

Thom Allen: Welcome. We're glad 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. I am Thom Allen from the Social and Economic Sciences Research Center. I'll be the focus group moderator today, and I'll be assisted today by Lauren Scott. Lauren, who will be taking notes, and Brandon Chapman who's moderating the chat channel and on tech issues in case we have any, but I'm sure we won't. We've been asked by the College of Education to conduct this and other inquiries regarding a possible name change for the College of Education. We've asked you to participate today because we're interested in hearing your perspectives on the possible name change. In this group, we're hearing from faculty and staff, but in later focus group sessions, we'll be hearing from students, alumni, and an advisory board.

Thom Allen: 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 throughout the topics that we want to cover today. 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. Either this later in the year or early next year. The college will use your thoughts together with the survey results to make a final determination regarding the College of Education name. In a group interview like this, it's really important that you express yourself openly. There are no right or wrong answers. We just want to know what you think. We expect that you'll have a range of different experiences, opinions, and ideas, and please feel free to share your point of view, even if it differs from what others have said. As a group, we're interested in the discussion that you will have over the issues that we bring up.

Thom Allen: All right. We are also recording this session as Brandon mentioned, and Lauren will be taking notes for our references. Lauren is also really our focus group specialist so she may chime in with some questions or some clarifications or probes. So Lauren, feel free to do that. I know we really didn't discuss that ahead of time, but we'll be on a first-name basis during our discussion. So, please state your name when you have a comment to make. Please know however that in later summaries or reports, all names will be taken out to keep your information confidential. This focus group is voluntary and you can skip any of the questions that you prefer not to answer, but we just want to encourage participation. This discussion will last around an hour and a half. Please feel free to get up and move around whenever you need to.

Thom Allen: So, before we get started, are there any questions? No. All right. All right. Let's see here. So, first, let's introduce ourselves. Let's start maybe with Person 01.

Person 01: Hi, I'm Person 01. I'm the assistant to the chairs for the two departments of kinesiology and educational psychology and ed leadership and sport management.

Thom Allen: Next, Person 02 maybe.

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- Person 02...: Hi everyone. I'm Person 02. I'm based in Vancouver and I'm the academic coordinator for WSU educational leadership programs across all campuses.
- Thom Allen: Okay. And, it's Person 03?
- Person 03: Yes, it's Person 03. My name is Person 03 and I'm also based in Vancouver. I'm a professor of education working in curriculum theory and I chair a teacher preparation program here in Vancouver on the west side.
- Thom Allen: All right. Person 04, you're up next in my order.
- Person 04: Hi, I'm Person 04. I am a professor in kinesiology and I teach and work in both the undergraduate and graduate kinesiology programs.
- Thom Allen: All right. How about Person 05?
- Person 05: Hi. I'm Person 05. I am educational psychology faculty here on the Pullman campus. I'm also the co-chair of kinesiology and educational psychology representing the educational psychology side.
- Thom Allen: All right. Person 06?
- Person 06: Yes. Hi everyone. I'm Person 06. I'm faculty in teaching and learning based on the Tri-Cities campus. Specifically, I'm in the language literacy and technology group. Good to be here.
- Thom Allen: Excellent. Person 07.
- Person 07: Hi everyone. I'm Person 07. I'm faculty in education leadership on the Spokane campus.
- Thom Allen: Terrific. And as I mentioned, I'm Thom Allen. I'm a project manager at the SESRC in Pullman. Lauren?
- Lauren Scott: Hi, everyone. I'm Lauren, and I'm also a project manager, but I am now in Durango, Colorado.
- Thom Allen: Where it's sunnier than it is here. And Brandon, do you want to say anything? With the radio voice and the radio mic? That's terrific. Well, okay. So our first question of the day is when you hear the name College of Education, what programs do you think of? And just open it up to the group. Can we list them off?
- Person 05: I'll start. I usually think of a teacher education program. I went through a College of Education undergraduate all the way through Ph.D., but mostly identify teacher education programs, and then the specialties within those content

domains: math, science, language literacy, bilingual education, but really anything that has to do with teacher prep.

Thom Allen: All right.

Person 02: I think of K-12 education, teaching, and leading.

Thom Allen: Okay. Others? The College of Education has a lot of programs, both undergraduate and graduate, and at least one non-degree program from the cheat sheet that I'm looking at right now. So, there's got to be some more.

Person 04: Well, I would add that traditionally physical education teacher preparation is in colleges of education. Kinesiology grew out of that, but we no longer have that program, but it does make me think of physical education as well.

Thom Allen: All right.

Person 06: I think I tend to think of education more broadly, so that does include teacher education, but to me it also includes research. It could include higher education. It includes educational psychology. I think it can include a lot of different departments, but to me, it's not just about teacher preparation, but it's education more broadly and it includes research.

Thom Allen: Okay.

Person 01: Well, I've been in here way long time people, so I've seen a lot of different ... so, of course, when I think of teaching and learning, it used to be elementary and secondary education. So, some of the older areas, higher ed, which we don't have, is what I think of, what comes back to me. Of course, it's all changed, so it includes everybody now.

Thom Allen: So, are there specific programs, degree programs and others, that we haven't listed that you can think of? Those are the ones maybe that come to mind when we first think about the College of Education, but what are the ones that we haven't discussed?

Person 04: Kinesiology and sport management.

Thom Allen: Okay.

Person 05: Can I ask a question about the question?

Thom Allen: Yes.

Person 05: I mean, I can pull and list the whole thing, but is it just what cues in my mind when I hear it, or do you want us to list the programs?

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Thom Allen: So, that was the first question. What cues in your mind? Second one is, what are we missing? What are the specific ones?

Person 06: There's also cultural studies. And I don't know that we have a specific indigenous education program, but we have a lot of folks that work in that area. I know we have the Mestizo Center. We have a lot of partnerships with local indigenous folks. So, those two haven't been mentioned yet.

Thom Allen: Right.

Person 05: And if we go down that route, we're missing the centers like Learning and Performance Research Center, the MERIT Lab, the Psychometric, STEM, so those are all-encompassing. That's kind of the research side of things that aren't necessarily represented in the name.

Thom Allen: All right. I would like to share with you a list that I have and be interested in your reactions to it. So, it's interesting because you've listed some programs here that I don't have. And then we're also missing some ones that I have on my list that we haven't mentioned yet. So, let's take a look. I think I need to share my screen with you. Screen. How about right there? All right. Can we see this? Programs within the College of Education? Is everyone able to see that? So, WSU ROAR, a non-degree program. Yeah? I think we mentioned athletic training, kinesiology, sports management, in terms of those big ones in undergraduate graduate. We've got teacher education. Some of the graduate-only ones I heard counseling psych listed, cultural studies and social thought. What about some of these other ones? Should they be on there? Are we missing others? Is it a pretty complete list?

