so long that either it's not going to be ... I mean, I even have trouble remembering the whole department I work in because they keep adding, they've changed it a couple of

times, but it gets really long. And that makes it a bit challenging for people to find what they're looking for or to remember that whole name.

Walt Gmelch: I guess I really look for broad rubric terms then specific terms. And what that rubric term, I don't know, it's human performance, that seems to work or education human performance, but something as rubric that still, you could say in no more than four words.

Thom Allen: Anyone else with thoughts or ideas on the breadth of a new name? All right. Well then let us talk for just a moment about the length of titles for other colleges across campus. So here is a list of our colleges at WSU. What do you think, are these too long, are they about right? Currently College of Education is at the shorter end of the college name spectrum.

Walt Gmelch: Just one comment, because when I talk to Mike Trevisan, he talks about the college of ag, they always use an acronym. If I don't remember exactly what the acronym is, I don't know who he's talking about. And so I'd hate to have our college fall off the edge because it has a large acronym. But you could easily say college education and something else, one or two words, and would still fit within that paradigm there, I guess. Just my comment from just talking to folks at WSU.

Todd Vanek: Yeah, I would say no more than four or five words.

Thom Allen: CAHNRS, the college of ag, human natural resource sciences, of course has the longest one. I remember when they unveiled that name and there was lots of groans across campus. Was that one too long, do you think?

Todd Vanek: But it's never referred to that way, it's always referred to as CAHNRS.

Thom Allen: Yes. Right.

Todd Vanek: And least internally. Yeah. And they don't have a donor name in front of it, if they did, that would be even longer.

Thom Allen: I'd like to ask about the donor names, since we have several or at least three it looks like. What do you think? Is that something that ... Just what are your reactions to having donor names of the WSU colleges?

Bob Maxwell: Neutral.

Thom Allen: Okay.

David Paul: I hate to ask, but how much does it cost?

Thom Allen: Oh.

David Paul: To have donor, how much do you have to pony up in order to get your name in front? So that maybe depends on how you value it.

Thom Allen: So that should be one of the first questions asked?

Person 03: I don't know, is a student looking for a university, unless I have done a lot of research and these people are really meaningful to me, I don't think that would be something that would draw me to a specific college at a university.

Thom Allen: Right. Right.

Todd Vanek: Especially as the majority comes an undergraduate and master student and a PhD student might, they're going to do a little bit more research because their future career is going to be tied around research that's done at the university, those kinds of things. But for undergrads again, back to just searching, what are they searching for, they're again, probably not searching college names.

Thom Allen: Yeah. I think Brandon May have sent Walt a copy of my question script because he's predicted all of my ... come on, Brandon, he's predicted all of my questions before I get to ask them. Except my next-

Walt Gmelch: Sorry, I had no prior knowledge.

Brandon Chapman: Walt is just the great prognosticator.

Thom Allen: He's really good at this. Yes. How important are acronyms to you? Does it help that you have an acronym that's easy to say?

Walt Gmelch: And I don't think a donor name before that. I mean, granted, you're not going to walk away from \$25 million, which is a going rate for education donor names for colleges, you're not going to walk away from that money. All right. Hopefully it's the person we love and have it before that name has some meaning. I mean, Edward R. Murrow's wonderful for communications. So it is what it is. If you get a name, you get a name, I don't think it's going to deter us from what we name the college, it shouldn't anyway.

Thom Allen: Yeah. Interesting.

Todd Vanek: But I do think an acronym could be important, just for simple again, communications. But again, I think that's more of an internal and even alumni thing than it is a future student. The acronym's not going to matter to them.

Thom Allen: Right. Before we move on to the next question, I just want to say on the length of names for colleges and departments, Lauren and I, who both work at the same department, we've learned to take a deep breath before we say that we work at the social and economic sciences research center at Washington State University, so you don't pass out before you get to the end of it. All right. How

important is it for the WSU College of Education to change its name to be more inclusive of the variety of programs included within it? And of course, this is really an important question, I'm hoping to get a response from everybody on this, about this, how important is it, do you think it is to change its name, to be inclusive?

Person 01

For myself, I think it's very important.

Thom Allen:

Okay.