Person 02...: We're missing some certification programs in leadership. We have principal certification, program administrator certification, and superintendent certification.

Thom Allen: Excellent. Okay. Well, not excellent that we're missing them, but excellent that you brought them up. All right. Any other comments or questions on this list? We're presenting this list and we're asking a lot of questions at the beginning about this, because obviously, this is important about the topic we're discussing about the name of the College of Education.

Person 06: Tom, I just have a quick thought.

Thom Allen: Mm-hmm (affirmative).

Person 06: Like I was looking at undergraduate only teacher education and I was thinking, "Oh, master's in teaching is missing." And then I went over to graduate only and saw it there, and I guess it's because it is a graduate program, but to me, master's in teaching is also teacher education so those two kind of overlap for me.

Thom Allen: Yeah. That was probably my error and not knowing how to combine those, but yes, that's great.

Person 03: And then also, this is Person 03. My connection is unstable. So, it crashes-

Thom Allen: Yeah, we lost you for a second, Person 03.

Person 03: Yeah.

Thom Allen: That's all right.

Person 03: Sorry.

Thom Allen: Welcome back.

Person 03: Thank you very much. So, my comment is that some of these programs are distributed unevenly across the four campuses. So, although we could look at the college of ed as being sort of monolithic and that these all applied evenly to all four campuses, they actually don't, and I think that differentiation is sort of important.

Thom Allen: That's excellent. That's a good point. Very good point.

Person 05: And you'll have to correct me if I'm wrong, but I don't think athletic training is an undergraduate program. Is it only graduate now? [crosstalk].

Person 04: Yeah, I just got corrected on this the other day. I believe what I was told is you cannot graduate with only an undergraduate degree. There is an undergraduate emphasis, but it has to go into the graduate program, so I think technically that's kind of correct.

Person 05: Yeah. So, that might need to be moved over.

Person 04: Yep. To graduate only.

Person 06: I think too we might have like a technology certification program for international students specifically, but maybe open to everyone in LLT like we have a lot of international doctoral students and I think Joy Egbert created a technology certificate. And I was also thinking about all of our study abroad programs. They're housed within these programs, but I think something else that really makes the College of Education special is the different kinds of study abroad programs we offer.

Person 05: And that would be the same too. We have two research certificate programs that are not listed. I wouldn't call them programs. They're certificates. But I guess if we're listing out certifications and certificates, those are not there.

- Thom Allen: Yeah, I think so. These are really important because we plan to ask these same questions that you're being asked to other groups, and we want to make sure that we're inclusive when we start this conversation.
- Person 03: If I could build on that, we also have different types of partnerships, which are included within these different categories, and a lot of them are community-based partnerships. So, one thing that we do is that we work with different groups in the field, in the community. For example, teacher preparation, there's the indigenous educational program. There are lots of different things that should be there somewhere that are just part of it.
- Thom Allen: Excellent. All right. Okay. Well then, what does the word ... we're going to ... well, actually, how important then is it that the college name, WSU College of Education, represents the breadth of all of these programs?
- Person 06: I think it's important. Obviously, it's a challenge when you have a lot of wonderful breadth, but I do think it's important to try to capture the diversity of what we do.
- Thom Allen: Okay. There's one vote for it being important to capture. Anybody else or anyone with another take on it?
- Person 05: I can-
- Person 04: Go ahead.
- Person 05: I said I can echo Sarah's thoughts. I do think it's important, especially in the research that we all do. We know that labels matter, right? What we label somebody or some entity, it does matter. So I definitely think that it matters. It's important for people to feel a sense of belonging to the entity that they are working under, but it's just a huge challenge. End it with that. How do you get it without having a horrible acronym or something? How do we find a word or a set of words that does capture that breadth?
- Person 03: I would agree with all that. I think it's really important to make sure that we kind of reflect in any name just the range of different programs and things that we do. But I think also that it's important to realize that they're situated across the state for different reasons, so that we're responsive. It's a land grant university, so we are responsive to the different areas and the different communities and these sort of reflect that. So it's not as if certain areas don't have something for a particular reason. It's because it just doesn't quite fit in terms of what's going on in those areas.
- Person 04: I was going to add to that, that our students in kinesiology feel a lack of identity with the college so I think that would be huge for them to feel like they have a home in our college and to Kira's point about the difficulty, and I think we all feel that. I think at the end of the day in my vision, there's going to be a trade-

off between breadth and specificity and that if we go too broad, it's going to be meaningless. To be useful in my mind, it has to be narrow enough that some people might not feel that absolutely everything is captured, but it might end up having a bit more meaning. That's sort of where my head is regarding where are we going to land with this? Because obviously, it's a huge challenge and I echo the not wanting a long acronym either. Which also allows for growth and expansion, to be not too specific.

Thom Allen: Person 07 or Person 01, any thoughts on that?

Person 07: Yeah. I mean, I do think it's important that the name be inclusive, but then also I think as Person 04 was saying it's parsimonious or we don't have a name that's 26 words long. So, finding that balance.

Person 02...: One of the things that I think about is where is the strongest sense of identity for students and faculty and staff? Is it with their program, is it with their department, or is it with the college? And getting some sense of where that real identity falls maybe would guide the decision about the college name a bit. I mean, for my own thinking, I know that the students in the programs that I work with, they are program-identified. I don't know that they even know the name of the department that their program falls under, and if I said, "Oh, it's in the College of Education." It does make sense to them. It's educational leadership. I don't think it's relevant to their lives in terms of identity. In my mind, I wonder if the college identity and department identity are more relevant to faculty and staff, but students, it's more department and program. So, that's just what comes up for me.

Thom Allen: Okay. Yeah. In terms of length of name, I've been working at the SESRC for over 30 years, but at least the first 10 years, when people ask where I worked, I'd have to take a really deep breath before I said Social and Economic Sciences Research Center. But I can say it now pretty easily.. Took some time. All right. Let's look at some of the specifics then around the name, and I want to start with the word sport. What does the word sport represent to you?

Person 04: I was waiting to hear what all the non-kinesiology people had to say, but I immediately contracted. My whole body contracted. I study yoga and mindfulness so I think about my body. I contracted, but that's because I'm a kinesiologist and it is I think-

Person 04: ... but that's because I'm a kinesiologist and I think a lot of people think that, that's what we do in kinesiology, but it's a very narrow focus of what we do. So we study things in a sport context, but what we do is much broader, but that wasn't your question. We don't have anybody here from sport management, do we? They'd be able to give a much better definition.

Person 05: Yeah.

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- Person 04: Sport is a structured, organized form of play and competition. Something like that is the technical definition. I'll stop there. I'm losing my train of thought.
- Thom Allen: No. And Person 04, that might have been my follow up question, but that's okay. Let's see what Person 05 has to say.
- Person 05: This is probably wrapped up into my identity though because I was an athlete. So when you say sports, I think athletes. That's the first word that cues into my head.
- Thom Allen: Yeah. Right. Let's hear from some of the other folks. Yeah.
- Person 01: What came in was physical is what came in because when [inaudible] was physical education. So that's the word that came up for me.
- Thom Allen: Okay.
- Person 06: I think that probably before I came to WSU or maybe just earlier on, I don't remember, at ASU for a long time, we were the college of education and I don't know if we had a sport psychology, I don't remember that being at ASU, but I think through my interactions with faculty in sport management, for example, I've come to understand it better. And so I understand there's a whole psychology to it. It's understanding the marketing and just what attracts people to watching, for example, sports, plural. But I think I've become aware that it's not the same as athletics, although I certainly understand Kira's. If I heard sports with the S I'm going to think athletics and organized sports, but when I hear sport now singular, I tend to think of it more broadly to include some of those other areas. And I liked what Person 04 said about the play and competition, because to me that's a broader interpretation. Like, we all engage in competition in different ways. Doesn't have to be athletics.
- Person 04: Oh, that's good, Person 06. Thank you for pointing out sport without the S because people commonly say sports management or sports psychology and that's incorrect and it's a pet peeve. So it's sport without the S and I wanted to add off of Person 06. What Person 06 was saying made me think of, I think probably because of my exposure to sport management, but I think of sport as a social institution and how it interacts with society, bidirectionally society and sports pointing society. So it's this much bigger entity that is pretty, it's at the crux of most human life in one form or another.
- Thom Allen: Right. Well, here is a follow up question to this and I've already been talking a little bit about this, but so much specific. To what extent is it acceptable to use sport in the name to represent program such as kinesiology or athletic training?
- Person 04: I don't think it's appropriate. But I can't speak for athletic training specifically, but I think much more about... Yeah, I can't speak for athletic training if they would say that they more broadly apply their things beyond sport. Sport is

probably more essential to them, but I'll have to ask them. That for kinesiology, it's more about physical activity and wellness broadly, and human development broadly, human flourishing broadly, human functioning broadly. So sport is just one context that in which we study those things.

Thom Allen: Others with ideas on this, thoughts, reactions?

Person 07: Okay. What Person 04 said when she said, "I don't want to speak for athletic training. I just wouldn't feel comfortable speaking for, they're not my fields. I don't know how they would describe themselves." I think there's probably a sense. It's already come up in this focus group that the three programs on the left here are the ones that are maybe related to education, but they don't fit in super well with that. But I don't feel comfortable speaking for how they do fit in. I think they should be able to explain what word unites them or words they would use to identify themselves. I wouldn't want to do that for them.

Person 02...: That make sense to me. But I would chime in and add that, I think the question was, is it acceptable to include it? And one of the things I think about is, that our name is going to be read or heard by people who actually don't know what that thing means. And so I'm giving some attention to what are the effects of that? So if we have some kind of name that has phrasing or words that mean something really specific in context to the people who do that work, of course, that's valid to them and to the people who already know. But when I think about from a recruiting standpoint, or just a WSU identity standpoint, to have names that are really meaningful to a small subset of people might not help our larger purpose.

Person 03: When I think about all three these, first of all, what comes to mind is practice as opposed to theory. And these things are really grounded in what people do. But really what we do is we look at theory as well. So we take a step back and we examine these different areas, both in terms of specifically what people do. But we look at the more theoretical in terms of health and wellness, psychology. Right now with sport management we're talking about illnesses, we're talking about major psychological problems and all that interplays with culture. And so practice comes to mind but it's really not only about practice it's also about theory and how the two of them come together.

Thom Allen: I like this that we're talking about the name of the college and who that speaks to. And early in the conversation we talked about, well, maybe less to students and more to faculty and staff associated with college, and now we're talking a little bit about things like potential students and when they hear the name of the college, and if you use a word like sport in the name, what does that do to a potential student and their recruitment to WSU? Person 06, I think you were going to say something.

Person 06: Oh yeah, sure. I was just thinking about what Person 04 said and when she was talking about wellness more broadly, human flourishing, human wellness. I don't know if she used the word development, but it got me thinking, well,

that's how I think about education. That's how I think whether it's K12 or even with higher education, we want to cultivate wellness and growth and flourishing in our students. So that seemed like a common area to me.

Person 04: Yeah, for sure. I've thought about that a lot too, Person 06. I think that's absolutely spot on. I also, when I think of sport, this might not be directly to the question that was just asked, but I also feel a desire to distance myself academically from the athletics department. And our sport management faculty are doing wonderful research and we do wonderful research and oftentimes that research is directly at odds with what the athletics department is actually doing. I'll stop there. But I think the difference between the athletics department on campus which has an entirely different purview and goals, et cetera, versus the academic pursuit of knowledge in the context of sport.

Thom Allen: All right. Okay. Let's move off of the word sport, let's move on a couple more words. When you hear the words, science and health, to what extent are they representative of the programs in the college?

Person 06: Well, I have to admit science and health to me personally, does not sound like education. I know that there is science and education. A lot of science, but especially when you pair science and health, to me that feels like science related to health and not education. And I also strongly believe that there's an art to education. And so I personally, the idea of education or science does not resonate deeply with me.

Person 05: I would echo that. And being from educational psychology, some might say that we are the science of education or there's learning sciences. That is a term that I actually don't identify with. There is programs that call themselves something sciences. I think that the term science when paired with health it represents a different program, a different entity. It is people who study health related things. And that's not to mean that we don't study health related things, but I think that health and wellness there's nuanced understanding to those things. I would say we are more on the wellness side of promoting environments and ways of thinking that promote wellness rather than the science of studying health outcomes. Like that key use epidemiology, other things in my head.

Person 02...: Yeah. I feel like there's too many degrees of separation between health and science and what I've heard about our current programs and names of those programs to be useful or meaningful in terms of being part of our name.