Person 02

I would agree with **Person 01** on that, that it is important because now for me, College of Education says it, because my PhD was in ed administration. It didn't start out to be, it was in vocational technical education, but I was too slow and the program was canceled before I could finish the degree. So College of Education works for me, but I'm looking at the people in kinesiology and sports management and these other programs that are within it, and somewhere, so that when the student is looking for it, they're able to find that, but also that the people within those departments are inclusive and included within the college.

Thom Allen:

All right. Thanks Bob. Others?

Person 03 :

I agree, I think it's important. I graduated with a degree in kinesiology in 1997 and the only thing I had to do with the college itself was when I graduated. And I'm like, "Oh, that's a graduation ceremony I go to." But I had nothing, I felt disconnected from the college itself. So being a part of it, I think, would be important.

Walt Gmelch:

I would just concur, I think it's important to include others. We haven't done in the past, I think it's important for them to feel part of.

Person 04 :

Yeah. I do think it's important because when you think education, typically people just think like teachers and educational psychology, but there's so much more to offer within the college of ed currently. So including that in the name will help people recognize that there are more programs within this college.

David Paul:

I think a longstanding issue that we've had, for instance, is if you have a Dean who prioritizes certain things, if they're always prioritizing K through 12 or something like that, sometimes they're missing out on initiatives that could be driven in the kinesiology department. And so maybe a name just doesn't matter, but I do think you should be ingrained in the culture of the program, that it's more than just K through 12. So whether it makes a big difference or not, I'm not certain, but I do think in my experience, it does matter.

Todd Vanek:

I would agree with all the statements made. I think it's important to include because I think that would help with marketing and a feeling of inclusiveness and recognition throughout the university system.

WSUCOE name change focus group – Alumni and Advisory Board

- Bob Maxwell: Agreed.
- Thom Allen: All right. Well I think we heard from everybody. Did I miss anybody? Okay. All right. Well that was a very important question, here's another very important question. What would you like to see the name change to?
- David Paul: Well, [inaudible 00:51:16] is taken, right?
- Thom Allen: What was that, Dave?
- David Paul: I said, [inaudible 00:51:20] college is taken.
- Thom Allen: I think we heard that, yeah. Although maybe you changed it again, I don't know, Walt?
- Walt Gmelch: We changed that again, to cadre. Different story. All right. But still an acronym.
- Thom Allen: It's a tough question, I know, but I want to make sure I ask it to give you a chance to communicate, if you had a name in mind or even a partial name, if there's things about a name change, elements you wanted to make sure that it got on record, that you feel strongly about, let's throw them out here now.
- Todd Vanek: I was jotting down words as people were talking and things like learning, performance, human, education, management. And human learning and performance seems to be, I know that doesn't encompass everything, but those words seem to jump out.
- Walt Gmelch: Yeah. And I guess an issue I might have is I think it should be something like the College of Education and human performance or and human sciences. I'm frankly, more sold on human performance right now than I was before. So I think it maybe fits better than the science part. But that's up to the departments, I think, and kinesiology, other disciplines, it seems all the sciences are performance programs.
- Thom Allen: I love when discussions do that, they evolve your perceptions on things like that. That's great. Well, Kimber, welcome back. We're just asking, what you would like to see the name College of Education change to, if that was something you wanted to see done and if there's any words or elements of that name, we'd like to hear it.
- Kimber Behrends: I guess, I think it would be important or it would be nice to see something in the realm of management included in on it. However that ends up being included. But I think between maybe physical management, sport management, because kinesiology, I don't know exactly how that could tie in, but having that tied in somehow would be nice.

Thom Allen: Yeah. Okay. Any other thoughts before we move on to the next slide? All right. Well, keeping in mind everything that we've just discussed today, here are some previously identified names that were cited as potentials. And Brandon, we did not include any of the wonderful thought process names that came out of the faculty staff focus group in this slide, but I think that's okay. What do you think?

Brandon Chapman: Yeah, I think we decided to keep the data coming out consistent and see where things fell based on the different groups.

Thom Allen: Right, right. Yeah. So all of the ideas potentially will show up in the survey, but I'm just letting you know that our past focus group, we had a wonderful discussion and we did come up with a list of alternatives to some of these, but here are, and I believe that these were collected beginning of the summer from staff, faculty, at the College of Education. Take a moment and read through these. Okay. And then we'd like to do a little exercise and I'm going to go through and fairly quickly, I'm going to read through each one and just hold your thumbs up if it's something that you think that you like this name, down if you don't like it, and if you really just don't have an opinion, give us the sideways thumb, that one. So let's just start then with the College of Education and human sciences.