Thom Allen: Person 02 just to clarify, when you say those two words, health and science, you were saying, including either one of them not necessarily both of them?

Person 02...: Them together.

Thom Allen: Yeah. Right.

- Person 02...: I think we all could link each of those things to our various programs, but too many degrees of separation either together or separately.
- Thom Allen: Great. Okay, good. I just wanted to make sure that the question is asking about the two words, separate words, separate entities, but could be together. So, that's good.
- Person 04: That was my question, Thom. It felt like the first two people, the real impression was them together. And I just wondered how people felt if you just were talking about science or just were talking about health, but regardless, both words fit really well in kinesiology. I know that our faculty strongly identify with both of those words for what it's worth, together or apart.
- Thom Allen: Yeah.
- Person 06: I think for me, as in thinking about education, I would identify more with science than with health. I know just like Person 05 said, and in of course education, we want healthy students. I think I probably connect a little bit more with wellness in that sense to me, health feels very medical or something, but if I step back and I just think about health more in terms of holistic health, wellness wellbeing, then I can identify with the word health more. Just thinking about it from an educational perspective or at least how I conceptualize that, like Person 05 said, there is educational science or science, what did you call it Person 05, learning sciences? I don't identify with that either, but to me that feels like there's a lot of science and education. And I guess, maybe I'm thinking teaching and learning there, just sort of instruction versus maybe a broader picture. But yeah, I identify more with science than health, I think.
- Thom Allen: Others? Is anyone here that really feel strongly about the inclusion of those words. Of any of these words, sport science, health and a possible name for the college education.
- Person 03: When I hear science, I think first of the disciplinary approach and curriculum theory. So we don't want to box knowledge into disciplines per se. And I understand that we need to do that to look at say, the knowledge base of education and what goes into that knowledge base. But when I think of health, I think of something that is, as Person 06 mentioned, more holistic and it's broader and how we look at things really together and everything works together. But when I think of just science, I think that it's this technical approach, although it's not, I realized that, that's what comes to mind. And I think of disciplines and I personally trying to get away from the disciplinary approach to look at how things interact together, more holistically.
- Thom Allen: Yeah. All right.
- Person 04: Can I add one more comment?

Thom Allen: Yeah. Yeah. Yeah.

Person 04: Yeah. Even though health fits well in kinesiology, I agree with Person 06 that I like the broader terms better just because they encompass more. So the wellbeing, the flourishing, the development, like human something, those feel even better than health, which does feel narrower. And then to, I think it was Sarah's other comment about the art of it. Science can feel restrictive because I think what many of us do too, is the application. And the application is messy and there's so many more degrees of freedom to it. And that's true in kinesiology as well. Tease my students all the time about that, that that's why I'm working in a classroom it's a whole lot easier than working out there in the field and applying theory. It doesn't look like the science. So I agree. The science can really, even though it resonates, also feels somewhat restrictive.

Thom Allen: I'm not hearing anyone really championing these words. So maybe we'd have to spend much time on this next question here, but we just went and pulled up. This isn't an exhaustive list of programs and certificates at WSU, but it's just some that came up. I didn't find very many on health, but I did find a whole lot that included science in the name. And our question was, how confusing it would be to use words like science and health given that these words appear in names of other programs on the Pullman campus and across the WSU system. So looking at a list like this and considering the idea of including words like science and health in a college name, would it be confusing? Would it add confusion and ambiguity?

Person 06: I think that for me, in this particular instance, like if we were to call the college, the college of health and science, to me I completely loses education. I wasn't sure if that's what we were saying or just would it be like education and include the word science, but yeah, there are a lot of names with science in them. That's for sure.

Thom Allen: Yeah. And I think our questions at this point, we're just looking at those individual words and however they would be used for how appropriate they're. Okay. All right.

Person 03: I was also thinking about the audience of these words and we've already talked about a certain amount of ambiguity in terms of who we're really talking to and who we're appealing to. I think with students, for example, I don't know if they're really drawn to the word science and anything. In many cases, students are looking for sometimes some practical that's more on career related professional. And so science appeals to some people, but it doesn't appeal to other people. So I just don't know who the audience is exactly.

Thom Allen: And so Person 03, you're saying that including a word like science in the name could possibly send possible recruits that could be interested in programs in the college away? It could turn people away, possibly?

- Person 03: Yeah, I think so. I think people who might want to be elementary teachers or high school teachers or, yeah, they may think, that's not exactly what I'm looking for.
- Thom Allen: Right. All right. Well, excellent. I have another word that I want to get your reaction on. What extent does the word performance represent programs in the college or is it too catch all.
- Person 05: I would say for my work and the work that my colleagues do, performance actually captures a lot of the outcomes that we look at and it could be generic across many different outcomes. My only caution in thinking of the word performance, is I don't want to link that to the ideas of abilities or it could have a negative connotation like, oh, you have to perform well. Performance is always heightened. Performance is so, increasing performance, it can in certain situations seem counter the message and vision of the college.
- Thom Allen: Other thoughts?
- Person 03: Let me say I love the word performance. It makes me think of Judith Butler, the performativity. But I also think that maybe it implies an emphasis on behavior which I don't think is really intentional. And for that reason, it loses some capacity in terms of the depth of the meaning and how people might respond to it.
- Person 06: I agree with both Person 05 and Person 03. When I hear the word performance, I think standards, I think measurement, I think this idea of how well are we performing? If I were given the choice between performance and development, or growth, I like development or growth better.
- Person 04: I agree with all of those points. Performance is definitely something we look at. It's something that's important to kinesiology researchers and teachers. And it's also just one slice, one narrow piece of what we do. I agree with what everybody said.
- Thom Allen: The follow up question to this doesn't really address any of your concerns, but I need to ask it. It says, how about human performance adding that qualifier? To what extent would that work for programs like kinesiology, athletic training and sports management? Does that change it?
- Person 04: Right off, I don't feel like that changes it. It's still the human performance still has a very similar connotation to me, it's about that one type of behavioral outcome, standards, levels. Yeah.
- Thom Allen: Mm-hmm (affirmative).