Thom Allen: Okay, good. Person 01 did I get you in there? Oh, okay, okay. College of Education and exercise science. So good. All right. College of Education and human ecology. I don't know if I got Person 02 in there. Okay. All right. College of Education and kinesiology and sports studies. All right, interesting. Okay. College of Education and sport. All right. College of Education and sports studies. Okay. Person 03, I didn't see, did I get you? Okay. College of Education, kinesiology and sport. Okay. College of human performance. All right. College of learning and performance. All right. College of movement, sciences, health and education. All right. Well, lots of middle of the road, sideways thumbs on all of these, which is understandable, because there's probably bits and pieces that you're like, I like that, but I don't like that. Thoughts on this list and some of your reactions to it.

David Paul: The department of movement sciences, a lot of people go, what is that, [inaudible 00:58:08] departments.

Thom Allen: Other comments or observations?

Person 03: I think if it was the College of Education and exercise science, they would need to rename that department to exercise science instead of kinesiology, so that would fit and match.

Thom Allen: Yeah. Kimber, you were going to say something.

Kimber Behrends: Well, again, going back to sport management, I feel like it's an outlier in a sense, that it's not science related, it's not education related, it's more the business side of sport. And so it's hard to fit that into any of this because it doesn't really

tie in, and sports studies and sport tie into that and kinesiology, but then it narrows kinesiology, what people may think of kinesiology. So it's hard to fit that in, in a nice way and make it rounded for everyone, just because it is more the business outlier. I like the leadership aspect of it that Person 01 put in there, because leadership and sport, stuff like that and management, but it's hard to fit that one in.

Thom Allen: Okay. All right. Well, unless there's any other final comments, that is all the questions that we have for you today. And I would like to thank you very much for taking the time out of your day to chat with everybody here, give us your thoughts.

Brandon Chapman: So Thom.

Thom Allen: Yes.

Brandon Chapman: So now I will throw this out there since all that data has been collected. Okay. The faculty from the last one, I just happened to be a fly on the wall and they kept on emailing afterward, they were so excited that-

Thom Allen: They were.

Brandon Chapman: Faculty threw out this name and I'll put it in the chat and see if there are any comments on this. But this is what faculty were starting to gravitate toward: the College of Learning, Wellness and Transformation. So for what it's worth, I thought I would share that as something that they seemed intrigued by. I'll let that just percolate a little bit.

Thom Allen: And by all means, anybody have any thoughts on that? We would be very curious to know what your thoughts are on that.

Person 03: I like the use of wellness instead of health. That might encompass it a little better, because when I think of health, I think of health sciences and leading to, I don't know, therapies and physician practices and things of that nature. So I think wellness can encompass both the performance side as well as the health science side, at least of the Kinesiology.

Brandon Chapman: Yeah. And I can tell you that from both sides, the kinesiology side and the other side, they liked the aspect of wellness, education was brought up, but they thought learning was something that was more active as opposed to something thrust upon them, and transformation was the outcome that they appreciated, rather than an output. So that was just an idea that was thrown around by a number of them, I think, by the time they were actually off of the focus group. So if anything, it really spurred good conversation among them.

Thom Allen: Yeah.

Walt Gmelch: That's important. I guess transformation, to me, sounds like a mission statement. I don't know if I've ever seen a transformation on a syllabus before in the entire College of Education, whether you call learning education, that's another debate. I mean, I guess I go to the Department of Education nationally, and that's where HEW and Department of Education is, they don't call themselves learnings. I don't know where we are with that across the country or what college wouldn't say we aren't about learning. I mean, politic science is about learning too. So we're into it, I realize that and I got to shut up a little bit, sorry, Thom. I don't-

Thom Allen: No, no, Walt.

Walt Gmelch: You asked for reaction.

Thom Allen: That's what we're looking for.

Walt Gmelch: I've been living this for 30 years now, in administration, so I like wellness as a concept. Again, my question is, do we have a department of wellness? Can we combine departments or programs around wellness? That makes sense to me, if we're doing that. But I think going back, I don't know whether **Person 01** made a comment or Bob or somebody, in terms of whether we go back to what our departments are named too. Maybe we need to rethink that, to be aligned with another name. I'll be quiet.

Person 02 When we look at that, College of Education, kinesiology and sports management.