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- Person 05: Yeah. And I would agree with Person 04, like it's already there. Even if you just say the word performance, because we know we study humans, it's there. You don't actually have to say it. It's always implied.
- Person 04: Although, I will say I like the word human. And so ask us more about that later with other words.
- Thom Allen: Yes. Yes. Okay. That's good. Good point. Okay.
- Person 03: Yeah. I love the word human, but not covered with performance. It sounds somehow, I don't know, like there's looking at the performance of humanity and it just seems like an oxymoron or contradiction terms.
- Thom Allen: All right. Okay. So we've had those. We really don't report those words. What other words might capture the breadth of programs because we've mentioned wellbeing? Maybe this and some others. Maybe something we haven't talked about.
- Lauren Scott: I think we've mentioned development.
- Thom Allen: Mm-hmm (affirmative).
- Lauren Scott: And maybe growth.
- Thom Allen: Right.
- Person 05: Flourishing?
- Thom Allen: Yes.
- Person 05: Some form of social interaction, something like that?
- Person 05: Form of social interaction, something like that.
- Thom Allen: Good.
- Person 05: And then throwing the cultural there too. I think across all of the different areas, there is that aspect of interaction between social and cultural. But then again, that might be too proud.
- Thom Allen: It's got to be some other words that you've thought about in terms of the college and it's what represents it.
- Person 04: I'm curious about what some of the TNL folks might say about the outcomes or things you're interested due to what in the classroom. That's what I'm interested to hear.

- Person 06: I think as soon as you said that I thought student growth or student development.
- Person 03: I also think about that in relation to problem-solving cultural challenges right now, and that the College of Ed is really positioned in the way we're spread across the four campuses across the state of Washington to begin to look at some of these really big systemic issues facing not just Washington, but really the world, but we could do it in a way that's much more complex given the different pieces and parts of the WSU system. I don't know if the world, it's not necessarily improvement and it's certainly not improving coupled with science, but it's something about a stance. I don't know what that word is of inquiry of improvement of making the world a better place. And especially for people in education, as education as a tool for that.
- Person 06: Thank you so much for saying that, Person 03. I think that is hugely important. I think that is what most of us in the college, we're all working in different ways to try to make the world a better place, to think about lots of different, important social and cultural issues. So I'm really glad that you mentioned that. It makes me think of the word critical, but not in a negative sense, but when you said inquiry, that resonated with me.
- Person 04: All of that resonates really strongly with me too, from a kinesiology perspective, and what we do. It made me think of Johnny's first COE research conversation this semester, where he said, "Resistance reconstitute something." Somebody fill in the blanks. Yeah, it's some three R words. That's what it made me think of.
- Person 05: I echo all those things. Those really resonate as well. I don't know if the word, I think we said it earlier, functioning comes to mind, but I don't know if that... That doesn't really capture what was just said, but it popped into my head.
- Thom Allen: Person 07 or Person 01, anything that comes to mind that before we move on to the next questions that are resonating with you.
- Person 01: Well, I feel that some of this that, I don't know, I want to say a broad enough group because I'm not hearing on the teaching side here or there's other areas, I just feel are left out now that we're not associating some of the words that brought up to everybody. And so I feel I'm not getting the whole picture of what could be.
- Person 02...: The only thing that I would add very modestly is things that come to mind is something around continual growth or a continuum. It seems like the different departments we talk about this, whether it's an evolution or it's increasing in competency or something. So some of those kinds of words, I don't have a good beat on the word, but that's something that comes to mind. And then something about society or community. It seems all of the departments, the work they do, the students they work with go out in our communities doing that work, not in corporations per se, but in society, they have an effect on the

people in the community who are not even directly connected with the university.

Person 06: I think that's a really good point that you made Person 02. And just as you were talking too and Person 03, you sparked this for me and then I forgot it, and then Person 02, you brought it back. This idea of transformation.

Person 04: Oh, that's good. I'm really excited because this is just... I saw an echo, again, this is resonating so strongly with me as I think about all of our programs. And I feel maybe those in cultural studies might have some better words to put on some of this, but it really does feel most of our programs could potentially identify with this idea of resisting and changing structures and systems. And I just also want to say that I feel a lot of the words we started with like sport, and performance, and health is the old school. And I think this is such a cool time to be changing our name potentially because I think that we're right at the cusp of there's a lot of change going on in the world and we could be at the forefront of coming up with a really phenomenal new name, if that's where this is headed. And I just really feel there's some consensus and some energy building around what we do collectively.

Person 03: And the thing I would add is when I think about knowledge and transformation, I know there's a caveat that it's easy to think about institutional knowledge and institutional transformation. And if you take somebody who has cultural knowledge funds of knowledge in the classroom and we want to transform them into something else. What does that mean exactly? So I think as part of that, it's also acknowledging, and recognizing, and respecting different epistemologies and different ways of looking at knowledge that students can bring to the classroom, indigenous ways, for example, into the classroom. So it's really complex. Language is really, really complex.

Thom Allen: Person 07, you were going to say something earlier. I want to make sure you have a chance.

Person 07: All I was going to say is, and I think Person 02 and Person 04 kind of got at it, but I was thinking about I'm breaking my own rule, which is I didn't want to speak for, but I think that something about society would be good for... I don't think there's a sport management person here, but I know that they're really not... I mean they're focused on sport, but it's the role of sport in society and things about sport policy. And so I think that's something that's more reflective of that 10,000 foot understanding of sport, if we can capture that is... And how sport fits into a flourishing society is something that we should try to, hopefully, incorporate or think about.

Person 03: And one more word that comes to mind to me is, this is building on what you said, Person 02, it's about potential that you mentioned the continuum, right? And a lot of people think that, for example, in teaching, that good teachers are born. They're not made, but they're not born, right? That there's this potential

that we build on. And there's a continuum and that experience counts but it's the potential that's there somewhere that we're trying to actually build on that.

Thom Allen: Wow. Really well done everyone. Okay. Consider this first bit our warmup questions. Now we're going to get into it. And we've talked about all this a little bit already, but let's really nail this one down. Is it more important that this college name be broad in all encompassing or that it be specific and enumerate all the programs within it?

Person 05: For me, I think it has to be broad and encompassing of our ultimate goals, our collective goals, rather than everybody gets part of their program name into the title. That I think is an important point because we have to... That to me, our outside view, our stakeholders, we just have to maintain an image in a way of saying and getting at... If everyone always use a very long acronym and everybody gets part of their put in it, I think it would then become separate entities. And I can feel this in some of the work that's happened with the department of whatever. We used to be [inaudible] and now we're two separate departments, and now we're four departments that are working by ourselves. And I'd rather have a cohesive, collective group working together. And I think if we all have a little bit in the name, then we just focus on our little bit. But if we can capture everybody's goal of what we all do, then that would make us all work towards that common goal, uphold that name.

Person 06: I really agree. And Person 05, what you said, you think about this idea of silos, right? And we kind of tend to get into our silos anyways, but yet, I was thinking about Person 05, you and I collaborate a lot across departments. You know, I have a good colleague here in Tri-Cities and Educational Leadership. We collaborate a lot. And we hate that. For example, educational leadership and teaching and learning is siloed, the buy all those two different departments. So, I agree, if we could come up with something that would be, feel more unifying that captures the goals that we all have. I agree with broad and encompassing.

Person 03: I just want to say, I agree with that entirely that as soon as you're really narrow, it starts to define into limit. And the name is really important. And it be good to have a name that actually triggers the imagination in some way. That's a generative that makes you think of new things, because we want the name to allow for expansion, to allow for growth, fluidity, different kinds of pairing interdisciplinary, pairings, and so on. And that's unresistant. And that's all, I think the future.

Person 02...: A hundred percent agree with Person 03. That's actually even just hearing you say that feels inspiring, my energy level goes up. I would love a college name that was a little bit visionary that allowed opportunity for program and departments that we don't even yet know what they are, but that could fit under the umbrella of the name rather than being specific to represent what we have now. And that ties into what Person 04 was saying earlier, right? It feels like an exciting time. So let's be a little bit more visionary and imaginative.

- Thom Allen: Do anyone want to take on specific and enumerative of all programs? Anyone think that might be... There might be some positives in doing that? I mean, what would that be? That first slide would you have to put predict? It would take, that could be 30 words in that college name. You guys have a lot of breadth. Any other thoughts? So here's college names at WSU. What do you think? Are these too long? Some of them just about right, too short?
- Person 01: Well, I think when you look at them, I mean, automatically you see what they do. So I guess that's kind of part of the idea and you see what is within each of those colleges. So I think that partly, we have to remember what it is people are looking for when they come to the university.
- Thom Allen: Currently your college has the one of the shortest names, and then you could look at Connors, that's got on the other end. What do you think? Where might the future of college education name be?
- Person 04: Yeah, I think ours might be too short. It's on the short side, as we're talking about vision, which I love that that word was brought up, Person 02, I think that our college is doing some visionary things like our indigenous studies and research that we're doing, our diversity inclusion initiatives that we're doing. We're like ahead of the curve on these, some of these really key issues. And I don't know that anybody knows it across the system. And who cares if we put all these people, it tells what they do, but we tell the impact we're making or the impact that we want to make. And maybe it stands out a little bit and looks a little different, but I'm all about that, put the envelope open. And make it something that people notice because it does look different and go, "Oh, what are they doing in that college?" And that could be a way for us to lead the way more effectively.
- Person 05: Just to piggyback off that idea of moving forward and mean, look at the college of nursing and the college of education. If you look historically at those are female white, female generate, and we're still there. Our name is still at that level. The two professions that you can go into as a female, even in my mom's time, right? Not that long ago, nursing and education and, and our names are stuck there. So when I saw those two, it just doesn't represent all that can be done, all who can come to our college. And so, yeah, it just, it seems old.
- Person 02...: They're not very dynamic names and they're super traditional for a land grant institution. So that's something probably to reckon with is that role as our land grant university in the state and honoring that and connecting that, but moving forward into the future, how is it going to look different?
- Person 03: I don't want a super long name, but I love the word to be technical of the word and not that I necessarily like the names of these colleges, but what the word and, it's obviously a conjunction. And so it makes you want to put things together. And when you start to put things together, you're already seeing things in a slightly different way. And so, I really like doing that and something

about humanity, or I don't know, not resistance, but working to the future in a really proactive, positive, good way, and something else,

Thom Allen: I'm going to apologize to Brandon and Person 03 for this, but I'm going to interject a question that I just thought of that we didn't agree upon ahead of time. And that is that there's clearly a trend in the last several years to renaming your college with name of an individual. What do you think? Okay, there's one thumbs down, maybe some more judging by the reactions.

Person 03: I think you have to be really careful when we look at them. People's lives and things happen and then all of a sudden you're stuck with the name of somebody and then, oh my God, these allegations turn up 10 years later. And so, I just think you have to be really, really careful about that. Offhand I can't think of whose name I would necessarily want.

Person 06: I agree. And I think there are other ways that you can really honor folks that want to contribute to the college. So at ASU, for example, our whole college was disestablished and then we were renamed with our benefactor's name and that didn't sit well with a lot of people. I feel it gives ownership to the wrong. I mean, I truly... It's wonderful to have people who want to make financial contributions to our college, but the college serves a whole collective of people. And so I too, it doesn't really sit well with me to put a name on it.

Thom Allen: All right. What about acronyms? Are they important to think about? I mentioned Connors. I think that a lot of people refer to Connors as Connors and then say, but what does that mean? In fact, I just had that conversation last week and someone said, "What is that?" And what do you think about acronyms? How is college of education currently referred to in terms of an acronym? Or is it at all just College of Ed?

Person 05: They'll say COE.

Thom Allen: Did that get confusing when it used to be College of Engineering? No. Okay.

Person 04: I don't think it's that important. I think the words are more important than the acronym. Potentially, something that we revisit. If this gets down to narrowing it more, if it's a really awful acronym for some reason, but maybe it gets narrowed down to just one word, like pharmacy. It's just pharmacy, right? Even though there's more words in the college name rather than an acronym, but...

Thom Allen: So would it help if there was an acronym that was just easy to say, or it just doesn't matter?

Person 06: I feel I agree with, Person 04. I think the words are more important. I think folks can get used to lots of different acronyms. There's tons of acronyms in education and they're not comprehensible to everyone, but I feel you can get used to using lots of different acronyms.