Thom Allen: Mm-hmm (affirmative).

Todd Vanek: Well, I'll chime in with, I still would prefer performance over transformation because I do think that's more of a, I think someone said a vision or mission statement. Learning, I guess, is okay, but old school, I would prefer education. I think that is going to resonate more with anyone in the education realm, teachers searching for an education, just about exclusively as a College of Education, not the college of learning.

Kimber Behrends: And on that note too, I guess, thinking as an incoming student, if I were an incoming student, the transformation, that would confuse me as to what does that mean, what is that? Maybe it would make me look a little bit harder at that college, but also it might deter me from even looking at it, depending on what I'm looking for. But I wouldn't think to look at that for certain things like kinesiology necessarily or sport management, I'd look at that more for the education side.

Person 01 And I have teenagers, and if they're told they're going to be transformed in college, they might not take too well to that. If they're being told they're going to be transformed.

Walt Gmelch: Just one comment, Brandon, for you as a development officer too, when Iowa State pulled out the name education, didn't use it, a donor pulled away her million dollars and said, "Look, I got my degree in education, that's what I identified with. I am withdrawing my million dollar donation to the college." She felt so vehemently opposed to not having education somewhere because nationally that's a recognized name as well. And when we looked at top 50 colleges of education in the country, and I did that at Iowa State, just a sidebar, the top 50 college of education all have education in its name. You go to Purdue, you go to any, and if we're playing this ranking game, which I don't agree with, but if we are, then we better be identifiable as an education college, and that's who our competitive group is, the education group, top 50 all have that.

Brandon Chapman: I would imagine Walt, that this somehow is going to make its way into the survey at this point. Yep.

Kimber Behrends: Well, it brings up a good point though. Have you guys, I guess, reached out to major donors for the programs, to see what their thoughts are, or you plan on doing that? As someone who's in fundraising and works in fundraising, I know that's an important aspect of going forward, looking at what your major donors and major players, I guess, board of directors is on here, but what they think as well.

Brandon Chapman: Yeah. So among the groups that we put together, this one specifically was because of the role that each of you play, and some of this group actually would be considered major donors. And Jennifer Dean and her staff with Development, have been doing a masterful job at continuing to bring the continuity that we've all expected while at the same time reimagining the work we're doing so it's not so structurally stale. And she's had really great conversations with long-time alumni, and donors, and she knows those who feel like part of their identity was lost because they graduated or were part of a program that no longer exists, or no longer exists in the same name. Again, their identity might feel lost to them because, as has been mentioned, people usually identify with a program, not necessarily the college. And so that's one reason why donors and the alumni and stakeholders and advisory board members, is its own focus group. We'll have one with current students coming up soon, and we already had one with the faculty and staff, but that is a huge reason, Kimber.

Todd Vanek: Yeah. And I think back through what I was saying earlier about even just administratively in the university and the state and recognition of the college is experts on education and everything that that encompasses. And I also like the term wellness because learning could be considered a component of wellness, and so it has multiple meanings, not just physical wellness, but just wellness in general. And I think that adds a unique aspect that maybe we haven't thought about.

- Person 03:** I think there's a great place for creativity, but I think when you're looking at student recruitment, having something that's identifiable across different universities, so that they know they're comparing the same things, I think that's important to be recognized. If I'm looking at this department of education versus this one, versus this one, what do they offer me? If we have a name that's significantly different, they may not recognize that as that's a program I need to look into.
- Thom Allen: Mm-hmm (affirmative). Wow. Well, this has been a very rich conversation. And as Brandon pointed out, I do believe that, I mean, this has been really good for the upcoming survey, your comments in conjunction with what we heard from faculty and staff. I mean, it just really sets up a really nice series of questions, I think, for the broader public that we want to survey. So all right. Well, our hour is up, I just want any last comments or questions, feel free to throw them out right now.
- Walt Gmelch: Well, thanks for being inclusive, inviting us to join you. So I appreciate that.
- Brandon Chapman: Thank you so much, really do appreciate it. I guess, on behalf of the leadership team at the college, we could sit in the back room and come up with something and we did not want to do that. So really appreciate all of your expertise, your experiences, and we will certainly come up with a name or no change, that will likely make some people pleased and some people not. But appreciate your, your role in this.
- Thom Allen: All right. Thanks everybody. Have a good day.