- Person 05: I think whatever you set out at the forefront, people will figure out a way to shorten it. So even if you plan to go out with a plan version of a name, we all find we socially situated and find a way to shorten it. So I think it'll land wherever it does.
- Thom Allen: Okay. Well, this next question, I really wanted to reword this next question to say, what would you think about changing the name to College of Education? But that would just probably not work. The reason is we've been talking about alternative names. We haven't actually talked about the thought of, well, will we just keep it the same? So how important is it for the College of Education to change its name, or to be more inclusive and list other programs, or totally different names? What's your thoughts on that?
- Person 06: I feel what I've heard is that it is important to change our name to be more inclusive. I don't know that if we left our name the same, I don't think that... Then that's not going to address the reasons that we are even having this conversation. So I don't know that just leaving it exactly the same is a viable option.
- Person 05: I guess I'll piggyback there. I don't also think that just tagging on sports or, tagging on some words that you had the programs, right? And we said that the programs on the side of the screen were the ones maybe not having identifying with education as much. So I don't think we can just tag on because then we still remain siloed. So I don't know if the move is just to tag on. I don't know if that actually works. I think that won't create any energy to move forward, but I don't know if that's an alternative.
- Person 04: That's a good thing to change the name. Sorry.
- Thom Allen: No, I'm sorry.
- Person 04: It was to change the name, I think depends on how much you want to move forward to tag off of Kira's statement. Do we want... It's not that it prevents us from moving forward where we are, but I'm hearing this would provide a lot more unity and energy as a college to move forward in more systematic, collaborative ways, potentially, in addition to all the communication with outside entities and what it says about who we actually are. So I think if we want to continue to really grow and change and be who we can grow into, then changing it is pretty important.
- Person 04: ... can grow into than changing it is pretty important.
- Person 03: I would agree with what Person 04 just said. I mean, I think the name College of Education, it's not a bad name, but it's incredibly traditional. And it really makes me think of say the 1950s, and the name itself it's an image, and you think of what the school does based on the name. And I'm not sure really what that

communicates, and I don't think it communicates where we want to go, or even what we're doing right now.

Person 06: So this is really interesting to me, because I think that we have brought out so many important points, and we've talked about so many important words. And I completely agree with this idea of thinking about the future and moving forward. And then at the same time I know for me personally, a big part of my identity is in that word education. So I just wanted to ask Person 05, when you say you don't think it would be effective to just tag on, so does that mean ... I hear education sport, science and kinesiology, for example.

Person 05: Yeah, absolutely. And I agree Person 06, I can see. I'm originally trained as a K-12 educator, that is part of my identity. When you ask me professional identity, education is spoken about. But what I don't see is, just tagging on kinesiology and sports administration, that to me gets us siloed again. So for me, I would love education to stay in there, but then to think about human function, other words, or think of a better word for education. And there's other words that I can think of that still resonate with the identity. I don't think we can lose that part of it. Tagging on each department's name is effective.

Thom Allen: Looks like we lost Person 07, I hope you can come back here in a bit. All right. I'm sure you've all been thinking about this subject for a while, I know it's been one that's been talked about for quite some time, it's probably come up in meetings. I'd like to know at this point, what would be a name that you would like to see it changed to or kept at?

Person 01: It seems like at some point this question was to asked, was it not for people to give names? I would like to see what those were or are, that would for me to come up with anything is and try to be inclusive as ... but I would like to see samples and that give you something to think about.

Thom Allen: Person 01 you're just one question ahead of me, so that is excellent, we are getting right there. I was just hoping before we threw that list out that I gave you all a chance to throw out something that's maybe on the top of your mind, when you have these meetings and talk about name change, what's the name that resonates best with you? Or even just something that's close to, you don't have to be exact? And if you don't have any, that's fine, I mean, Person 01 says she wants to see the list first and that's legit.

Person 06: Well, so as I kind of just mentioned, it's funny because when this whole thing first started, I just thought I'm just so connected to the word education. In my mind, I was like I don't mind what we change it to, but I don't want to lose the word education. Because to me education's very broad, it isn't just K-12 teaching or teacher education. To me, I think that whole process of teaching and learning broadly not just in a classroom setting, I think about development, I think about growth. And then I think about all these other things that we've brought out. Education to me, it is about change. It is about inquiry and transformation, it should be very forward looking. So it's interesting to me, I

really like some of these words, we've talked about; development, flourishing, social, and cultural thought and inquiry.

Person 06: I like all of those words, and it's funny, I guess maybe we could come up with a new name that would have education in it without that word. But I'm pretty attached to that word, but this conversation helps me to see there are other ways we can communicate that broader vision I have of education.

Person 03: I think that the word education is a good word, so I think it's really a wonderful word and it resonates with me. I don't know, whenever I think about what would be a good name, I always think, well, would that be a good name for a journal? And I think, oh yeah, that sounds like the name of a journal, the journal of education and cultural worlds, so I don't know. So we just have to be ... I mean, the name of a college of education, I don't know how to put it but it should have some weight that's not just the name of a journal of something that's so specific. That it could be a journal or a book, it should be bigger somehow and broader and more inclusive, I think, than that. And I'm really good with filters, I'm not so good with names. Cultural worlds, somehow I love that, but that's also really specific.

Thom Allen: Several years ago, I read an article that was entitled Names are Hard, and it stuck with me. And now an hour and 15 minutes into this, well, I'm really convinced that is totally true names are hard. Any other favorite or thoughts?

Person 04: I just think we've put all the ideas out there, I think we have so many great ideas and there's got to be somebody whose expertise it is to take all of that and just give us the name. And we're all going to see it, and go, yap, that's it.

Thom Allen: All right. We'll find that person or that group or whatever. Okay. So I think some of you are aware, maybe all of you aware that Sarah Ullrich-French did a survey. Maybe Brandon, you helped with this. Do you recall the survey maybe from beginning of the summer? Okay. All right. So the results were in, Brandon did you have any comments on that?

Brandon Chapman: Yeah, thanks. You are correct, Sarah Ullrich-French spearheaded a survey among faculty and staff in the spring and really worked hard to get as much participation as she could. She did the heavy lifting on it. It's fair to say that she did a good job representing her program and the concerns of faculty to our Leadership Team. I mean, we're here now, right? So that counted for something. And Mike knows a compelling case when he hears it. So even though having no change is always a possibility, he was always open to the idea of seeing this through.

Thom Allen: Okay.

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- Brandon Chapman: But I don't want to give any other commentary and have that micro context have the group go down some path and then have the data tainted. Not my role!
- Thom Allen: Right. And you all came up with a tremendous range of possible names. And Sarah did a really good job of kind of collapsing it down to several that captured most of the responses, maybe all the responses, and here they are. This is the condensed list, so let's take a second and just read through this. (Silence)
- Person 05: I like our chat ones better.
- Person 06: I do too.
- Person 04: Yeah. I hate all of these.
- Person 06: Yeah. I don't know, the top one to me, the very first one is the only one that even gets close. I don't really like them either.
- Person 05: Yeah. I think these are the tag-ons that I would be like, this to me isn't a step forward, these are the tag-ons.
- Thom Allen: I feel like there was some momentum in this discussion heading in a direction, and these do not at all capture the direction you guys were heading towards. I feel disappointed that this is my last slide.
- Person 03: Why don't people like Human Ecology, I'm curious. I only ask because it jumps out at me, and I happen to really like that, so I'm missing something.
- Thom Allen: Person 03 which one?
- Person 03: College of Education and Human Ecology.
- Thom Allen: And Human Ecology. Okay.
- Person 03: Person 04: Yeah.
- 04: The meaning isn't super clear for me right away, and I feel like other people, outsiders looking at it go, what does that mean? What does the word ecology really mean?
- Person 03: Person 02: Yeah. It's pretty academic.
- 02: I do, but I think it's evocative. I think the word ecology in this context is kind of evocative, and I also liked College of Learning. I don't really like the whole name of performance, but I notice learning is a dynamic word. It's like it's happening, it's always happening, happens in all sorts of context. So I noticed that I had a little uptick in energy around the learning word, as opposed to education.

Education, maybe it's just because it feels like something that's done to you, you are educated. And learning seems to me, the association as it comes it's more intrinsic, it's my own process. So just sharing that word, I noticed I kind of like that word.

Thom Allen: What about something like College of Education and Human Wellbeing, as that was a word that people brought up.

Person 06: Or College of Learning and Human Wellbeing. Actually, Person 02, I think that's a great point about the learning versus education. And I agree with you, education can very much be something that's done to you. And education as a system, as an institution has not served a lot of people very well. In fact, it's done a lot of destructive harm to a lot of people, whereas learning is influential. So, wow, I hadn't even thought of it that way before. I personally would be happy with learning versus education.

Thom Allen: Does anyone not see it that way? Does someone have a counterpoint towards using learning versus education? No.

Person 06: I guess some people could say it, maybe doesn't get at the instruction or the teacher preparation. But to me, teacher preparation is all about learning to become a teacher.

Person 05: Well, and even in the classroom it's co-regulatory, so if you stop learning as a teacher then that potential stops, that was mentioned. So I love that the co-regulation of learning, rather than you don't co-regulate teaching or education.

Person 03: Yeah. It really puts an emphasis on the growth and not the prescription that learning comes from the learner, so we're already shifting how we're looking at this.

Person 05: Yeah. Change that takes that old perspective of you teach the student and it's one direction to that, that integrated bidirectional process.

Thom Allen: Okay, we're nearly out a time. There is an exercise we want to do here right at the end, and I see that there be some value to this. Lauren, don't worry about taking notes, because Brandon's got this thing recorded. So we'll be able to go back and code this, because I'm sure this will go too fast for note taking. All right. So what we want to do is, we want to go through this list one at a time and just visually give us the thumbs up or the thumbs down. Maybe even in a thumb in the middle, if you're just really undecided. I don't know if I'm supposed to throw that out there, it's a possibility, but I just did. So, all right, let's just go through it. College of Education and Human Sciences? Thumbs up, thumbs down. Okay. College of Education and Exercise Science?

Thom Allen: Okay. College of Education and Human Ecology? College of Education and Kinesiology and Sports Studies? College of Education and Sport?

College of Education and Sports Studies? College of Education, Kinesiology and Sport? College of Human Performance? College of Learning and Performance? College of Movement, Sciences, Health and Education? All right. Excellent. Well, that was kind of fun. All right. Keeping in mind everything we just discussed today, is there any names that you feel strongly about or any other things that you would like to discuss, move forward? Also think about that we will be talking, we're doing the same focus group with the other groups. The other groups we mentioned, are there things that you think that maybe we could include or should include or maybe not include that we've discussed today with these other groups in terms of a survey of staff, faculty, students, alumni of the college of education, are there things that you might want to see asked concerning the name change?

Person 04: I just was kind of liking the one I put in the chat College of Human Growth and Wellbeing, or any synonyms for either of those words. I like Sarah's too, but I'm trying to think of something a little more succinct that rolls off the tongue. I thought I like the word learning too, but I was like, but everybody at the university is learning also. So is there a word that's just even captures what we've been talking about a tiny bit better than learning, something about that movement to potential or something, and I don't know what that word is.

Person 03: My only concern also is that whatever this is, that the name is not colonial in some way, or it's not embedding some colonial perspective. Which is that this is the right way of looking at something, which is, you said the Western norm of way and so on. And that's what we want for everybody, and that's just something that would be like a subtext. But I mean, obviously, it's not going to be racist or sexist or homophobic, that's really clear, but colonialism is a little bit more subtle.

Person 06: I think that's a really wonderful point Person 03, and I was just wondering process wise will we have an opportunity to vote on a palette of names? I'm wondering like, will we have another opportunity as a college to give input on potential names?

Brandon Chapman: The survey.

Person 05: What's kind of unfortunate when I think about that is, if people who get a name without the benefit of the conversation that we've had. I mean, just think of how we're talking together, our understanding of the different words and the context, it really informs how we feel about the name. And so it's kind of too bad to think that there might be people who just look at a list of names without the benefit of the discussion.

Thom Allen: Brandon, that's a really good point, and maybe we should think about transcripts of something like this removing identifiers and things like that. But being able to provide some sort of transcript of these discussions that maybe that could be something that would be of use especially to faculty, not even just in this college but across WSU, what do you think?

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- Brandon Chapman: Well, I think there's value in putting your name next to an idea. I know that takes a lot of courage. But I understand Kira's point. For a final packet, we could probably put transcripts without names.
- Person 06: You know what? Sorry, I just thought of a word that we haven't talked about today, and that's justice, I don't know. I mean, we have talked about diversity and inclusion and equity and we have, but maybe one of those words also could get in there.
- Person 03: It's a great word. Fantastic word.
- Person 06: And then I also wondered, so there weren't any sport management folks here today, are there going to be sport management folks in another focus group?
- Brandon Chapman: They were invited. Scheduling was the X-factor.
- Person 06: Okay.
- Thom Allen: Well, great. I feel like this was a really good conversation, and I didn't have to push too hard to get you folks to talk, and to really get in depth to some of these questions. So I just really appreciate everyone's very thoughtful responses on this. Are there any other last comments before we adjourn? No. Okay.
- Person 06: Yeah. Person 02, just put it in the chat, I just wanted to say thank you for this opportunity. It's been really nice to get to share my own thinking, but also get to hear from everybody here. I think this process was really valuable.
- Brandon Chapman: Really appreciate it.
- Person 06: Thanks, Brandon.
- Thom Allen: Well, good job everybody. All right.
- Person 06: Take care everyone.
- Thom Allen: We'll let everyone get back to lunch.
- Person 01: Bye everybody.